

CHAPTER IV

RESULT AND DISCUSSION

4.1. Result

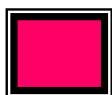
In this chapter, the researcher describes the teachers' and students' talking time, characteristic, and the correlation of whether the amount of teachers and students talk contribute significant influence to the teachers' and students' characteristics or not at SMPN 13 Kota Bengkulu in 2013/ 2014 academic year.

The data were taken from observation tally sheet and recording that was done from April 7, 2014 until May 10, 2014. Here were the schedules of the research:

Schedule of the Research

April 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Teacher A in VII C



Teacher B in VIII E

From the schedules of the research above, the researcher did the observation seven times for two English teachers. At that time, teacher A who was observed in VII C taught some materials, including descriptive and procedure text. Meanwhile, teacher B who was observed in VIII E taught some materials, including recount text, notice, and narrative text. After teaching and learning process, the researcher copied the materials that the teacher taught. It made the researcher easy to make a transcript of teacher's and students' activities.

After the researcher made a transcript, the researcher analyzed teacher's and students' activities at each meeting by putting a code at each particular talks and its explanation. Then, the researcher put the plotting of the coded data into matrix of Flander interaction analysis. After the researcher did all steps in analyzing the data, she calculated the percentage of teacher talk including indirect and direct talk, asking questions, lecturing, criticizing or justifying authority, and silence or confusion ratio by using Flander's formulates. Because the subject of this research was two teachers, the researcher would like to describe classroom interaction, and its characteristics by teacher A at VIIC and teacher B at VIIE.

First of all, the researcher would like to show two summary result of classroom interaction at VIIC by teacher A and at VIIE by teacher B as follows:

4.1.1. Summary result of classroom interaction at VIIC by teacher A

Table 6. Summary Result of Classroom Interaction at VIIC by Teacher A

No	Classroom interaction	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Teacher talk	72.64%	53.36%	61.17%	60.00%	70.86%	64.58%	80.43%	66.15%
2	Students talk	26.37%	45.74%	38.32%	39.23%	28.81%	34.38%	18.84%	33.10%
3	Silence	1.00%	0.90%	0.51%	0.77%	0.33%	1.04%	0.72%	0.75%

Based on table 6 above, the average of teacher A talk during the observation was 66.15%. Teacher talk included teacher direct and indirect talk. At the teacher talk, there was one meeting (at the seventh meeting) that has the highest percentage of teacher talk among the others. At the seventh meeting, the percentage of teacher talk was 80.43%. On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of teacher talk among the others. At the second meeting, the percentage of teacher talk was 53.36%. The reason why at those meeting has the highest and the lowest percentage of teacher talk was teacher's indirect (accepting the students' feelings, giving praise, accepting or using the students' ideas, and asking questions) and direct talk (lecturing, giving directions, and criticizing or justifying authority) had great influence to make the highest and lowest percentage.

Moreover, the average of students talk at VIIC during the observation was 33.10%. At the students talk, there was one meeting (at the second meeting) that has the highest percentage of students talk among the others. At the second meeting, the percentage of students talk was 45.74%. On the contrary, there was one meeting (at the seventh meeting) that has the lowest percentage of students talk among the others. At the seventh meeting, the percentage of students talk was 18.84%. The reason why at those meeting has the highest and the lowest percentage of students talk was students talk response to the teacher's questions, and talk by initiation had great influence to make the highest and lowest percentage.

Furthermore, the average of silence during the observation was 0.75%. At the silence, there was one meeting (at the sixth meeting) that has the highest percentage of silence among the others. At the sixth meeting, the percentage of silence was 1.04%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of silence among the others. At the fifth meeting, the percentage of silence was 0.33%. The reason why at those meeting has the highest and the lowest percentage of silence was communication that could not be understood by observer and co-observer had great influence to make the highest and lowest percentage.

Equally important, as the average of teacher and students talk at VIIC have the highest percentage in the classroom interaction (*see table 6*), the researcher found that the teacher and students talk was given influence by some aspects in Flander's interaction. In other words, the percentage of teacher and students talk related to the dominant of percentage of some aspects in Flander's classroom interaction. It can be seen as follows:

Table 6.1. Summary Result of Classroom Interaction Activity at VIIC by Teacher A

No	Classroom interaction	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Asking Questions	11.94%	6.73%	6.85%	16.92%	30.46%	9.38%	22.46%	14.96%
2	Lecturing	1.99%	4.04%	12.18%	16.92%	9.27%	3.65%	18.84%	9.56%
3	Criticizing or justifying Authority	30.85%	18.83%	10.66%	0%	7.28%	17.19%	5.80%	12.94%
4	Giving Directions	24.88%	16.59%	22.84%	15.38%	8.28%	23.44%	18.12%	18.50%
5	Direct Talk	57.71%	39.46%	45.69%	32.31%	24.83%	44.27%	42.75%	41.00%
6	Indirect Talk	14.93%	13.90%	15.48%	27.69%	46.03%	20.31%	37.68%	25.15%

Based on table 6.1 above, the average of asking question that the teacher A did during the observation was 14.96%. At the asking question, there was one meeting (at the fifth meeting) that has the highest percentage of asking question among the others. At the fifth meeting, the percentage of asking questions was 30.46%. On the contrary, there was one meeting (at the third meeting) that has the lowest percentage of asking questions among the others. At the third meeting, the percentage of asking questions was 6.85%. The reason why at those meeting has the highest and the lowest percentage of asking questions was how much the teacher asked questions content or procedures, and called a student by name during observation had great influence to make the highest and lowest percentage.

Additionally, the average of lecturing that the teacher A did during the observation was 9.56%. At the lecturing, there was one meeting (at the seventh meeting) that has the highest percentage of asking question that the teacher did among the others. At the seventh meeting, the percentage of lecturing was 18.84%. On the contrary, there was one meeting (at the first meeting) that has the lowest percentage of lecturing among the others. At the first meeting, the percentage of lecturing was 1.99%. The reason why at those meeting has the highest and the lowest percentage of lecturing was how much the teacher gave explanation, cited an authority, and asked rhetorical question during observation had great influence to make the highest and lowest percentage.

Incidentally, the average of criticizing or justifying authority that the teacher A did during the observation was 12.94%. At the criticizing or justifying authority, there was one meeting (at the first meeting) that has the highest percentage of criticizing or justifying authority among the others. At the first

meeting, the percentage of criticizing or justifying authority was 30.85%. On the contrary, there was one meeting (at the fourth meeting) that has the lowest percentage of criticizing or justifying authority among the others. At the fourth meeting, the percentage of criticizing or justifying authority was 0%. The reason why at those meeting has the highest and the lowest percentage of criticizing or justifying authority was how much the teacher criticized the students' behavior during observation had great influence to make the highest and lowest percentage.

Moreover, the average of giving directions that the teacher did during the observation was 18.50%. At the giving directions, there was one meeting (at the first meeting) that has the highest percentage of giving directions among the others. At the first meeting, the percentage of giving directions was 24.88%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of giving directions among the others. At the fifth meeting, the percentage of giving directions was 8.28%. The reason why at those meeting has the highest and the lowest percentage of giving directions was how much the teacher gave direction, commands, or order to the students during observation had great influence to make the highest and lowest percentage.

What's more, the average of direct talk that the teacher did during the observation was 41.00%. At the direct talk, there was one meeting (at the first meeting) that has the highest percentage of direct talk among the others. At the first meeting, the percentage of direct talk was 57.71%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of direct talk among the others. At the fifth meeting, the percentage of direct talk was 24.83%. The reason why at those meeting has the highest and the lowest percentage of

direct talk was how much the teacher's lecturing, giving directions, and criticizing during observation had great influence to make the highest and lowest percentage.

Furthermore, the average of indirect talk that the teacher did during the observation was 25.15%. At the indirect talk, there was one meeting (at the fifth meeting) that has the highest percentage of indirect talk among the others. At the fifth meeting, the percentage of indirect talk was 46.03%. On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of indirect talk among the others. At the second meeting, the percentage of indirect talk was 13.90%. The reason why at those meeting has the highest and the lowest percentage of indirect talk was how much the teacher's accepting the students' feelings, giving praise, accepting or using the students' ideas, and asking questions during observation had great influence to make the highest and lowest percentage.

4.1.2. Summary result of classroom interaction at VIIIE by teacher B

Table 7. Summary Result of Classroom Interaction at VIIIE by Teacher B

No	Classroom interaction	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Teacher talk	63.33%	74.87%	69.17%	66.67%	72.46%	74.81%	71.43%	70.39%
2	Students Talk	35.56%	24.12%	30.00%	31.97%	26.09%	23.70%	27.43%	28.41%
3	Silence	1.11%	1.01%	0.83%	1.36%	1.45%	1.48%	1.14%	1.20%

Based on table 7 above, the average of teacher talk during the observation was 70.39%. Teacher talk included teacher direct and indirect talk. At the teacher talk, there was one meeting (at the second meeting) that has the highest percentage of teacher talk among the others. At the second meeting, the

percentage of teacher talk was 74.87%. On the contrary, there was one meeting (at the first meeting) that has the lowest percentage of teacher talk among the others. At the first meeting, the percentage of teacher talk was 63.33%. The reason why at those meeting has the highest and the lowest percentage of teacher talk was teacher's indirect (accepting the students' feelings, giving praise, accepting or using the students' ideas, and asking questions) and direct talk (lecturing, giving directions, and criticizing or justifying authority) had great influence to make the highest and lowest percentage.

Moreover, the average of students talk during the observation was 28.41%. At the students talk, there was one meeting (at the first meeting) that has the highest percentage of students talk among the others. At the first meeting, the percentage of students talk was 35.56%. On the contrary, there was one meeting (at the sixth meeting) that has the lowest percentage of students talk among the others. At the sixth meeting, the percentage of students talk was 23.70%. The reason why at those meeting has the highest and the lowest percentage of students talk was students talk response to the teacher's questions, and talk by initiation had great influence to make the highest and lowest percentage.

Furthermore, the average of silence during the observation was 1.20%. At the silence, there was one meeting (at the sixth meeting) that has the highest percentage of silence among the others. At the sixth meeting, the percentage of silence was 1.48%. On the contrary, there was one meeting (at the third meeting) that has the lowest percentage of silence among the others. At the third meeting, the percentage of silence was 0.83%. The reason why at those meeting has the highest and the lowest percentage of silence was communication that could not be

understood by observer and co-observer had great influence to make the highest and lowest percentage.

Equally important, as the average of teacher and students talk at VIIIE have the highest percentage in the classroom interaction, the researcher found that the teacher and students talk was given influence by some aspects in Flander's interaction. In other words, the percentage of teacher and students talk related to the dominant of percentage of some aspects in Flander's interaction. It can be seen as follows:

Table 7.1. Summary Result of Classroom Interaction Activity at VIIIE by Teacher B

No	Classroom interaction	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Asking Questions	23.89%	25.63%	27.08%	27.89%	14.49%	20.74%	26.29%	23.72%
2	Lecturing	4.44%	30.15%	10.42%	9.52%	14.49%	12.59%	16.57%	14.03%
3	Criticizing or justifying Authority	8.89%	2.51%	7.08%	7.48%	10.87%	6.67%	10.29%	7.68%
4	Giving Directions	13.33%	15.58%	13.75%	13.61%	26.09%	22.22%	8.57%	16.16%
5	Direct Talk	26.67%	48.24%	31.25%	30.61%	51.45%	41.48%	35.43%	37.88%
6	Indirect Talk	36.67%	26.63%	37.92%	36.05%	21.01%	33.33%	36.00%	32.52%

Based on table 7.1 above, the average of asking question that the teacher B did during the observation was 23.72%. At the asking question, there was one meeting (at the fourth meeting) that has the highest percentage of asking question among the others. At the fourth meeting, the percentage of asking questions was 27.89%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of asking questions among the others. At the fifth meeting, the percentage of asking questions was 14.49%. The reason why at those meeting has

the highest and the lowest percentage of asking questions was how much the teacher asked questions content or procedures, and called a student by name during observation had great influence to make the highest and lowest percentage.

Additionally, the average of lecturing that the teacher B did during the observation was 14.03%. At the lecturing, there was one meeting (at the second meeting) that has the highest percentage of asking question among the others. At the second meeting, the percentage of lecturing was 30.15%. On the contrary, there was one meeting (at the first meeting) that has the lowest percentage of lecturing among the others. At the first meeting, the percentage of lecturing was 4.44%. The reason why at those meeting has the highest and the lowest percentage of lecturing was how much the teacher gave explanation, cited an authority, and asked rhetorical question during observation had great influence to make the highest and lowest percentage.

Incidentally, the average of criticizing or justifying authority that the teacher B did during the observation was 7.68%. At the criticizing or justifying authority, there was one meeting (at the fifth meeting) that has the highest percentage of criticizing or justifying authority among the others. At the fifth meeting, the percentage of criticizing or justifying authority was 10.87%. On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of criticizing or justifying authority among the others. At the second meeting, the percentage of criticizing or justifying authority was 2.51%. The reason why at those meeting has the highest and the lowest percentage of criticizing or justifying authority was how much the teacher criticized the

students' behavior during observation had great influence to make the highest and lowest percentage.

Moreover, the average of giving directions that the teacher B did during the observation was 16.16%. At the giving directions, there was one meeting (at the fifth meeting) that has the highest percentage of giving directions among the others. At the fifth meeting, the percentage of giving directions was 26.09%. On the contrary, there was one meeting (at the seventh meeting) that has the lowest percentage of giving directions among the others. At the seventh meeting, the percentage of giving directions was 8.57%. The reason why at those meeting has the highest and the lowest percentage of giving directions was how much the teacher gave direction, commands, or order to the students during observation had great influence to make the highest and lowest percentage.

What's more, the average of direct talk that the teacher B did during the observation was 37.88%. At the direct talk, there was one meeting (at the fifth meeting) that has the highest percentage of direct talk among the others. At the fifth meeting, the percentage of direct talk was 51.45%. On the contrary, there was one meeting (at the first meeting) that has the lowest percentage of direct talk among the others. At the first meeting, the percentage of direct talk was 26.67%. The reason why at those meeting has the highest and the lowest percentage of direct talk was how much the teacher's lecturing, giving directions, and criticizing during observation had great influence to make the highest and lowest percentage.

Furthermore, the average of indirect talk that the teacher B did during the observation was 32.52%. At the indirect talk, there was one meeting (at the third

meeting) that has the highest percentage of indirect talk among the others. At the third meeting, the percentage of indirect talk was 37.92%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of indirect talk among the others. At the fifth meeting, the percentage of indirect talk was 21.01%. The reason why at those meeting has the highest and the lowest percentage of indirect talk was how much the teacher's accepting the students' feelings, giving praise, accepting or using the students' ideas, and asking questions during observation had great influence to make the highest and lowest percentage.

Second, the researcher would like to show two summary results of classroom interaction characteristics at VIIC by teacher A and at VIIIE by teacher B. The characteristics were to know the teacher's and students' characteristics during the observation.

4.1.3. Summary result of classroom interaction characteristics at VIIC by teacher A

Table 8. The Summary of Results of Classroom Interaction Characteristics at VIIC by Teacher A

No	Characteristics	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Content Cross	26.37%	18.39%	32.99%	66.92%	63.91%	24.48%	63.04%	42.30%
2	Teacher Control	21.39%	9.87%	8.12%	5.38%	3.31%	18.23%	15.94%	11.75%
3	Teacher Support	0.50%	0.45%	1.02%	0%	1.32%	0.52%	1.45%	0.75%
4	Students' Participation	26.37%	43.95%	38.32%	39.23%	28.81%	34.38%	18.84%	32.84%

From table 8 above, it showed that the average of classroom interaction that was content cross was 42.30%. At the content cross characteristics, there was

one meeting (at the fourth meeting) that has the highest percentage of content cross among the others. At the fourth meeting, the percentage of content cross was 66.92%. On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of content cross among the others. At the second meeting, the percentage of content cross was 18.39%. The reason why at those meeting has the highest and the lowest percentage of content cross was how much the teacher asked questions (asking questions content or procedures, and calling a student by name), and lectured (giving explanation, citing an authority, and asking rhetorical question) during observation had great influence to make the highest and lowest percentage.

Equally important, the average of classroom interaction that was teacher control was 11.75%. At the teacher control characteristics, there was one meeting (at the first meeting) that has the highest percentage of teacher control among the others. At the first meeting, the percentage of teacher control was 21.39%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of teacher control among the others. At the fifth meeting, the percentage of teacher control was 3.31%. The reason why at those meeting has the highest and the lowest percentage of teacher control was how much the teacher gave directions, and criticized the students' behavior during observation had great influence to make the highest and lowest percentage.

Moreover, the average of classroom interaction that was teacher support was 0.75%. At the teacher support characteristics, there was one meeting (at the seventh meeting) that has the highest percentage of teacher support among the others. At the seventh meeting, the percentage of teacher support was 1.45%. On

the contrary, there was one meeting (at the fourth meeting) that has the lowest percentage of teacher support among the others. At the fourth meeting, the percentage of teacher support was 0%. The reason why at those meeting has the highest and the lowest percentage of teacher support was how much the teacher accepted the students' feeling, gave praise to the students, accepted the students' ideas, and asked questions during observation had great influence to make the highest and lowest percentage.

Furthermore, the average of classroom interaction that was students' participation was 32.84%. At the students' participation characteristics, there was one meeting (at the second meeting) that has the highest percentage of students' participation among the others. At the second meeting, the percentage students' participation was 43.95%. On the contrary, there was one meeting (at the seventh meeting) that has the lowest percentage of teacher support among the others. At the seventh meeting, the percentage of students' participation was 18.84%. The reason why at those meeting has the highest and the lowest percentage of students' participation was how much the students participated in responding the teacher's questions and talking initiation during observation had great influence to make the highest and lowest percentage.

4.1.4. Summary result of classroom interaction characteristics at VIIIE by teacher B can be seen as follows:

Table 9. The Summary of Results of Classroom Interaction Characteristics at VIIIE by Teacher B

No	Characteristics	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Total
1	Content Cross	53.89%	83.92%	68.75%	68.03%	48.55%	59.26%	68.57%	64.42%
2	Teacher Control	4.44%	3.52%	5.83%	6.12%	13.77%	11.11%	5.71%	7.21%

3	Teacher Support	1.67%	0%	0.42%	0%	0%	2.22%	0.57%	0.70%
4	Students' Participation	35.56%	24.12%	30%	31.97%	26.09%	23.70%	27.43%	28.41%

From table 9 above, it showed that the average of classroom interaction that was content cross was 64.42%. At the content cross characteristics, there was one meeting (at the second meeting) that has the highest percentage of content cross among the others. At the second meeting, the percentage of content cross was 83.92%. On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of content cross among the others. At the fifth meeting, the percentage of content cross was 48.55%. The reason why at those meeting has the highest and the lowest percentage of content cross was how much the teacher asked questions (asking questions content or procedures, and calling a student by name), and lectured (giving explanation, citing an authority, and asking rhetorical question) during observation had great influence to make the highest and lowest percentage.

Equally important, the average of classroom interaction that was teacher control was 7.21%. At the teacher control characteristics, there was one meeting (at the fifth meeting) that has the highest percentage of teacher control among the others. At the fifth meeting, the percentage of teacher control was 13.77%. On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of teacher control among the others. At the second meeting, the percentage of teacher control was 3.52%. The reason why at those meeting has the highest and the lowest percentage of teacher control was how much the teacher

gave directions, and criticized the students' behavior during observation had great influence to make the highest and lowest percentage.

Moreover, the average of classroom interaction that was teacher support was 0.70%. At the teacher support characteristics, there was one meeting (at the sixth meeting) that has the highest percentage of teacher support among the others. At the sixth meeting, the percentage of teacher support was 2.22%. On the contrary, there were three meetings (at the second, fourth, and fifth meeting) that have the lowest percentage of teacher support among the others. At the second, fourth, and fifth meeting, the percentage of teacher support was 0%. The reason why at those meeting has the highest and the lowest percentage of teacher support was how much the teacher accepted the students' feeling, gave praise to the students, accepted the students' ideas, and asked questions during observation had great influence to make the highest and lowest percentage.

Furthermore, the average of classroom interaction that was students' participation was 28.41%. At the students' participation characteristics, there was one meeting (at the first meeting) that has the highest percentage of students' participation among the others. At the first meeting, the percentage students' participation was 35.56%. On the contrary, there was one meeting (at the sixth meeting) that has the lowest percentage of teacher support among the others. At the sixth meeting, the percentage of students' participation was 23.70%. The reason why at those meeting has the highest and the lowest percentage of students' participation was how much the students participated in responding the teacher's questions and talking initiation during observation had great influence to make the highest and lowest percentage.

4.2. Discussion

In this section, the researcher would like to describe each table on the result above and its correlation at each other.

First of all, the researcher would like to describe table 6 summary result of classroom interaction and table 6.1 summary result of classroom interaction activity at VIIC by teacher A as follows:

4.2.1. Table 6 summary result of classroom interaction

Based on table 6, it could be indicated that at the teacher talk, there has the highest and the lowest percentage of teacher talk. The reason why at the seventh meeting of teacher talk has the highest percentage was teacher direct talk (teacher's asking questions, lecturing and criticizing) had great influence to make the highest percentage. It can be seen as follows:

Asking Questions

Asking questions was the first dominant in teacher talk. Qashoa (2013) insists that at the classroom interaction, teachers spend most of their instructional time conducting questioning sessions. The teachers asked questions to the students with the expectation that the students gave answers. David (2007) argues that questions will attract students' attention. Asking questions consisted of asking question about content or procedures, and called a student by name. The teacher asked question about content or procedures, such as: *What is this picture?*, *Where?*, *what is in the kitchen?*, *What is the Man doing?*, *bahasa inggrisnya motong-motong kemarin apa?*, etc. Besides that, the teacher called a student by name, such as: *Student 20*, *student 18*, etc.

Lecturing

Lecturing consisted of giving explanation, citing an authority, and asking rhetorical question. The teachers gave their explanation, such as: *masa minuman santai, minuman itu nikmat, It is text procedure. Ini adalah text procedure. Iya. Text procedure menggunakan urutannya, the first, second, finally, next, and then, the last, after that, etc.* Besides that, the teacher cited an authority, such as: *Tentang masakan, Di sana ada cara membuat lemon tea, boil dulu ya, boil the water in the kettle, etc.*

Giving Directions

The teacher gave direction, commands, or order to the students during the observation, such as: *Ok, look at here, Look at the picture, Please open page 12, etc.*

Criticizing or Justifying Authority

At this point, the teacher criticized the students' behavior, and students saw her question as critics of students during the observation. The teacher criticized the students' behavior, such as: *ok, hallo (mengetuk meja), etc.* The teacher criticized the students' behavior in order to they change their unexpected behavior to the expected behavior. According to UNESCO (2006), the main purpose of discipline is for children to understand their own behavior, and respect themselves and others. It means that after the teacher criticized their behavior, they will consider what they are going to do in the classroom. Besides that, the students saw her question as critics of students, such as: *kok, boil water in the cup?, put some sugar?, drink?, 1(one) egg?, 1(one) egg?* ↔ If the teacher attempts

to be clever, students see her question as critics of students. Therefore, the observer had to put a code category 7

In contrast, at the teacher talk, there has also the lowest percentage of teacher talk. The reason why at the second meeting of teacher talk has the lowest percentage was teacher's accepting feeling, accepting the students' ideas, lecturing had great influence to make the lowest percentage of teacher talk. For the teacher's accepting feeling, there was no teacher's accepting feeling at the second meeting. In addition, teacher's accepting feeling and lecturing had a little of proportion. Besides that, teacher's praising or encouragement and asking question had little of proportion.

Incidentally, at the students talk, there has the highest and the lowest percentage of teacher talk. The reason why at the second meeting of students talk has the highest percentage was students talk response to the teacher's questions, and talk by initiation had great influence to make the highest percentage. Javid et al (2013) believe that when the students want to talk in the classroom interaction, they only answer the teacher's questions and express their opinions in a few words. It can be seen as follows:

Students Talk Response

Students talk response consisted of giving response to the teachers' talk, and questions. The students gave response to the teacher talk, such as: *Descriptive, mem, Ok, mem, Yes, mem, True, mem, etc.*

Students Talk Initiation

The students expressed their ideas or were freedom to develop their opinion, such as: *Salah dag, mem. Kan yang ditanyo tu kato 'famous' punya arti yang mirip dengan kata apo, kata yang lain. Bukan Sule dag mem jawabannyo, tapi 'popular'.* Besides that, the students asked questions to the teachers, such as: *Mem, 'spare time' itu apa?.* According to Eison (2010), students' questions can stimulate student-teacher interaction in the classroom since the students are active, the teacher will be enthusiast to support the students' activeness, identify which part that they are still confuse or misunderstanding, give explanation that the material is important for them, and encourage student-student to collaborate.

In contrast, at the students talk, there has also the lowest percentage of students talk. The reason why at the seventh meeting of students talk has the lowest percentage was students talk response and by initiation had great influence to make the lowest percentage of students talk. For the students talk response had a little of proportion. In addition, there was no students talk by initiation at the seventh meeting.

Equally important, at the silence, there has the highest and the lowest percentage of silence. The reason why at the sixth meeting of silence has the highest percentage and fifth meeting has the lowest percentage was there was some communication that could not be understood by observer and co-observer. The result was from Flander's theory. The theory was it is the tradition of adding number 10 in the beginning and at the end of teaching and learning process. So, the researcher added category number 10 at each meeting in the beginning and at the end of teaching and learning process.

Moreover, based on table 6, it could be indicated that at the second meeting by teacher A at VIIC, there had the lowest percentage of teacher talk, and the highest percentage of students talk. At the meeting, the teacher explained all aspect of descriptive text, including its description, generic structure, and language feature. Besides that, the teacher asked the students to do some tasks, corrects their tasks orally, and read some descriptive texts that were on the tasks. In addition, the teacher asked the students whether their friend answer was correct or not by saying “is it true?” In other words, the students always gave response to the teacher talk if she gave direction and asked questions to them. In addition, the most activity that the students did during the teaching and learning process was writing their answer on the white board.

Furthermore, at the seventh meeting by teacher A at VIIC, there had the highest percentage of teacher talk, and the lowest percentage of students talk. At the meeting, the teacher asked the students to correct their homework by writing their answer on the whiteboard. In addition, after the students wrote their answer on the white board, the teacher always asked them whether their friends’ answer was correct or not. Besides that, the teacher gave directions to do task 53-55, and answer the questions orally.

4.2.2. Table 6.1 Summary Result of Classroom Interaction Activity

Based on table 6.1 above, it could be indicated that at the asking questions that the teacher A did, there has the highest and the lowest percentage of asking questions. The reason why at the fifth meeting of asking questions has the highest

percentage was the teacher asked question more to the students at the meeting. It can be seen as follows:

Asking Questions

Asking questions consisted of asking question about content or procedures, and called a student by name. The teacher asked question about content or procedures, such as: *What is this picture?, Where?, what is in the kitchen?, What is the Man doing?, bahasa inggrisnya motong-motong kemarin apa?, etc.* Besides that, the teacher called a student by name, such as: *Student 20, student 18, etc.*

In contrast, at the asking questions, there has also the lowest percentage of asking questions. At the second meeting of asking questions has the lowest percentage. It can be seen as follows:

Asking Questions

Asking questions consisted of asking question about content or procedures, and called a student by name. The teacher asked question about content or procedures, such as: *Nah, itu namanya teks apa, nak?, Udah tahu belum generic structurenya?, Nah, sampai sini, paham nak?, Atau masih bingung mungkin?, etc.* Besides that, there was no teacher called a student by name.

Additionally, at the lecturing, there was one meeting (at the seventh meeting) that has the highest percentage of asking question that the teacher did among the others. It was because the teacher used giving explanation, citing an authority, and asking rhetorical question. Such as: *Hari ini kita ngoreksi ya,*

Tukar, jangan kamu ngoreksi punya kamu sendiri, Yang kemarin?, Ok, number 3, etc (citing authority), Letakkan ayam itu di sebuah mangkuk, Dan tambahkan sayuran, Dan cukup air untuk merendam mereka, The same as number 7 Jawabannya sama dengan no 7 (giving explanation).

On the contrary, there was also one meeting (at the first meeting) that has the lowest percentage of asking question that the teacher did among the others. It was because the teacher spent a little time in giving explanation, citing an authority, and asking rhetorical question. Such as: *The man and the girl are in the living room (giving explanation), Okay, this is your homework, There is a stove in the kitchen, There are twenty five students in the classroom (citing an authority).* In addition, there was no asking rhetorical question.

Incidentally, at the criticizing or justifying authority, there was one meeting (at the first meeting) that has the highest percentage of criticizing or justifying authority among the others. It was because the teacher spent more in criticizing the students' behavior, such as: *Carilah di situ. Kalau mem jawab, berarti mem yang ngerjakan, Jangan nanya terus. Kalian kan harus berusaha sendiri juga, Heyy, jangan ribut!!, Mentang – mentang mem nyuruh teman kalian, kalian ribut, Kalian harus bisa menghargai orang lain. Paham?(change the students' unexpected behavior to expected behavior), and Is it right for number 1 and 2?, Benar nggak?, Is it right?, Jadi, betul nggak jawaban temannya? (the students saw the teacher's statements as critics of students).*

On the contrary, there was one meeting (at the fourth meeting) that has the lowest percentage of criticizing or justifying authority among the others. It

was because the teacher spent a little in criticizing the students' behavior since there was no criticizing at the fourth meeting.

Equally important, at the giving directions, there was one meeting (at the first meeting) that has the highest percentage of giving directions among the others. It was because the teacher spent more in giving direction at the meeting, such as: *Student 3 and student 4, give your friend one by one, Okay, look at the picture. Sekarang, kerjakan tugas activity 2. Kerjakan di buku latihan saja. Yang aktivitas kedua aja. Bedside? Coba lihat kamusnya. Number 1, student 1. Number 2, student 2. Ayo maju ke depan.*

On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of giving directions among the others. It was because the proportion of giving direction was low, such as: *Ok, look at here, Look at the picture, Please open page 12, open your LKS 48(forty eight), Oh no, please open page 49, Answer the question, please translate number 4, Ok now, page 50 (fifty), Halaman 50 (lima puluh) kerjakan, Tadi halaman 49 and 50, nanti dikumpulkan, etc.*

What's more, at the direct talk, there was one meeting (at the first meeting) that has the highest percentage of direct talk among the others. It was because the teacher more spent in direct talk, including teacher's lecturing (*Okay, this is your homework, The man and the girl are in the living room*), giving directions (*Student 3 and student 4, give your friend one by one, Okay, look at the picture, Sekarang, kerjakan tugas activity 2, Bedside? Coba lihat kamusnya, etc*)

and criticizing (*Carilah di situ, Kalau mem jawab, berarti mem yang ngerjakan, Is it right for number 1 and 2?, Benar nggak?, etc.*)

On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of direct talk among the others. It was because the proportion of teacher direct talk was low, including teacher's lecturing (*biasanya bentuknya agak bulat, Tentang masakan, Di sana ada cara membuat lemon tea, boil dulu ya, boil the water in the kettle, ok. Leave, etc*), giving directions (*Ok, look at here, Look at the picture, Please open page 12 open your LKS 48(forty eight), Oh no, please open page 49, Answer the question, etc*), and criticizing (*Pour?, put?, bag tea apa tea bag?, Tea-bag itu kan teh celup kan?, Drink?, etc*)

Furthermore, at the indirect talk, there was one meeting (at the fifth meeting) that has the highest percentage of indirect talk among the others. It was because the teacher spent more in indirect talk, including accepting the students' feeling ("no"), giving praise (*nice merebus, Put a tea bag in a cup, iya tambahkan apa?, iya diamkan, etc.*), accepting or using the students' ideas (*ya, ok, iya, etc.*), and asking questions (*What is this picture?, Where?, what is in the kitchen?, What is the Man doing?, what is the meaning cut?, etc*)

On the contrary, there was one meeting (at the second meeting) that has the lowest percentage of indirect talk among the others. It was because the proportion of indirect talk was low, including accepting the students' feeling (-), giving praise (*Iya, betul sekali, Iya, benar, That's good, student 2, Very good, student 9, etc.*), accepting or using the students' ideas (*Maksudnya disini berarti, sinonim dari 'famous' itu apa. Dan berarti sinonimnya, 'popular', etc*), and

asking questions (*Nah, itu namanya teks apa, nak?, Udah tahu belum generic structurenya?, Are you finished?, etc*).

Based on the explanation above, it could be concluded that the most dominant classroom interaction was teacher talk (*see table 6*). According to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. It meant that the teacher dominated the classroom interaction. In addition, Abarca (2004) states that one of dominant type of classroom interaction is teacher-dominated that is the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction.

The teacher talk was from direct talk. Direct talk was more dominant than indirect talk (*see table 6.1*). It meant that teacher used more direct talk in her talking time. It indicated that the teacher used more in lecturing, giving directions, and criticizing or justifying authority. Finske (1967 cited in Dougherty 1970) maintains that teacher direct talk tends to minimize and teacher indirect talk maximize the freedom and variety of response. It means that when the teacher spends their talking time by direct talk, the teacher does not give chance to the students to participate more at the classroom interaction and vice versa.

Furthermore, the researcher found that the proportion of classroom time spent by silence or confusion was a little (*see table 6*). The reason why silence had a little proportion was pauses, short periods of silence that was communication cannot be understood by observer and co-observer was very low. In addition, the researcher and co-observer just added category number 10 at each meeting in the

beginning and at the end of teaching and learning process. It based on Flander's theory. Flander (1970 cited in Singh et al. 2008) maintains that it is the tradition of adding number 10 in the beginning and at the end of teaching and learning process. It means that for the researchers who use Flander's theory, they have to add category number 10 in the beginning and at the end of teaching and learning process.

Additionally, the researcher also found that the proportion of classroom time spent by lecturing was a little (*see table 6.1*). The teacher was rare in giving facts or opinion about content or procedure with her own ideas and asking rhetorical questions to the students. It meant that lecturing was the least dominant in classroom interaction activity.

Moreover, based on table 6.1, it could be indicated that at the first meeting by teacher A at VIIC, there had the highest percentage of criticizing or justifying authority, giving directions, and direct talk and the lowest percentage of lecturing. At the meeting, the teacher showed one picture to stimulate the students to know new vocabulary through pictures. In addition, the teacher asked the students to do a task by giving name of something in the living room to the given picture. Besides that, the teacher asked the students to write their answer on the white board. At that time, the teacher asked the students whether their friend answer was correct or not by saying "is it true?". In other words, the teacher did not have chance to give explanation since the teacher spent her talk by giving direction to the students to do some tasks and write their answer on the white board.

Furthermore, it could be indicated that at the fifth meeting by teacher A at VIIC, there had the lowest percentage of giving directions, and direct talk and the lowest percentage of indirect talk. At the meeting, the teacher asked the students to do some task and ask to answer the tasks orally. Besides that, the teacher asked the students to make a group to make a glass of juice for the next meeting.

Second, the researcher would like to describe table 7 summary result of classroom interaction and table 7.1 summary result of classroom interaction activity at VIIE by teacher B as follows:

4.2.3. Table 7 summary result of classroom interaction

Based on table 7, it could be indicated that at the teacher talk, there has the highest and lowest percentage of teacher talk. The reason why at the second meeting of teacher talk has the highest percentage was teacher's lecturing, asking questions, and criticizing had great influence to make the highest percentage. It could be seen as follows:

Lecturing

It was the first dominant in teacher talk. Lecturing consisted of giving explanation, citing an authority, and asking rhetorical question. The teachers gave their explanation, such as: *Text itu disebut recount text. Recount text itu, text yang menceritakan kembali kejadian yang di alami seseorang. Biasanya recount text itu tentang pengalaman liburan ya nak. Tiap text dalam bahasa inggris itu ada bagian-bagiannya, yang biasa di sebut generic structure. There are three part of generic structure: First: re-orientation. Re-orientation biasanya menyatakan tentang who, when, where yang ada di text. Biasanya terletak di paragraf*

pertama Second: events. Events biasanya tentang kronologi kejadian. Biasanya event itu terletak di paragraf kedua dan ketiga. Last: re-orientation. Re-orientation biasanya tentang perasaan dari tokoh yang di ceritak. Biasanya re-orientation itu terletak di paragraf terakhir, etc.

Moreover, The teacher cited an authority, such as: *Di sini Mam akan menanyakan tentang liburan kalian pas anak kelas 3 kemarin UAS, Ok students, tadi Mam menanyakan last holiday kalian, topic yang Mam ajarkan sangat berkaitan dengan apa yang kita pelajari hari ini, Sekarang kita akan mempelajari recount text, Ini penting!, Mam kasih waktu 5 menit, etc.* In addition, the teachers asked rhetorical questions, such as: *Di sana ada text kan?*

Asking Questions

Asking questions consisted of asking question about content or procedures, and called a student by name. The teacher asked question about content or procedures, such as: *The question number 1 is did you remember your last holiday?, Kalau masih, where did you go on the last holiday?, Ok student 15, where did you go on the last holiday?, etc.* Besides that, the teacher called a student by name, such as: *Ok student 15, Ok student 7, Student 20, etc.*

Giving Directions

The teacher gave direction, commands, or order to the students during the observation, such as: *Ayo maju ke depan, Nahh, coba lihat contoh kalimat nomor 2, Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7, Ok, number 2, student 16, coba kalian translate dulu, yang paragraf 2, yang 'slingshot is a fork wooden stick Y', etc.*

Criticizing Or Justifying Authority

The teachers criticized the students' behavior during the observation, such as: *yang lainnya diam, Keep silent please!, Student 20, lain kali kalau temenya ngomong, perhatikan ya*, etc. The teacher criticized the students' behavior in order to they change their unexpected behavior to the expected behavior.

In contrast, at the teacher talk, there has also the lowest percentage of teacher talk. The reason why at the second meeting of teacher talk has the lowest percentage was teacher's accepting feeling, accepting the students' ideas, lecturing had great influence to make the lowest percentage of teacher talk. For the teacher's accepting feeling, accepting the students' ideas, lecturing, and criticizing had a little of proportion, such as: accepting the students' feelings (-), giving praise (*That's good student 1*), accepting or using the students' ideas (-), and asking questions (*The question number 1 is did you remember your last holiday?, Kalau masih, where did you go on the last holiday?, Ok student 15, where did you go on the last holiday?, Film apa yang kamu liat di bioskop itu?, Are you finished?, etc*).

In contrast, there was one meeting (at the first meeting) that has the lowest percentage of teacher talk among the others, including teacher's indirect talk and direct talk. Direct talk included accepting the students' feelings (*at that time, some students are noisy, and at that time, some students are noisy*), giving praise (*Betul, That's good, That's good, Ya betul, he is sick, Very good, etc.*), accepting or using the students' ideas (-), and asking questions(*Nah, who can answer the question number 1?, Nah, sekarang siapa yang mau jawab pertanyaan number*

2, *Ayo, siapa yang bisa jawab pertanyaan no.3?*). In addition, direct talk included lecturing (*Di sana ada gambar kan nak?, Kenapa diam?, Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?, Task 2 ini sangat berkaitan dengan task 1 yaitu tentang orang sakit. Yang sakit di sini Reno, etc.*), giving directions (*Sekarang, please open page 24, Lihat task 1, Now, look at the picture, Sambil kalian memperhatikan gambar, please answer the questions yang ada di sampingnya, Please raise your hand, etc*) and criticizing or justifying authority (*Apa bahasa inggrisnya rumah sakit?, Jadi, jawaban yang benar: he is at hospital, Jadi, kalimat yang benarnya?, etc.*)

Incidentally, at the students talk, there was one meeting (at the first meeting) that has the highest percentage of students talk among the others. It was because the students spent more talk response and talk by initiation, such as: *Yes, Mam, Me Mam, Di rumah sakit Mam, Hospital, Mam, sick, sick Mam, etc.* (students talk response), and *Apo arti nomer 3 tu Mam?, and Jadi Mam, kalimat yang benar tu, because Ando's mother is being treated in the hospital* (students talk by initiation)

On the contrary, there was one meeting (at the sixth meeting) that has the lowest percentage of students talk among the others. It was because the proportion of students talk response and talk by initiation was low, such as: *Suatu cerita yang tujuannya untuk menghibur Mam, Contohnya: cerita rakyat, fabel, dan fiksi Mam, (Some students give answer "putri salju" Mam, and some students give answer "snow white"), Pernah Mam, Snow White, prince, ibu tiri, dan 7 kurcaci Mam, Nenek sihir Mam, Happy ending Mam, etc* (students talk response). In addition, there was no students talk by initiation

Equally important, at the silence, there has the highest and the lowest percentage of silence. At the silence, there was one meeting (at the sixth meeting) that has the highest and third has the lowest percentage of silence among the others. The result was from Flander's theory. The theory was it is the tradition of adding number 10 in the beginning and at the end of teaching and learning process. So, the researcher added category number 10 at each meeting in the beginning and at the end of teaching and learning process.

Moreover, based on table 7, it could be indicated that at the first meeting by teacher B at VIIE, there had the lowest percentage of teacher talk, and the highest percentage of students talk. At the meeting, the teacher gave a direction to the students to answer 'warm-up' that was on their LKS. After the students gave response to the activity 'warm-up', the teacher asked them to do task related to 'warm-up' that was filling the blank. Besides that, the teacher asked the students to answer the questions orally in order to all students understands the material.

What's more, at the sixth meeting by teacher B at VIIE, there had the lowest percentage of students talk, and the highest percentage of silence. The material that the students learnt was about narrative text. At the meeting, the teacher gave a direction to the students to answer 'warm-up' that was on their LKS. After the students gave response to the activity 'warm-up' orally, the teacher asked the students to do task related to 'warm up'. In addition, the teacher asked the students to correct their task by writing their answer on the whiteboard.

4.2.4. Table 7.1 Summary Result of Classroom Interaction Activity

Based on table 7.1 above, it could be indicated that at the asking questions that the teacher B did, there has the highest and the lowest percentage of asking questions. At the asking question, there was one meeting (at the fourth meeting) that has the highest percentage of asking question among the others. It was because the teacher spent more asked questions during the observation, such as: *Kalian sering nggak baca/dengar kalimat ini? 'dilarang merokok,' 'dilarang parkir di sini,' 'dilarang membawa makanan dan minuman.'*, Nah,, kira-kira termasuk kalimat apa itu?, Nahh, Bahasa Inggrisnya apa?, Are you finished?, Yes, student 6, Kenapa C, student 20?, etc.

On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of asking questions among the others. It was because the proportion of asking questions was low, such as: “Did you remember our last the loweston?”, “Are you finished?”, “Sekarang bulan berapa?”, “Sekarang tanggal berapa?”, “Do you understand?”, “Are you finished?,” and “Any questions?”

Additionally, at the lecturing, there was one meeting (at the second meeting) that has the highest percentage of asking question among the others. It was because the teacher spent more time in lecturing, such as: *Di sini Mam akan menanyakan tentang liburan kalian pas anak kelas 3 kemarin UAS, Text itu disebut recount text, Recount text itu, text yang menceritakan kembali kejadian yang di alami seseorang, Biasanya recount text itu tentang pengalaman liburan ya nak, Tiap text dalam bahasa inggris itu ada bagian-bagiannya, yang biasa di sebut generic structure, etc. (giving explanation), Ok students, tadi Mam*

menanyakan last holiday kalian, topic yang Mam ajarkan sangat berkaitan dengan apa yang kita pelajari hari ini, Sekarang kita akan mempelajari recount text, Sekarang, Mam akan menuliskan rumus past tense, Mam cuman ngasih tau kalian asal katanya, and Untuk translatennya, di kumpul, dan untuk essay nya pr (citing an authority), and Di sana ada text kan? (asking rhetorical question)

On the other hand, there was one meeting (at the first meeting) that has the lowest percentage of lecturing among the others. It was because the proportion of lecturing was low, such as: *Di sana ada gambar kan nak?, and Kenapa diam? (asking rhetorical question), Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?, Task 2 ini sangat berkaitan dengan task 1 yaitu tentang orang sakit. Yang sakit di sini Reno, Jadi kalimat lengkapnya: 'Cici says Hello' (giving explanation).* In addition, there was no citing an authority.

At the criticizing or justifying authority, there was one meeting (at the fifth meeting) that has the highest percentage of criticizing or justifying authority among the others. It was because the proportion of criticizing or justifying authority had the highest proportion, such as: *Menurut kalian jawaban no 1 betul nggak?, Tapi kira-kira ada yang kurang nggak?, Untuk jawaban no. 2 betul nggak?, Pertanyaan no 4, betul nggak?, etc.*

On the other hand, there was one meeting (at the second meeting) that has the lowest percentage of criticizing or justifying authority among the others. It was because the proportion of criticizing or justifying authority has low proportion, such as: *yang lainnya diam, Jawaban student 15 benar nggak?, Keep silent please!, and Student 20, lain kali kalau temenya ngomong, perhatikan ya.*

Equally important, at the giving directions, there was one meeting (at the fifth meeting) that has the highest percentage of giving directions among the others. It was because the teacher spent more time in giving directions, such as: *Nah, sekarang please open page 38 yang 'Enrichment', Coba kalian kerjakan di situ aja in pairs, Yang absen no 4, maju, Ok student 4 maju dan tuliskan jawabannya yang benar, Yang absennya no. 24 maju, Now please open page 39, 40 and 41, etc.*

On the contrary, there was one meeting (at the seventh meeting) that has the lowest percentage of giving directions among the others. It was because the teacher spent a little in giving directions, such as: *Tulis yang ada di papan tulis, Coba beri tanda kurung seperti (I) bagian mana yang orientation, complication, and resolution, Kerjakan pair work ya, Untuk irregular verb, kalian bisa cek di kamus bentuk katanya, Nah, skarang Mam mau kalian garus bawahi regular dan irregular verb yang ada di teks, Untuk irregular verb, kalian bisa cek di kamus bentuk katanya, Nah, skarang Mam mau kalian garus bawahi regular dan irregular verb yang ada di teks, and Dijadikan PR.*

Moreover, at the direct talk, there was one meeting (at the fifth meeting) that has the highest percentage of direct talk among the others. It was because the teacher spent more in direct talk, such as: including teacher's lecturing (*Oh ya students sebelum kita semesteran, kita memang terus mempelajari recount and narrative text, Untuk pertemuan kali ini, kita akan mempelajari lagi recount text terutama menjawab pertanyaan-pertanyaan, Mam kasih waktu 10 menit, Mam akan menunjuk diantara kalian, etc*), giving directions (*Nah, sekarang please open page 38 yang 'Enrichment', Coba kalian kerjakan di situ aja in pairs, Yang*

absen no 4, maju, Ok student 4 maju dan tuliskan jawabannya yang benar, etc) and criticizing (*Menurut kalian jawaban no 1 betul nggak?, Tapi kira-kira ada yang kurang nggak?, Pertanyaan no 5, betul nggak, etc).*

On the contrary, there was one meeting (at the first meeting) that has the lowest percentage of direct talk among the others. It was because the proportion of teacher direct talk was low, including teacher's lecturing (*Di sana ada gambar kan nak?, Kenapa diam?, Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?, Task 2 ini sangat berkaitan dengan task 1 yaitu tentang orang sakit. Yang sakit di sini Reno, etc*), giving directions (*Sekarang, please open page 24, Lihat task 1, Now, look at the picture, Sambil kalian memperhatikan gambar, please answer the questions yang ada di sampingnya, Please raise your hand, etc*), criticizing (*Apa bahasa inggrisnya rumah sakit?, Jadi, jawaban yang benar: he is at hospital, Jadi, kalimat yang benarnya?, Dalam bahasa inggrisnya?, etc.*)

Furthermore, at the indirect talk, there was one meeting (at the third meeting) that has the highest percentage of indirect talk among the others. It was because the teacher spent more in indirect talk, including accepting the students' feeling(-), giving praise (*That's good, Betul nak, Betul, etc*), accepting or using the students' ideas (-), and asking questions (*Did you remember our last the loweston?, Apa yang kita fokuskan pada recount text kemarin?, Apa rumus past tense?, Is there any homework?, etc*)

On the contrary, there was one meeting (at the fifth meeting) that has the lowest percentage of indirect talk among the others. It was because the proportion of indirect talk was low, including accepting the students' feeling (*Baru kemarin*

belajar, masa kalian sudah lupa. Mam kasih tahu lagi), giving praise (*Sangat, betul, Good, etc.*), accepting or using the students' ideas (-), and asking questions (*Did you remember our last the lesson?, Are you finished?, Sekarang bulan berapa?, Do you understand?, any questions?, etc.*).

Based on table 7 summary result of classroom interaction and table 7.1 summary result of classroom interaction activity at VIIIE by teacher B, it could be concluded that the most dominant classroom interaction was teacher talk (see table 7). The teacher talk referred to direct talk was more dominant than indirect talk (see table 7.1.). It meant that teacher used more direct talk in her talking time. It meant that the teacher used more in lecturing, giving directions, and criticizing or justifying authority.

Furthermore, the researcher found that the proportion of classroom time spent by silence or confusion was a little (see table 7). The reason why silence had a little proportion was pauses, short periods of silence that was communication cannot be understood by observer and co-observer was very low. In addition, the researcher and co-observer just added category number 10 at each meeting in the beginning and at the end of teaching and learning process. It based on Flander's theory.

Moreover, based on table 7.1, it could be indicated that at the first meeting of teacher B at VIIIE, there had the lowest percentage of lecturing, and direct talk. At that meeting, the teacher gave a direction to the students to answer 'warm-up' that was on their LKS. After the students gave response of 'warm-up' activity, the teacher asked them to do task that was filling the blank. Besides that, the teacher

asked the students to answer the questions orally in order to all students understands the material. Besides that, there was a little proportion of explaining material since the teacher asked the students to do some tasks.

Incidentally, at the second meeting by teacher B at VIIE, there had the highest percentage of lecturing, and the lowest percentage of criticizing or justifying authority. At the meeting, the teacher asked the students about their holiday. The teacher related the material to their real life since the material that the students learnt was about holiday (recount text). After the students gave response to the activity 'warm-up' orally, the teacher explained the recount text's description, generic structure, and language feature. In addition, the teacher asked the students to label which one was orientation, events, or re-orientation orally. Besides that, the teacher also asked the students to underline which one was 'verb 2', do the following questions, and translate the text.

Furthermore, at the fifth meeting by teacher B at VIIE, there had the highest percentage of criticizing or justifying authority, giving direction, and direct talk, and the lowest percentage of asking questions, and indirect talk. At the meeting, the teacher asked the students to do some tasks and answer orally. Besides that, the teacher also wrote the answer on the white board in order to the time was not over.

Additionally, the researcher also found that the proportion of classroom time spent by lecturing was a little (*see table 7.1*). The teacher was rare in criticizing the students' behavior. It meant that criticizing or justifying authority was the least dominant in classroom interaction.

4.2.5. Summary result of classroom interaction characteristics at VIIC by teacher A

Based on table 8, it could be indicated that at the second meeting by teacher A at VIIC, there had the lowest percentage of content cross, and the highest percentage of students' participation. At the meeting, the teacher explained all aspect of descriptive text, including its description, generic structure, and language feature. Besides that, the teacher asked the students to do some tasks, corrects their tasks orally, and read some descriptive texts that were on the tasks. In addition, the teacher asked the students whether their friend answer was correct or not by saying "is it true?". Meanwhile, the students always gave response to the teacher talk if she gave direction and asked questions to them. In addition, the most activity that the students did during the teaching and learning process was writing their answer on the white board.

Incidentally, at the fourth meeting by teacher A at VIIC, there had the highest percentage of content cross, and the lowest percentage of teacher support. At the meeting, the teacher gave explanation to the students about notice. After the teacher gave explanation about notice, the teacher asked the students to do task and answer the following questions orally. In addition, the teacher asked the students to do some tasks and wrote the answer on the white board in order to they could give score to their friend's tasks.

What's more, at the sixth meeting by teacher B at VIIE, there had the highest percentage of teacher support, and the lowest percentage of students' participation. The material that the students learnt was about narrative text. At the

meeting, the teacher gave a direction to the students to answer 'warm-up' that was on their LKS. After the students gave response to the activity 'warm-up' orally, the teacher asked the students to do task related to 'warm up'. In addition, the teacher asked the students to correct their task by writing their answer on the whiteboard.

Furthermore, at the seventh meeting by teacher A at VIIC, there had the highest percentage of teacher support, and the lowest percentage of students' participation. At the meeting, the teacher asked the students to correct their homework by writing their answer on the whiteboard. In addition, after the students wrote their answer on the white board, the teacher always asked them whether their friends' answer was correct or not. Besides that, the teacher gave directions to do task 53-55, and answer the questions orally.

4.2.6. Summary result of classroom interaction characteristics at VIIIE by teacher B

Moreover, based on table 7.1, it could be indicated that at the second meeting by teacher B at VIIIE, there had the highest percentage of content cross, and the lowest percentage of teacher control and support. At the meeting, the teacher asked the students about their holiday. The teacher related the material to their real life since the material that the students learnt was about holiday (recount text). After the students gave response to the activity 'warm-up' orally, the teacher explained the recount text's description, generic structure, and language feature. In addition, the teacher asked the students to label which one was orientation, events, or re-orientation orally. Besides that, the teacher also asked the students to

underline which one was ‘verb 2’, do the following questions, and translate the text.

Furthermore, at the fifth meeting by teacher B at VIIE, there had the highest percentage of teacher control and the lowest percentage of content cross and teacher support. At the meeting, the teacher asked the students to do some tasks and answer orally. Besides that, the teacher also wrote the answer on the white board in order the time was not over.

Based on table 8 and 9 classroom interaction characteristics by teacher A at VII C, and teacher B at VIIE, it could be concluded that the most dominant classroom interaction characteristics was content cross (*see table 8 and 9*). It meant that teacher used more asking questions and lecturing in her talking time.

Additionally, it could be concluded that teacher’s support at VIIE by teacher B and at VIIE by teacher A has a little proportion (*see table 8 and 9*). It meant that the teacher spend a little time in accepting the students’ feeling, giving praise, and accepting the student’ ideas during the observation. It showed that the teacher was rare in those aspects.

4.2.6. Classroom interaction characteristics (*see table 8 and 9*) and their correlation between classroom interaction (*see table 6, 6.1, 7, and 7.1*)

After the researcher described the classroom interaction and its characteristics, the researcher also would like to describe classroom interaction characteristics (*see table 8 and 9*) and their correlation between classroom interaction (*see table 6, 6.1, 7, and 7.1*). Based on table 8 and 9, it could be indicated that there had correlation between the teacher and the students talk time

and students' and teacher's characteristics during classroom interaction. First of all, the content cross was the most dominant characteristics during the observation. The characteristics showed that there had correlation to the teacher direct talk that is the teacher spent more talking time in teaching and learning process to ask questions and lecture. It meant that teacher direct talk (asking questions, and lecturing) contributed significance to the content cross characteristics during the observation. Besides that, the second dominant characteristic was the students' participation. It indicated that that there had correlation to the students participated to responding the teacher's questions and talking initiation. It meant that students talk (talk response and by initiation) contributed significance to students' participation during the observation. In addition, the teacher control was the third dominant. It showed that there had correlation to the teacher spent a little time in giving directions and criticizing or justifying an authority. It meant that teacher direct talk (giving directions and criticizing or justifying an authority) contributed significance to the teacher control characteristics during the observation. Meanwhile, teacher support was the least dominant characteristic. It showed that there had correlation to the teacher indirect talk (accepting the students' feeling, praising or encouraging the students, and accepting the students' ideas). It meant that teacher indirect talk (accepting the students' feeling, praising or encouraging the students, and accepting the students' ideas) contributed significance to the teacher support characteristics during the observation.

Based on the result and discussion above, it can be concluded that the most dominant classroom interaction both teacher A and B at SMPN 13 Kota Bengkulu

was teacher talk. Besides that, their characteristics during the teaching and learning process were content cross. In addition, the characteristics showed that there had correlation between the classroom interaction and their characteristics. It could be indicated that content cross had been given influence by teachers' asking questions and lecturing. In other words, teacher direct talk (asking questions, and lecturing) contributed significance to the content cross characteristics during the observation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result of the research, the researcher concluded that:

1. For teacher A at VIIC

The percentages of teacher and students talk were 66.15%, and 33.10%. It meant that the teacher talk was the most dominant classroom interaction during the observation (66.15%). The percentage showed that the teacher used more direct talk (41%). It meant that the teacher used more direct teaching for her students like lecturing (9.56%), giving directions (18.50%), and criticizing or justifying authority (12.94%). Meanwhile, silence was the least dominant in the classroom interaction (0.75%). The percentage showed that pauses or short period of silence during the observation cannot be understood by observer and co-observer was very low. Besides that, lecturing (9.56%) was the least dominant activity in the teaching and learning process during the observation.

2. For teacher B at VIIE

The percentages of teacher and students talk were 70.39%, and 28.41%. It meant that the teacher talk was the most dominant classroom interaction during the observation (70.39%). The percentage showed that the teacher used more direct talk (37.88%). It meant that the teacher used more direct teaching for her students like giving directions (16.16%), lecturing (14.03%), and criticizing or justifying authority (7.68%). Meanwhile, silence was the least dominant in the classroom interaction

(1.20%). The percentage showed that pauses or short period of silence during the observation cannot be understood by observer and co-observer was very low. Besides that, criticizing or justifying authority (7.68) was the least dominant activity in the teaching and learning process during the observation.

3. Teacher A at VIIC and teacher B at VIIIE characteristics and correlation to the classroom interaction and classroom interaction activities.

The content cross was the most dominant characteristics during the observation. The characteristics showed that the teacher spent talking time more in teaching and learning process to ask questions and lecture. Besides that, the second dominant characteristic was the students' participation. It meant that the students participated to responding the teacher's questions and talking initiation. In addition, the teacher control was the third dominant. It showed that the teacher spent a little time in giving directions and criticizing or justifying an authority. Meanwhile, teacher support was the least dominant characteristic. It showed that the teacher was rarely in accepting the students' feeling, praising or encouraging the students, and accepting the students' ideas.

5.2. Suggestion

Based on the result of the research, the researcher suggests as follows:

1. Teachers at SMPN 13 Kota Bengkulu have to use more indirect talk to make the students participate more at the classroom interaction
2. Students at SMPN 13 Kota Bengkulu should participate more to the classroom interaction

3. For the further researchers, they have to be able to add more samples, school, and time of observation to get more information. Besides that, they have to describe all the students' activities in detail in determining the teachers' teaching style.

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Appendix 1

Instrument:

Table 1. An observation tally sheet's guidance

No.	Flander's Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect Talk
1.	Accepts Feelings
	▪ In this category, teacher accepts the feelings of the students. ▪ He feels himself that the students should not be punished for exhibiting his feelings. ▪ Feelings may be positive or negative.
2.	Praise or Encouragement
	▪ Teacher praises or encourages student action or behavior. ▪ When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
3.	Accepts or Uses ideas of Students
	▪ It is just like 1st category. But in this category, the students ideas are accepted only and not his feelings. ▪ If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. ▪ The teacher can say, 'I understand what you mean' etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.
4	Asking Questions
	- Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. - Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B.	Direct talk
5.	Lecturing /Lecture
	▪ Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	Giving Directions
	▪ The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: ▪ Open your books. ▪ Stand up on the benches.

	▪ Solve 4th sum of exercise 5.3.
7.	Criticizing or Justifying Authority
	▪ When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. ▪ Teachers ask 'what' and 'why' to the students also come under this category. ▪ Statements intended to change student behavior from unexpected to acceptable pattern ▪ Bawling someone out ▪ Stating why the teacher is doing what he is doing
Student Talk	
8.	Student Talk Response
	▪ It includes the students talk in response to teacher's talk ▪ Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation
	▪ Talk by students that they initiate. ▪ Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10. Silence or Pause or Confusion	
	▪ Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

Flander (1970 cited in Hai and Bee 2006)

Table 2. some rules for deciding which category should be put code consistently

Rule 1	When it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category 5. For e.g., if an observer is not sure whether it is 2 or 3 then choose 2. If in doubt between 5 and 7, he chooses 5.
Rule 2	The observer should not involve his personal viewpoint. If a teacher attempts to be clever, students see his statements as critics of students; the observer uses category 7
Rule 3	If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.
Rule 4	If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10
Rule 5	When teacher calls a child by name, the observer is supposed to record a 4 th category.
Rule 6	When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category No. 2. This tells the student that he has the right answer and therefore functions as praise or encouragement.
Rule 7	When a teacher listens to a student and accepts his ideas for a discussion, then this behavior belongs to category No. 3.
Rule 8	The words "All is ok", "yes", "yah", "hum", "alright", etc belong to the category No. 2. (Encouragement)
Rule 9	If a teacher jokes without aiming at any students, this behavior belongs to the category No. 2. But if he makes any joke aiming at some particular students, then it belongs to the category No. 7.
Rule 10	When all the students respond to a very small question collectively, then the serial number of category 8 is recorded.

Flander (1970 cited in Singh et al. 2008)

Here is the observation tally sheet that is for putting out code at the end of each three seconds interval after do plotting the coded data firstly:

Table 3. Matrix of Flander interaction analysis

Day/Date :
 Teacher's Name :
 Class :
 Meeting :
 Material :

			Teacher indirect talk			Teacher direct talk				Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											
	Praise or encouragement	2											
	Accepts or uses ideas of students	3											
Teacher direct talk	Asking questions	4											
	Lecturing/ lecture	5											
	Giving directions	6											
	Criticizing or justifying authority	7											
Student talk response	Student talk response	8											
	Student talk initiation	9											
	Silence or pause or confusion	10											
		Total											

Flander (1970 cited in Myers 1970).

Appendix 2

Transcript of Teacher's and Student's Activity

Day/ Date : Saturday/ April 12, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 1
Material : Descriptive Text

Teacher : Assalammu'alaikum WR. WB.
Students : Wa'alaikumsalam WR. WB.
Teacher : Good afternoon, everybody.
Students : Good afternoon, mem.
Teacher : Are you fine?
Students : Fine. And you?
Teacher : I am fine, too. Okay, this is your homework. Student 3 and student 4, give your friend one by one.
Teacher : Okay, look at the picture. Okay, give the name of the house. Number 1. What is the girl doing?
Student 2 : Playing piano
Teacher : Where is that?
Students : Bedroom.
Teacher : Under the girl?
Student 7 : Living room.
Teacher : Yes, living room. The man and the girl are in the living room. What is living room?
Students : Ruang tengah.
Teacher : Then, what are you doing in the bathroom?
Students : (Some students said, 'mandi, mem.' Some students said, 'nyanyi, mem.' And the others are silent)
Teacher : Sekarang, kerjakan tugas activity 2.
Students : Tulis nomor mem?
Teacher : Iya , tulis nomornya aja. Misal, number 1. sofa, number 3, table.
Students : Kerjakan di kertas iko la, mem?
Teacher : Kerjakan di buku latihan saja. Yang aktivitas kedua aja.
(time passes)
Student 11 : Shelf tu rak buku, mem?
Teacher : Carilah di situ. Kalau mem jawab, berarti mem yang ngerjakan.
Student 4 : Drawer tu apa, mem?
Teacher : Drawer itu laci.
Student 20 : Bedside tu apa, mem?
Teacher : Bedside? Coba lihat kamusnya. Jangan nanya terus. Kalian kan harus berusaha sendiri juga.
(the bell is ringing)
Teacher : Ok, now it's break time.
Students : (Horeeeee)
(the bell is ringing)
Teacher : Okay, now mem akan panggil kalian satu per satu and write the answer on the whiteboard.

Teacher : Number 1, student 1. Number 2, student 2. Ayo maju ke depan.
Student 1&2 : (write on the whiteboard)
Teacher : Is it right for number 1 and 2?
Students : Yes, mem.
Teacher : Next, student 3, number 3 and student 4, number 4.
Student 3&4 : (write on the whiteboard)
Teacher : Benar nggak?
Students : Benar, mem.
Teacher : Okay, number 5, student 5 and number 6, student 6.
Student 5&6 : (write on the whiteboard)
Teacher : Is it right?
Students : Yes, mem.
Teacher : Number 7, student 7 and number 8, student 8.
Student 7&8 : (write on the whiteboard)
Teacher : Is it right?
Students : Yes, mem.
Teacher : Nah, sekarang, student 9, number 9 and student 10, number 10.
Student 9&10 : (write on the whiteboard)
Teacher : Benar nggak?
Students : Benar, mem.
Teacher : Sekarang student 11, number 11 and student 12, number 12.
Student 11&12: (write the answer on the whiteboard)
Teacher : Heyy, jangan rebut!! Mentang – mentang mem nyuruh teman kalian, kalian rebut. Kalian harus bisa menghargai orang lain. Paham?
Student : (silent)
Teacher : Jadi, betul nggak jawaban temannya?
Students : Betul, mem.
Teacher : Number 13, student 13 and number 14, student 14.
Student 13&14: (write the answer on the whiteboard)
Teacher : Betul nggak?
Students : Betul, mem.
Teacher : Student 15, number 15 and number 16, student 16.
Student 15&16: (write the answer on the whiteboard)
Teacher : Is it right?
Students : Yes, mem.
Teacher : Student 17, number 17 and student 18, number 18.
Student 17&18: (write the answer on the whiteboard)
Teacher : Benar nggak?
Students : Benar, mem.
Teacher : Dan yang terakhir student 19, number 19 and number 20, student 20.
Student 19&20: (write the answer on the whiteboard)
Teacher : Is it right?
Students : Yes, mem.
Teacher : Okay, finish. Student 6, 7, sama 8. Jangan ribut terus. Kalian ribut terus dari tadi. Kalau ribut sekali lagi, mem keluarkan..
Student 6,7&8 : (silent)

Teacher : Coba next page, ada there is dan there are. There is untuk apa, anak-anak?

Students : Untuk tunggal, mem.

Teacher : Kalau there are?

Students : Untuk jamak, mem.

Teacher : Contohnya kalimatnya bagaimana?

Students : (silent)

Teacher : Okay, sekarang lihat contoh kalimatnya. There is a stove in the kitchen. Apa artinya, nak?

Student 10 : Ada kompor di dapur, mem.

Teacher : Very good, student 10. Kalau untuk jamak, contoh kalimatnya gimana?

Students : (silent)

Teacher : Nahh, coba lihat contoh kalimat nomor 2. There are twenty five students in the classroom. Apa artinya, nak?

Student 18 : Ada 25 murid di kelas, mem.

Teacher : Very good, student 18. Sekarang, kalian lihat activity 3 nya. Buat 10 kalimat menggunakan 'there is' atau 'there are.' Kalian buat di buku latihan kalian masing-masing.
(the bell is ringing)

Teacher : Are you finished?

Students : Belum, mem. Jadikan PR ajo, mem.

Teacher : Okay. Make it homework.

Students : Ok, mem.

Teacher : I think it's enough. Thank you. See you next time and bye-bye.

Transcript of Teacher's and Student's Activity

Day/ Date : Tuesday/ April 15, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 2

Material : Descriptive Text

Teacher : Assalammu'alaikum WR. WB.

Students : Wa'alaikumsalam WR. WB.

Teacher : Good afternoon, everybody.

Students : Good afternoon, mem.

Teacher : How are you?

Students : Fine. And you?

Teacher : I am fine, too. Thank you. Nah, hari ini kita akan belajar suatu jenis teks. Coba mem tanya. Kalau kita membaca suatu jenis teks yang menceritakan tentang suatu benda spesifik atau khusus, misalnya, 'my cat', atau 'my house', atau bisa juga 'my mother/father.' Nah, itu namanya teks apa, nak?

Student 3 : Descriptive, mem?

Teacher : Iya, betul sekali. Udah tahu belum generic structurenya?

Students : (silent)

Teacher : Coba buka lksnya, halaman 29. Coba baca dulu penjelasan tentang descriptive text.

Students : (reading explanation of descriptive text for several minutes)

Teacher : Nah, di situ dijelaskan kan, descriptive text adalah teks yang menjelaskan, menggambarkan, atau mengungkapkan seseorang atau suatu benda.

Kemudian, ada 2 bagian generic structurenya:

1) Identification : tentang identifikasi seseorang/benda yang akan dideskripsikan.

2) Description : tentang penjelasan/penggambaran seseorang/benda tersebut.

Teacher : Nah, sampai sini, paham nak? Atau masih bingung mungkin?

Students : (silent)

Teacher : Kalau sudah, buka halaman 30 dan 31. Coba kerjakan Task 2, 3, and 4. Kerjakan di lks kalian saja.

Students : (some students are busy of talking each other)

Teacher : Heyy, kalian ini kebiasaan. Disuruh ngerjakan tugas, malah ngobrol. Ayo kerjakan. Nanti mem suruh ngerjakan di luar, kalau masih ngobrol.

Students : (silent)

(time passes)

Student 9 : Mem, 'spare time' itu apa?

Teacher : Coba cari di kamus dulu. Ada itu di kamus. Nanti kalau mem kasih tahu, kalian nggak belajar namanya.

Student 9 : Ok, mem.

(the bell is ringing)

Teacher : Okay, now it's break time.
Students : Horee..

(the bell is ringing)

Teacher : Are you finished?
Students : Yes, mem.
Teacher : Nahh, skarang, ayo kita koreksi sama-sama. Kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.

Teacher : Nah, sekarang untuk task 2, coba paragraf pertama dibaca student 1, trus nanti paragraf selanjutnya dibaca kawan sebelahnya.

Student 1 : I live in a small house.
Student 2 : When the door is open, I can see the living room.
Student 3 : My bedroom is in the left side of the living room.
Student 4 : Next to my bedroom is my mother's.
Student 5 : I know it is a very small house,
Teacher : Nah, karena paragraf terakhir sedikit, student 5 langsung jawab aja pertanyaan nomor 1.

Student 5 : (answers the question number 1)
Teacher : Gimana yang lain? Benar nggak jawaban student 5?
Students : Benar, mem.
Teacher : Iya, benar. Tapi kalau dibikin kalimat lengkap gimana?
Student 2 : The writer lives in a small house.
Teacher : That's good, student 2. Nah, lain kali kalau jawab pertanyaan, lebih bagus dengan kalimat yang lengkap, jangan jawabannya aja. Lanjut, student 6.

Student 6 : (answers the question number 2)
Teacher : Betul nak?
Students : Betul, mem.
Student 7 : (answers the question number 3)
Teacher : Is it true?
Students : True, mem.
Student 8 : (answers the question number 4)
Teacher : Gimana yang lain? Benar?
Students : Benar, mem.
Student 9 : (answers the question)
Teacher : Coba kalimat lengkapnya gimana?
Student 9 : O iyo, mem. The writer usually plays online games, chat with friends via Facebook and so on.

Teacher : Very good, student 9. Lanjut nomor terakhir. Student 10, jangan melamun.

Student 10 : Ehh,, idag mem. (answers the question)
Teacher : Nah, betul?
Students : Betul, mem.
Teacher : Sekarang yang task 3, sama. Student 11 baca paragraf pertama, trus paragraf selanjutnya dibaca kawan sebelahnya.

Student 11 : His full name is Entis Sutisna.
Student 12 : He speaks Sundanese fluently.
Student 13 : People know Sule as a ridiculous man and full of jokes.

Teacher : Lanjut, Student 14, question number 1.
Student 14 : (answers the question number 1)
Teacher : Benar nggak yang lain?
Students : Benar, mem.
Student 15 : (answers the question number 2)
Teacher : Nahh, kan? Student 15 dari tadi nglamun trus. Coba jawab dengan kalimat lengkap.
Student 15 : Iya, mem. Sule was born on 15 November 1976 in Bandung, West Java.
Teacher : Very good, student 15. Lanjut, student 16.
Student 16 : (answers the question number 3)
Teacher : Betul?
Students : betul, mem.
Student 17 : (answers the question number 4)
Teacher : Is it true?
Students : True.
Student 18 : (answers the question number 5)
Teacher : Hmm.. Benar nggak jawaban teman kalian?
Student 7 : Salah dag, mem. Kan yang ditanyo tu kato 'famous' punya arti yang mirip dengan kata apo, kata yang lain. Bukan Sule dag mem jawabannyo, tapi 'popular.'
Teacher : Excellent, student 7. Jadi, 'similar meaning' itu sama dengan sinonim. Maksudnya disini berarti, sinonim dari 'famous' itu apa. Dan berarti sinonimnya, 'popular.'
Teacher : Nah,, skarang kita ke task 4. Coba Student 19, baca paragraf 1.
Student 19 : My Uncle Martin is my mother's elder brother.
Student 20 : He is about 45 with grey hair.
Student 21 : Uncle Martin is a textile engineer.
Teacher : question number 1, student 22.
Student 22 : (answers the question number 1)
Teacher : Is it true?
Students : True, mem.
Student 23 : (answers the question number 2)
Teacher : Benar?
Students : Benar, mem.
Student 24 : (answers the question number 3)
Teacher : Benar nggak?
Students : Benarr..
Student 25 : (answers the question number 4)
Teacher : Is it true?
Students : True.
Student 26 : (answers the question number 5)
Teacher : True?
Students : True.
Teacher : Very good. Nah, kalau sudah, tulis jumlah betul di buku kawannya sama nama pengoreksi. Kalau sudah, kumpul di meja, mem.
Teacher : Any question for our lesson today?

Students : No, mem.

Teacher : I think it's enough. Thank you. See you next time and bye-bye.

Transcript of Teacher's and Student's Activity

Day/ Date : Saturday/ April 19, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 3
Material : Descriptive Text

Teacher : Assalammu'alaikum WR. WB.
Students : Wa'alaikumsalam WR. WB.
Teacher : Good afternoon, everybody.
Students : Good afternoon, mem.
Teacher : How are you?
Students : Fine. And you?
Teacher : I am fine, too. Thank you. O ya, mem hari ini mau mengajarkan salah satu bagian dari descriptive text yang penting juga, mengenai tenses. Maaf ya, mem kemarin lupa mengajarkannya sama kalian. Ada yang tahu nggak, dalam descriptive text itu, kita menggunakan tenses apa?
Student 3 : Present Tense, mem.
Teacher : Very good, student 3. Ada yang tahu gimana rumus Simple Present Tense?
Students : (silent)
Teacher : (*writing on the whiteboard*)
Rumus Simple Present Tense: S + V1. Di sini, Simple Present Tense ada 2 bentuk, yaitu: verbal dan nominal
1) Verbal Simple Present Tense.
Di dalam bentuk ini, kata kerjanya merupakan V1, trus ditambah s/es hanya untuk orang ketiga. Jadi, rumusnya itu: S + V1 (s/es)
2) Nominal Simple Present Tense.
Sedangkan bentuk yang satu ini, kata kerjanya menggunakan TO BE (*am, is, are*). Yang *am* untuk subjek *I*. Yang *is* untuk subjek *he, she, it*. Yang *are* untuk subjek *we, they, sama you*.
Jadi, rumusnya: S + TO BE (*am, is, are*)
Sampai sini paham? Atau ada yang mau ditanyakan?
Student 10 : Kami, mem. Mem, yang di verbal tu, yang ditambah s/es untuk orang ketiga. Orang ketiga tu yang cag mano, mem?
Teacher : Ooo... Orang ketiga tu yang *he, she, sama it*. Paham sekarang?
Student 15 : Trus, mem, yang ditambah kek s/es tu cumo untuk *he, she, it*. Nah, trus yang *I, we, they*, ditambah samo apo, mem?
Teacher : Klu untuk subjek *I, you, we, they*, nggak ditambah sama apa-apa. Dia tetap jadi V1 itu la.
Sekarang paham semua, nak?
Students : (silent)
Teacher : Nah, kalau sudah paham, coba open page 36 di lksnya. Di situ ada teks 'my house,' kan? Coba sekarang baca teksnya, trus garis bawah mana kata kerja yang menggunakan nominal dan verbal,

atau V1 dan TO BE. Di situ kan banyak kalimatnya, garis bawah kata kerjanya saja. Mem kasih waktu 5 menit.

Students : (some students are talking each other)

Teacher : Heyy, yang dipojok, kok suka sekali ngobrol di kelas.. Kerjakanla dulu tugasnya. Ngobrol kan bisa nanti.

Students : (silent)

(time passes)

Teacher : Are you finished?

Students : Yes, mem.

Teacher : Coba sekarang, siapa yang mau menyebutkan kata kerja apa saja yang ada di teksnya?

Student 7 : Me, mem. Ado *am, is, are*, trust tu *live*, samo *talk*.

Teacher : Very good, student 7. Hmm. Ada yang mau menambahkan?

Student 10 : kata kerjanya, mem. Ada *sit* samo *make* juga.

Teacher : Very good, student 10. Okay, kalau begitu, sekarang kerjakan task 1nya sama task 2.

Student 20 : Mem, cupboard tu apo, mem?

Teacher : Kan mem sudah pernah bilang, coba nak berusaha sendiri dulu. Coba cari artinya di kamus. Pasti ada tu artinya di kamus.

Students : (Some students are so noisy)

Teacher : Hayoo, mem kasih waktu untuk ngerjakan latihan, bukan untuk rebut.

Students : (silent)

(time passes)
(the bell is ringing)

Teacher : Okay, now it's break time.

Students : Horee..

(the bell is ringing)

Teacher : Are you finished?

Students : Belum, mem.

Teacher : Ya udah, mem kasih waktu 5 menit lagi.

(time passes)

Teacher : Nahh, sekarang mem mau kalian kumpulkan latihannya perbaris. Baris student 1 tukarkan ke baris students 3. Trus, baris student 5 tukarkan ke baris student 7.

Teacher : Okay, mem mau untuk task 1 ini, mulai dari student 1 bacakan paragraph pertama, trus paragraph selanjutnya dibaca student 2, dan seterusnya.

Student 1 : I am a citizen

Student 2 : The bedrooms are not so big

Student 3 : The living room is not big.

Teacher : Very good. Sekarang student 4 jawab pertanyaan nomor 1, student 5 jawab nomor 2, dan seterusnya.

Student 4 : (answers the question number 1)

Teacher : Is it true?

Students : true, mem.

Teacher : Iya, true. Tapi coba dibuat kalimat lengkapnya, gimana?

Student 4 : The writer lives in a city, mem.
Teacher : Very good, student 4. Kayak gitu trus ya. Kalau menjawab pertanyaan, harus dalam kalimat lengkap. Next, student 5.

Student 5 : (answers the question number 2)
Teacher : Benar?
Students : Benar, mem.

Student 6 : (answers the question number 3)
Teacher : Gimana yang lain? Benar nggak?
Students : Benar, mem.

Student 7 : (answers the question number 4)
Teacher : Is it true?
Students : True, mem.

Student 8 : (answers the question number 5)
Teacher : Betul?
Students : Betul, mem.

Student 9 : (answers the question number 6)
Teacher : Betul, nak?
Students : Betul, mem.

Student 10 : (answers the question number 7)
Teacher : Benar nggak, nak?
Students : Benar..

Student 3 : Mem, kayaknyo ado yang kurang dag, mem. Yang ditanya kan, ada apa saja di setiap kamar. Sedangkan di teksnya, ada 'bed' samo 'wardrobe.' Berarti, jawabannya bukan cuman 'wardrobe,' tapi 'bed' juga.

Teacher : Very good, student 3. Jadi, coba liat 2 kalimat terakhir di paragraph 2. Di situ kan ditulis ada 'bed' sama 'wardrobe' in the bedroom. Jadi, jawaban yang benar, there are a bed and a wardrobe in each bedroom. Next, student 11 number 8.

Student 11 : (answers the question number 8)
Teacher : Is it true?
Students : True, mem.

Student 12 : (answers the question number 9)
Teacher : Benar?
Students : Benar, mem.

Student 13 : (answers the question number 10)
Teacher : Benar?
Students : Benar, mem.

Teacher : ok. Now, please open page 37. Yang my brother's favorite "slingshot"

Students : (open page 37)
Teacher : nah, sekarang kalain kerjakan no. 1 sampai 10. Sebelum kalian mengerjakannya, Mam akan ngasih kata-kata yang sulit dulu.
(the teacher write some unfamilliar words on the white board)

Students : (write the unfamilliar words)
Teacher : cari artinya di kamus, biar kalian bisa jawab soal no. 1 sampai 10

Student 9 : tulis di mano Mam?
Teacher : tulis di buku catatan, nanti Mam nilai

Students : *(do the teacher's command)*
Teacher : no. 1 sampai 10, nanti kita bahas
Students : *(do the task)*
(time passes)

Teacher : finished?
Students : bentar lagi Mam
Teacher : cepat. Itu makanya, jangan banyak ngoborol
(time passes)

Teacher : change ya sama teman sebangkunya.
Students : *(change their task at each other)*
Teacher : ok. Number 1, "what does the first paragraph talk about?" student 8, what is the answer?

Student 8 : my brother has a lot of toys "slingshot"
Teacher : is it right?
Students : right right Mam
Teacher : masa kalian semuanya jawab "my brother". Yang jawab "my brother" kasih setengah. Seharusnya kalian jawab tu, my brothernya di sana, my brothernya siapa?

Students : *(discussing)*
Teacher : my brothernya di sana punya si penulis. Bahasa inggrisnya penulis siapa?

Student 8 : maso penulis Mam
Teacher : ya, penulis LKS itu karena dalam text kan nggak ada nama siapa kan. Bahasa inggrisnya penulis siapa?

Student 9 : author Mam
Teacher : ya betul, boleh author, boleh juga writer. Jadi jawabannya: author's atau writer's brother has a lot of toys "slingshot"
(the teacher writes the answer on the white board)
Ok, number 2, student 16

Student 16 : name Mam
Teacher : ya. Number 3, student 23
Student 23 : slingshot Mam
Teacher : Betul tentang slingshot. Number 4, student 9
Student 9 : wooden from Y
Teacher : is it right?
Student : betul Mam
Teacher : coba kalian translate dulu, yang paragraf 2, yang "slingshot is a fork wooden stick Y"

Students : *(discussing)*
Teacher : ok, artinya tu nak, ketapel itu terbuat dari kayu yang bentuknya Y. Jadi jawabannya number 4 itu, wooden stick Y. Number 5, student 11

Student 11 : slingshot Mam
Teacher : ya. Number 6, student 20
Student 20 : he: writer's father
It: slingshot

Teacher : isw it right
Student 13 : salah Mam. Kalau kami Mam, betul dak Mam. He: my brother

It: birds

Teacher : masa my brother lagi?

Student 13 : the writer's brother Mam

Teacher : ya, jadi jawabannya he: the writer's brother. It : bird

Student 1 : kalau he nya salah cak mano Mam?

Teacher : kasih setengah. Number 6, student 1

Student 1 : (*gives answer to the teacher's question*)

Teacher : ya betul. Number 8, student 19

Student 19 : descriptive text Mam

Teacher : ya betul. kemarin Mam ngomong kalau mendesripsikan suatu benda itu, text descriptive. Jangan lupa ya.
Number 9, student 7

Student 7 : describe something Mam

Teacher : ya, text descriptive tu untuk mendescribe sesuatu
Number 10, student 14

Student 14 : (*gives answer to the teacher's question*)

Teacher : is it right?

Students : betul Mam

Teacher : Tulis betul dan salahnya. O iya, nama pengoreksinya juga

Students : (*do the teacher's command*)

Teacher : ok, sekarang liat papan tulis. Listen to me and repeat after me
Slingsot

Students : slingshot

Teacher : toys

Students : toys

Teacher : like most

Student : like most

Teacher : catapult

Students : catapult

Teacher : katty

Students : katty

Teacher : fork

Students : fork

Teacher : wooden

Students : wooden

Teacher : stick

Students : stick

Teacher : strong

Students : strong

Teacher : durable

Students : durable

Teacher : dogwood

Teacher : fasten

Students : fasten

Teacher : thick

Students : thick

Teacher : elastic

Students : elastic

Teacher : edge
Student : edge
Teacher : rubber
Students : rubber
Teacher : stone
Students : stone
Teacher : bullet
Students : bullet
Teacher : miss
Students : miss
Teacher : ok. Page 38, tuk PR ya.
Students : di kumpul apo idag Mam LKS?
Teacher : nggak usah dulu, kalian kerjakan hal 38, besok baru di kumpul
Students : (mengembalikan LKS kepada yang punya)
Teacher : I think it's enough. Thank you. See you next time and bye-bye.

Transcript of Teacher's and Students' Activity

Day/ Date : Tuesday/ April 22, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 4

Material : Procedure text

Teacher : Assalammu'alaikum Wr.Wb.

Students : Wa'alaikum Salam Wr. Wb

Teacher : Good afternoon everybody?

Students : Good afternoon Mam

Teacher : How are you today?

Students : I am fine Mam

Teacher : Sekarang buang sampah dulu dan rapikan tempat duduk masing masing

Students : Yes Mam

Teacher : Now, please open page 10. Lihat yang Part One. Match the verbs with the pictures a-i and the indonesian words in the box. The first one is done for you. Cocokkan kata-kata yang di sebelah kiri dengan gambar yang ada di bawahnya. Kemudian cari gambarnya. Seperti no. 1 ya nak. Kerjakan sebangku.

Students : (The students do the task)

Teacher : Udah semua?

Students : Udah Mam

Teacher : Number 1. Look at the picture. What is the meaning add?

Students : Tambahkan Mam

Teacher : add artinya tambahkan, gambarnya yang mana?

Students : Yang d Mam

Teacher : Beat?

Students : Kocok Mam

Teacher : Betul aduk, gambar nya?

Students : e Mam

Teacher : number 3?

Students : rebus

Teacher : Gambarnya?

Students : c Mam

Teacher : kalau cut?

Students : Potong-potong

Teacher : ya potong-potong. Gambarnya?

Students : g Mam

Teacher : heat?

Students : Panaskan, yang h Mam

Teacher : betul. Trus, number 6 yang pour?

Students : tuangkan, yang a Mam

Teacher : betul. Number 7. Serve?

Students : hidangkan. Yang i Mam

Teacher : stir?

Students : aduk
 Teacher : yang mana gambarnya?
 Students : b Mam
 Teacher : number 9?
 Students : tumis Mam. Yang f Mam
 Teacher : Now, repeat after me. Add
 Students : add
 Teacher : beat
 Students : beat
 Teacher : boil
 Students : boil
 Teacher : cut
 Students : cut
 Teacher : heat
 Students : heat
 Teacher : pour
 Students : pour
 Teacher : serve
 Students : serve
 Teacher : stir
 Students : stir
 Teacher : stir-fry
 Students : stir-fry
 Teacher : Ok, please open page 12. Arrange these sentences based on the pictures above to make cooking instruction. Before you do the task, Mam akan ngasih tahu kepa da kalian arti kata-kata yang ada di sana dulu.

(the teacher writes some unfamilliar wors on the white board)

Students : (write the meaning of the unfamilliar word in to their book)

Teacher : Ok, do the task.

Students : (do the task)

Teacher : ok, langkah pertama apa?

Students : put noodles into 2 glasses of brisky boiling water

Teacher : (repeats the students' answer) put

Students : noodles into 2 glasses

Teacher : of brisky

Students : boiling water

Teacher : and then?

Students : cook the noodles and simmer for 3 minutes
Teacher : cook
Students : the noodles
Teacher : and simmer for
Students : 3 minutes
Teacher : after this?
Students : put the seasoning, vegetables oil and chili powder in a bowl
Teacher : put
Students : the seasoning, vegetables oil and chili powder in a bowl
Teacher : ok, and then?
Students : mix the noodles well with all of the seasoning
Teacher : mix the noodles well with
Students : all of the seasoning
Teacher : after this?
Students : your delicious noodles are ready to be served
Teacher : ok, student 8, please baca ulang jawabannya tadi
Student 8 : put noodles into 2 glasses of brisky boiling water, cook the
noodles and simmer for 3 minutes, put the seasoning, vegetables
oil and chili powder in a bowl, mix the noodles well with all of
the seasoning, your delicious noodles are ready to be served
Teacher : thank you student 8, please student 22
Student 22 : kami Mam
Teacher : baca
Student 22 : put noodles into 2 glasses of brisky boiling water, cook the
noodles and simmer for 3 minutes, put the seasoning, vegetables
oil and chili powder in a bowl, mix the noodles well with all of
the seasoning, your delicious noodles are ready to be served
Teacher : ok, thank you. Ok student 15.
Student 15 : put noodles into 2 glasses of brisky boiling water, cook the
noodles and simmer for 3 minutes, put the seasoning, vegetables
oil and chili powder in a bowl, mix the noodles well with all of
the seasoning, your delicious noodles are ready to be served
Teacher : ok, thank you. Ok students, listen to me and repeat after me.
put noodles
Students : put noodles
Teacher : into 2 glasses of brisky boiling water
Students : into 2 glasses of brisky boiling water
Teacher : cook the noodles
Students : cook the noodles
Teacher : and simmer for 3 minutes
Students : and simmer for 3 minutes
Teacher : put the seasoning, vegetables oil and chili powder
Students : put the seasoning, vegetables oil and chili powder
Teacher : in a bowl
Students : in a bowl
Teacher : mix the noodles well
Students : mix the noodles well
Teacher : with all of the seasoning

Students : with all of the seasoning
Teacher : your delicious noodles
Students : your delicious noodles
Teacher : are ready to be served
Students : are ready to be served
Teacher : now, please open page 13. Do the task pairs. Di kertas selembat,
nanti di kumpul.
Students : *(do the task)*
(Time passes)
Teacher : finished?
Students : belum Mam
Students : *(do the task)*
(Time passes)
Teacher : finished?
Students : bentar lagi Mam
Students : *(do the task)*
(Time passes)
Teacher : kumpulkan!
Students : *(collect their task on the teacher's table)*
Teacher : ok, I think it's enough. Thank you and see you good bye.

Transcript of Teacher's and Students' Activity

Day/ Date : Saturday/ April 26, 2014
Teacher's Name : Teacher B
Meeting : 5
Material : How to Make a Cheese Omelete

The students : (pray)
Teacher : ok, who is absen today? Siapa yang tidak hadir?
Students : Nihil
Teacher :Nihil? Where is your friend, Ami?
Teacher : why?
Students : sick Mam.
Teacher : Ok.
Ok look at here. Look at the picture. What is this picture?
Students : chef Mam
Teacher : ya. Where?
Students : dapur Mam
Teacher : what is in the kitchen? What is the Man doing?
Student 13 : motong-motong Mam.
Teacher : nice. bahasa inggrisnya motong-motong kemarin apa?
Students : cut cut Mam
Teacher : what is the meaning cut?
Students : motong Mam
Teacher : kira-kira motong apa?
Students : (silent)
Teacher : biasanya bentuknya agak bulat, warnahnya merah?
Students : daging Mam
Teacher : ok. Have you ever make something? Apakah kalian pernah membuat sesuatu? Tentang masakan
Students : (the students give answer: omelete, fried rice, fried chicken)
Teacher : ok. How do you make?
Student 9 : kami buat lemon tea Mam.
Teacher : How do you make lemon tea? The first?
Student 9 : potong-potong jeruk Mam
Teacher : iya. Please open page 12. Di sana ada cara membuat lemon tea.
How do you make lemon tea? The first? boil dulu ya, boil the water in the kettle. And then? Boil dulu kan?
Students : iya
Teacher : boil artinya apa?
Students : rebus
Teacher : merebus. and then?
Students : pour Mam
Teacher : what is the meaning of pour?
Students : (discuss)
Student 17 : menuangkan Mam
Teacher : ya. Pour?
Students : the boiling water from the kettle into the cup.

Teacher : ya. After this?

Students : (one of the students give answer “add some sugar and lemon”, the other are still discussing at each other)

Teacher : put?

Students : put a tea bag

Teacher : bag tea apa tea bag?

Students : Tea bag Mam

Teacher : tea bag? Di mana tu? In?

Students : in a cup

Teacher : ok. Put a tea bag in a cup. Tea-bag itu kan teh celup kan?

Students : oh ya.

Teacher : Next?

Students : put sugar sugar

Teacher : ok, langsung di aduk?

Students : (disscuss at each other)

Teacher : ok. Leave. Diamkan dulu kan biar merah dulu kan?

Students : ya

Teacher : next?

Students : add

Teacher : what is the meaning of add? Apa artinya add?

Student 14 : (some students give answer “tambah”. But, some students make a noisy)

Teacher : what is the meaning of add? Apa artinya add?

Students : tambah

Teacher : iya tambahkan apa?

Students : sugar

Teacher : and then?

Students : lemon

Teacher : and then?

Students : stir

Students : What is the meaning of stir?

Students : aduk Mam

Teacher : ya. Stir the tea. Next? Drink? And then?

Students : enjoy it

Teacher : ya.

Students 26 : Okay student 26, What is the meaning of boil?

Students 26 : merebus

Teacher : student 24, pour?

Student 24 : (silent)

Teacher : Student 5?

Students 5 : meletakkan

Teacher : student 20, meletakkan betul?

Students : betul

Teacher : no. Menuang?

Students : menuangkankan

Teacher : put? student 2? What is the meaning of put?

Student 2 : silent

Teacher : student 3

Student 3 : silent
 Teacher : student 23?
 Student 23 : meletakkan
 Teacher : put, meletakkan. Leave? student 1.
 Student 1 : diamkan
 Teacher : iya diamkan.
 (point of one students) siapa ni?student 6?
 Students : bukan. Student 24 Mam.
 Teacher : iya student 24, add?
 Student 24 : menambahkan
 Teacher : iya, menambahkan. Student 20, stir?
 Student 20 : mengaduk.
 Teacher : ya. Student 18, drink and enjoy it?
 Student 18 : minuman Mam
 Teacher : minuman? Air?
 Student 18 : minum dan santai
 Teacher : minuman dan santai?
 Student 16 : minuman dengan santai
 Teacher : masa minuman santai?
 Student 9 : nikmati
 Teacher : iya nikmati, masa minuman santai, minuman itu nikmati. Okay,
 siapa yang mau ngulangnya lagi? Bahasa inggris ya
 Student 24 : (repeats the steps of making a cup of tea “boil some water in a
 kettle, pour the boilling water from the kettle into the cup, put a
 tea-bag in a cup, leave it for 3 minutes, add some sugar and
 lemon, stir the tea, drink and enjot it!”)
 Teacher : iya. Ehmm. Student 7?
 Student 7 : (repeats the steps of making a cup of tea “boil some water in a
 kettle, pour the boilling water from the kettle into the cup, put a
 tea-bag in a cup, leave it for 3 minutes, add some sugar and
 lemon, stir the tea, drink and enjot it!”)
 Teacher : ok. how to make a cup of coffee?
 Students : (discuss at each other and then give answer: boil some water in a
 kettle)
 Teacher : and then?
 Students : (some students give answer: boil water in the cup)
 Teacher : kok, boil water in the cup?
 Students : some students give answer no.
 Teacher : after boil some water in a kettle?
 Students : (silent)
 Teacher : put some sugar?
 Students : sugar and coffee in a cup.
 Teacher : ya. After that? pour?
 Students : pour the boilling water from the kettle into the cup
 Teacher : ya, pour the boilling water from the kettle into the cup. Next?
 Student 19 : leave
 Teacher : leave? no
 Students : stir

Teacher : ya stir the coffee. At the end?
Students : (silent)
Teacher : drink?
Students : drink and enjoy it
Teacher : ok, open your LKS 48(forty eight). Oh no, please open page 49.
Answer the question. Yang how to make a cheese omelte.
Students : 49(empat puluh sembilan) Mam?
Teacher : iya 49(empat puluh sembilan).
Students : (*do the task*)
(*the time passes*)
Teacher : what is the meaning of crack? Yang number 1(one).
Student16 : pecah
Teacher : iya, crack the egg berarti pecahkan telur. Egg apa?
Students : telur
Teacher : whisk?
Students 11 : kocok
Teacher : iya. Greate?
Students : memarut
Teacher : iya. Heat?
Students : memanaskan
Teacher : iya. Turn?
Student 7 : membalikkan
Teacher : iya membalikan. Place?
Students : letakkan
Teacher : iya meletakkan. Ok number 1. Who can answer the question
number 1? “What does the text belong to?”
Students : (are still discussing)
Teacher : make a?
Students : a cheese omelete
Teacher : number 2?
Student 13 : how to make a cheese omelete
Teacher : iya. Number 3?
Student 16 : 5 gram.
Teacher : 5 gram?
Student 16 : Eh 50 gram
Teacher : what is English 50 gram? Fivety or fifty gram?
Students : fifety gram
Teacher : iya, fifty gram cheese. Ok answer the number 4, “mention the
utensil that we need to make cheese omelete?”
Student 5 : 1 egg
Teacher : 1(one) egg? Do you know utensil?
Student 5 : (Silent)
Teacher : please translate number 4.
Student 17 : fraying pan
Teacher : iya, fraying pan
Student 17 : fork
Teacher : iya, ada fork, spatula, cheese-grater, bowl, and plate. Apa itu?
Students : fraying pan

Teacher : alat?

Students : alat dapur. Number 5? What is the last step to make cheese omelete? Student 22?

Student 22 : place on a plate, season with salt and pepper

Teacher : iya, very good. Okay. It is text procedure. Ini adalah text procedure. Iya. Text procedure menggunakan urutannya, the first, secon, finally, next, and then, the last, after that. After that, finally itu apa artinya?

Students : terakhir

Teacher : iya terakhir, very good

Students 21 : kalau finished tu Mam?

Teacher : finished, oh boleh. Biasanya menggunakan tesis simple present tense. Simple present tense itu kata kerjanya pertama. Ok now, page 50 (fifty). Halama 50 (lima puluh) kerjakan.

Students : *(do the task)*

Teacher : ok. Finished? Tadi halaman 49 and 50, nanti dikumpulkan.

Students : *(do the task)*

Student 10 : colored tu apo Mam?

Teacher : Mewarnai

Student 10 : bukannya warna Mam?

Teacher : telur kan dak ada warna. Jadi diwarnai.

Students : *(do the task)*

Student 5 : vinegar tu? Pewarna Mam

Teacher : iya. Pewarna yang cairan tu na.

Students : *(do the task)*

Student 13 : glass jar tu apo Mam

Teacher : toples kaca karena glass kan kaca, jar kan toples

Students : *(do the task)*

Teacher : do you know underline, yang number 4?

Students : garis bawahhi Mam

Teacher : iya betul, garis bawahhi

Students : *(do the task)*

Teacher : finished?

Students : belum

Students : *(do the task)*

Teacher : ok, finished?

Students : belum

Students : *(do the task)*

Teacher : finished?

Students : bentar lagi Mam

Students : *(do the task)*

Teacher : ok, clean the white board please. Student 5, clean the white board please

Student 5 : *(cleans the white board)*

Teacher : ok, number 1, please, student student 1, number 1.

Student 1 : *(writes the answer on the white board)*

Teacher : right

Teacher : ok, number 2, student 18

Student 18 : (*writes the answer on the white board*)
Teacher : right
Students : kalau jawabanny 2 Mam?
Teacher : kalau jawabannya 2, setengah
Teacher : ok, number 3? Student 14
Student 14 : (*writes the answer on the white board*)
Teacher : right
Teacher : ok, number 4? Student 23
Student 23 : (*writes the answer on the white board*)
Teacher : right
Teacher : ok, number 5? Student 12
Student 12 : (*writes the answer on the white board*)
Teacher : is it right?
Students : yes
Teacher : ok, page 49. Number 1?
Students : yang mano Mam?
Teacher : kerjakan tidak halaman 49 tadi?
Students : tidak Mam
Teacher : ya udah, kumpulkan yang page 50 aja
Students : (*collect their task on the teacher's table*)
Teacher : (*mengedor papan tulis*) ok, look at page 48. Ok!
Chairman : oiy diam oiy!
Teacher : now, you make a text procedure. Nah, sekarang kamu buat text procedure sendiri-diri, your self. Terserah kamu mau buat apa saja, seperti fried rice. Ok. I need you make a group. 1 group harus ada perempuannya ya.
Students : (*make a group*)
Teacher : karena 1 group 4 orang, buat lah di kertas selembat. Text procedure yang di buat dari buah-buahan, minggu besok kita praktik. Buah-buahannya yang sederhana saja, seperti timun, tomat, wortel, dll.
Students : (*do the task in group*)
(*the time passes*)
Teacher : ok, halo (mengetuk meja)
Students : (some students, "oiy diam oiy")
Teacher : I think it's enough. Thank you and see you good bye.

Transcript of Teacher's and Student's Activity

Day/ Date : Tuesday/ April 29, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 6
Material : Procedure Text

Teacher : Assalamualaikum WR. WB.
Students : Walaikumsalam WR. WB.
Teacher : Good afternoon, everybody.
Students : Good afternoon, mem.
Teacher : How are you?
Students : Fine. And you?
Teacher : I am fine, too. Thank you. Mem punya latihan tambahan dari sumber lain untuk kalian. Student 3 and student 4, give your friends one by one.
Student 3&4 : (give their friends a copy of a piece of paper)
Teacher : Okay, look at the paper. Isinya tentang apa?
Student 3 : Cara membuat fruit salad, mem.
Student 8 : Fruit salad tu apo, mem?
Teacher : Ada yang bisa jawab? Apa itu fruit salad?
Student 1 : Sop buah, mem.
Teacher : Ya, betul. Fruit salad itu artinya sop buah. Nahh, mem mau kalian kerjakan latihannya di buku latihan. Nanti, kita bahas sama-sama.
Student 17 : Aktivitas 1 dan 2, mem?
Teacher : Iya. Aktivitas 1 dan 2.
Students : (some students are talking each other)
Teacher : Heyy, latihannya itu dikerjakan, bukan diobrolin.
Students : (silent)
(time passes)
Student 16 : Mem, the dressing tu apo maksudnyo?
Teacher : Coba la baca teks nya tu, ada semua di situ.
Student 20 : Itu tu saus untuk saladnyo. Iyo kan, mem?
Teacher : Ya, betul. Ayo kerjakan lagi.
(the bell is ringing)
Teacher : Ok, now it's break time.
Students : Horeee..
(the bell is ringing)
Teacher : Are you finished?
Students : Belum, mem.
Teacher : Ya udah, 10 menit lagi dikumpulkan.
(time passes)

Teacher : Are you finished?
Students : Yes, mem.

Teacher : Nahh, skarang, ayo kita koreksi sama-sama. Kumpulkan perbaris. Baris student 1 tukarkan ke students 3. Kemudian baris student 5 ke student 7.

Teacher : Nah,, yang aktivitas 1, nomor 1. Student 5 maju ke depan. Tuliskan jawabannya.

Student 5 : (writes the answer on the whiteboard)

Teacher : Gimana yang lain? Betul nggak jawaban student 5?

Students : Betul, mem.

Teacher : Nomor 2, student 8.

Student 8 : (writes the answer on the whiteboard)

Teacher : Betul nak?

Students : Betul, mem.

Teacher : Skarang, student 10, tulis jawaban nomor 3 di papan tulis.

Student 10 : (writes on the whiteboard)

Teacher : Benar, nak?

Students : Benar, mem.

Teacher : student 11, tulis jawaban nomor 4 di papan tulis.

Student 11 : (writes the answer on the whiteboard)

Teacher : Gimana nak? Benar jawaban student 11?

Student 4 : Salah dag, mem? Yang benar tu, 4 step bukan 5 step. Karno kan yang 'put and mix orange juice and honey in the bowl' tu termasuk step ke 3, yang untuk 'make the dressing.'

Teacher : Very good, student 4. Jadi, step yang nomor 3 itu tetap 'make the dressing'. Trus, kan dijelaskan gimana caranya 'make the dressing,' yaitu dengan 'put and mix orange juice and honey in the bowl.'

Teacher : Lanjut, nomor 5, student 20.

Student 20 : (writes the answer on the whiteboard)

Teacher : Benar nak, jawaban student 20?

Students : Benar, mem.

Teacher : Trus, nomor 6, student 26.

Student 26 : (writes the answer on the whiteboard)

Teacher : Betul jawabannya?

Students : betul, mem.

Teacher : Lanjut, nomor 7, student 22.

Student 22 : (writes the answer on the whiteboard)

Teacher : Benar nggak, jawabannya?

Student 8 : Salah, mem. Yang benar tu, 'it refers to the fruit', bukannya oranges juice samo honey.

Teacher : Okay, very good, student 8. Next, student 15, nomor 8.

Student 15 : (writes the answer on the whiteboard)

Teacher : Gimana nak, betul jawabannya?

Students : Betul, mem.

Teacher : Very good, students. Nah, skarang, kita lanjut ke aktivitas 2. Coba student 1, bacakan jawabannya.

Student 1 : Bacokan ajo, mem?

Teacher : Iya.

Student 1 : False, mem.

Teacher : Trus, yang benar apa student 1?

Student 1 : to tell the readers how to make fruit salad, mem.

Teacher : Okay, very good. Next, Student 11, number 2.

Student 11 : True, mem.

Teacher : Yang lain? Benar true? Ayolah, heyy, jangan ngobrol sendiri. Dengarkan kawannya yang lagi ngomong. Nanti mem suruh ngobrol di depan kalau ngomong terus.

Students : (silent)

Teacher : Jadi, gimana? Benar nggak?

Students : Benar, mem.

Teacher : Number 3, student 13.

Student 13 : true, mem.

Teacher : Very good. Number 4, student 5.

Student 5 : False, mem.

Teacher : Trus, yang benar apa?

Student 5 : Put the fruit and mix it with the dressing.

Teacher : very good, student 5. Next, student 2, number 5.

Student 2 : True, mem.

Teacher : Good. Number 6, student 7.

Student 7 : False, mem.

Teacher : Trus, yang benar brapa step?

Student 7 : 4 ajo, mem.

Teacher : Lanjut ke number 7, student 9.

Student 9 : False, mem.

Teacher : Coba mem tanya student 19 dulu. Pernyataan yang benar untuk nomor 7, apa kira-kira?

Student 19 : We need an apple, a melon, strawberries, grapes, orange juice, and honey to make fruit salad mem.

Teacher : Makanya, kalau kawannya lagi ngomong, tolong dengarkan. Lanjut, nomor terakhir, student 12.

Student 12 : True, mem.

Teacher : Very good. Nah, kalau sudah, tulis jumlah betul di buku kawannya sama nama pengoreksi. Kalau sudah, kumpul di meja, mem.

Teacher : Any question for our lesson today?

Students : No, mem.

Teacher : I think it's enough. Thank you. See you next time and bye-bye.

Transcript of Teacher's and Students' Activity

Day/ Date : Tuesday/ May 13, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 7

Material : Procedure Text

Teacher : Ok, Assalammu'alaikum Wr.Wb.

Students : Wa'alaikum Salam Wr. Wb

Teacher : Good afternoon everybody?

Students : Good afternoon Mam

Teacher : How are you today?

Students : I am fine Mam

Teacher : and you?

Teacher : I'm fine too. Hari ini kita ngoreksi ya.

Students : ya

Teacher : change ya. Tukar, jangan kamu ngoreksi punya kamu sendiri.

Student : (one of the students cleans the white board)

Teacher : ok. Open page 51 (fifty one). Student 20, number 1.

Student 13, please, clean the white board.

Student 13 : *(cleans the white board)*

Student 1 : *(writes the answer on the white board)*

Teacher : ayo student 17, number 2.

Student 17 : *(writes the answer on the white board)*

Teacher : iya, student 23, number 3.

Student 23 : *(writes the answer on the white board)*

Teacher : number 4, student 18

Student 18 : *(writes the answer on the white board)*

Teacher : ok, number 5, student 6. "Ayo baju-bajunya."

Student 6 : *(memasukan bajunya. Then, he writes the answer on the white board)*

Teacher : ok. Semuanya perhatikan! *(sambil mengetuk meja)*. Student 16, number 6

Student 16 : *(writes the answer on the white board)*

Teacher : ok, kalau temenya maju kedepan, jangan ribut semua. Semuanya perhatikan! *(sambil mengetuk meja)*.

Teacher : Student 11, number 7

Student 11 : *(writes the answer on the white board)*

Teacher : Student 3, number 8

Student 3 : *(writes the answer on the white board)*

Teacher : Student 9, number 9

Student 9 : *(writes the answer on the white board)*

Teacher : Student 14, number 10

Student 14 : *(writes the answer on the white board)*

Teacher : ok. Chicken soup itu, text apa? Yang kemarin?

Students : text procedure

Students : (some students make noisy)

Teacher : (mengetuk papan tulis) ok, number 1, "what is the purpose of the

text?" apa itu? How to make?

Students : a chicken sop

Teacher : ok, number 2 betul
Ok, number 3. Is it true? Betul itu number 3? Right or wrong?.

Students : (*Silent*)

Teacher : Ok number 3, yang them. Them refers to. Them itu apa itu?

Students : Mereka

Teacher : Mereka itu menunjukkan apa? Itu menunjukkan artinya. Lihat sebelumnya, and enough water to cover them. Dibaca sebelumnya. Bagaimana ceritanya itu?

Students : Discussing

Teacher : Nah, place the chicken in a bown. Letakkan ayam itu di sebuah mangkuk. And add vegetables. Dan tambahkan sayuran. And enough water to cover them. Dan cukup air untuk merendam mereka. Mereka it siapa?

Student 3 : (some students give answer "Sayur")

Teacher : sayur apa ayam?

Students : ayam

Teacher : iya, ayam. Berati number 3 (tiga) itu jawabannya ayam. Jadi number 2 adalah, chicken

Teacher : number 4, what does the text belong to? iya betul, text procedure.
Ok, number 5, iya betul itu. That's right.
Ok, number 6, how many steps?

Students : Six steps

Teacher : Iya betul six steps. Ok, number 7?

Student 6 : serve the steaming hot chicken

Teacher : Iya betul, "serve the steaming hot chicken"
Ok, number 8? What is the first step?

Student 9 : rinse the chicken

Teacher : iya
Number 9? The same as number 7. Jawabannya sama dengan no 7
Ok, number 10, Berapa lama?

Students : 90 menit

Teacher : Iya, 90 minutes. 90 menit
Ok, tulis betul dan salahnya.

Students : (do what the teacher ask)

Teacher : Ok, page 53. Halaman 53. Udah selesai belum?

Students : Belum Mam

Teacher : Halaman 53 belum?

Students : Belum

Teacher : Kumpulkan yang tadi di periksa.
Student 19, jangan ribut.
Ok, karena kalian belum mengerjakan halaman 53, kerjakan dulu.

Students : Do the task

Teacher : Please clean the white board. Siapa yang piket?

Student 7 : student 14

Student 14 : (cleans the white board)

Students : (make noisy)

Teacher : (mengetuk papan tulis). Please open page 53-55. Yang multiple choice, kerjakan di LKS saja. No 1-15 (1 sampai 15).
 nanti di kumpul.

Students : (*do the task*)
(Time passes)

Teacher : finished?

Students : belum Mam

Students : (*do the task*)
(Time passes)

Teacher : kita periksa. Change ya. Jangan kamu ngoreksi punya kamu sendiri. Number 1? Which of the following is not true about loop-the-loop paper place

Students : (some students give answer c and d)

Teacher : jawabannya c. Number 2?

Students : b

Teacher : Iya, b. Number 3?

Students : a

Teacher : very good. Number 4?

Students : b

Teacher : Iya, b. Number 5?

Students : d

Teacher : iya. Yang tidak ada pensil warna. Ok, number 6?

Students : d

Teacher : Iya, d. Number 7?

Students : b

Teacher : betul, b. Ok, number 8?

Students : a

Teacher : very good. Number 9?/

Students : a

Teacher : ya, jawabannya a karena 'fold' itu sama saja dengan 'crease'. Melipat ya, artinya. Ok, number 10?

Students : a

Teacher : betul a. Ok number 11 sampai 13 tentang kunyit asam. Number 11?

Students : (some students give answer b and c)

Teacher : jawabannya drink karena kunyit asam itu minuman ya Number 12?

Students : a

Teacher : ya betul jawabnya adalah a. Langsung aja ya, Number 13, a. Number 14, b, dan number 15 a. Tulis betul dan salahnya.

Students : (do what the teacher asks)

Teacher : Ketua kelas tolong taruh di meja Mam ya

Teacher : ok, I think it's enough. Thank you. See you, good bye.

Transcript of Teacher's and Students' Activity

Day/ Date : Thursday/ April 10, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 1
Material : Recount text (My Wonderful Experience)

Chairman : Stand up please! Give greeting to our teacher!
 Students : (*stand up*), good morning Mam.
 Teacher : Good Morning. How are you?
 Students : I am fine Mam. And you?
 Teacher : I fine too. Please pray first.
 Chairman : Pray begins.
 Students : (Pray)
 Teacher : Apa sudah masuk semua?
 Students : Yes, Mam.
 Teacher : Sekarang, please open page 24. Lihat task 1. Di sana ada gambar kan nak?
 Students : Yes, Mam.
 Teacher : Now, look at the picture. Sambil kalian memperhatikan gambar, please answer the questions yang ada di sampingnya.
 Students : Yes Mam. (the students try to answer the questions)
 Teacher : Nah, who can answer the question number 1? Please raise your hand?
 Students : (Some students raise their hand). Me Mam. Me Mam. Me Mam.
 Teacher : (Point one of the students)
 Student 21 : Di rumah sakit Mam.
 Teacher : Betul. Apa bahasa inggrisnya rumah sakit?
 Students : Hospital, Mam.

Teacher : That's good. Jadi, jawaban yang benar: he is at hospital. Nah, sekarang siapa yang mau jawab pertanyaan number 2
 Students : Me Mam. Me Mam. Me Mam.
 Teacher : (Point one of the students).
 Students : sick, sick Mam.
 Teacher : That's good. Jadi kalimat yang benarnya?
 Students : He is sick Mam.
 Teacher : Ya betul, he is sick. Ayo, siapa yang bisa jawab pertanyaan no.3?
 Students : (silence)
 Teacher : Kenapa diam?
 Students : Apo arti nomer 3 tu Mam?
 Teacher : Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?
 Students : Cepat sembuh yo.
 Teacher : Dalam bahasa inggrisnya?
 Students : GWS Mam.
 Teacher : GWS itu apa?
 Students : Get Well Soon.

Teacher : Very good. Now, let's see task 2. Task 2 ini sangat berkaitan dengan task 1 yaitu tentang orang sakit. Yang sakit di sini Reno. Now, do the task in pairs dalam 1 buku. Dalam mengerjakan task 2 ini, kalian boleh buka kamus dan juga bayangkan bagaimana cara kalian berobat ke dokter.

Students : (students do the task in 20 minutes).

(at that time, some students are noisy). So, the teacher says: students 11 and 12, kalau mau ngobrol, sini tegak sama Mam.

Student 11 and 12: nggak Mam.

(time passed)

Teacher : Are you finished?

Students : Yes, Mam.

Teacher : Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.

Students : Ok, Mam.

Teacher : (write the answer on the white board)

Students : (check their friend' answers)

Teacher : Are you finished?

Students : Yes, Mam.

Teacher : Nah, sekarang open page 25 dan kerjakan task 4 dan 5 di buku. Task 4 diartikan, dan task 5 jawab pertanyaan.

Students : Ok Mam. (The students do the task in 30 minutes)

(at that time, some students are noisy). So, the teacher says: students 25 jangan ganggu student 26 terus. Kerjakan masing-masing.

(time passed)

Teacher : Who can answer the question number 1? Please raise your hand?

Student 7 : "On the telephone" Mam.

Teacher : Betul nggak?

Students : Betul Mam

Teacher : The question number 2, siapa yang mau jawab?

Student 20 : "hello" Mam.

Teacher : Betul nggak?

Students : Betul Mam

Teacher : Ok, good. Kalimat lengkapnya gimana?

Students : (silence)

Teacher : Jadi kalimat lengkapnya: "Cici says Hello". Ingat pelajaran yang kemarin kemarin tentang simple present tense. Kalau pertanyaanya tentang simple present tense, jawabannya pasti menggunakan simple present juga. Do you understand?

Students : Yes, Mam.

Teacher : Sekarang the question number 3, siapa yang bisa?

Students : (Silence)

Teacher : Sekarang coba liat percakapan Ando yang ketiga. Di sana, Ando berbicara: "well, my mother is). Jadi, alasan Ando tidak dapat pergi dengan Cici apa?

Students : Karena ibu Ando sakit Mam.

Student 29 : Ngapo Mam idak jenguk Mam?

Teacher : Student 29, be serious in my class.

Student : Yes, Mam
 Teacher : Karna ibu Ando sakit Mam, jadi bahasa inggrisnya “my mother” pada omongan Ando, di ganti jadi apa?
 Students : Ibu Ando
 Teacher : That’s good. Tapi bahasa Inggrisnya, Ando’s mother.
 Student 5 : (raise her hand)
 Teacher : Ya, student 5, ada apa?
 Student 5 : Jadi Mam, kalimat yang benar tu, because Ando’s mother is being treated in the hospital
 Teacher : Yes, very good. Because Ando’s mother is being treated in the hospital. Nah, kalau the question number 4, apa isinya?
 Students : “I am sorry to hear that”
 Teacher : Excellent. For the last question, siapa yang mau? Raise your hand please.
 Student 18 : Me Mam
 Teacher : Yes, student 18.
 Student 18 : “Ando’s mother will get well soon”
 Teacher : Benar jawaban student 18?
 Students : Benar
 Teacher : Okay, do you understand the material today?
 Students : Yes, Mam.
 Teacher : Any questions?
 Students : No, Mam.
 Teacher : Ok, that’s for today. See you next time and bye bye.
 Students : See you.

Transcript of Teacher's and Students' Activity

Day/ Date : Wednesday/ April 16, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 2

Material : Recount text (Holiday)

Chairman : Stand up please! Give greeting to our teacher!

Students : (*stand up*), good morning Mam.

Teacher : Good Morning. How are you?

Students : I am fine Mam. And you?

Teacher : I fine too. Apa sudah masuk semua?

Students : Yes, Mam.

Teacher : Clean the white board, please!

Student 7 : (Stands up and cleans the white board)

Teacher : Ok students, please open page 55, yang reading ability. Di sini Mam akan menanyakan tentang liburan kalian pas anak kelas 3 kemarin UAS. The question number 1 is did you remember your last holiday?

Students : Masih Mam

Teacher : Kalau masih, where did you go on the last holiday?
Ok student 15, where did you go on the last holiday?

Student 15 : Ke bioskop Mam

Teacher : What was movie yang kamu lihat?

Student 15 : Silence

Teacher : Film apa yang kamu liat di bioskop itu?

Student 15 : Nina Bobo Mam

Teacher : With whom did you go there?

Student 15 : Silence

Teacher : Dengan siapa kamu nonton kemarin?

Student 15 : My friend Mam

Teacher : Ok student 7, where did you go on the last holiday?

Students 7 : Ke pasar Mam

Teacher : What did you buy di pasar?

Student 7 : Baju Mam

Teacher : Baju bahasa inggrisnya apa?

Students : T-shirt Mam

Teacher : With whom did you go there?

Student 7 : With my brother Mam

Students : (*some students are talking at each other because the teacher only focuses on student 7*)

Teacher : yang lainnya diam

Students : Silence

Teacher : Ok students, tadi Mam menanyakan last holiday kalian, topic yang Mam ajarkan sangat berkaitan dengan apa yang kita pelajari hari ini. Sekarang kita akan mempelajari recount text. Coba liat di activity 1. Di sana ada text kan. Text itu disebut recount text. Recount text itu text yang menceritakan kembali kejadian yang di

alami seseorang. Biasanya recount text itu tentang pengalaman liburan ya nak. Tiap text dalam bahasa Inggris itu ada bagian-bagiannya, yang biasa disebut generic structure.

(writes the generic structure of recount text).

Teacher : There are three parts of generic structure:
First: re-orientation. Re-orientation biasanya menyatakan tentang who, when, where yang ada di text. Biasanya terletak di paragraf pertama

Second: events. Events biasanya tentang kronologi kejadian. Biasanya event itu terletak di paragraf kedua dan ketiga.

Last: re-orientation. Re-orientation biasanya tentang perasaan dari tokoh yang di ceritakan. Biasanya re-orientation itu terletak di paragraf terakhir.

Students : *(Some students are talking at each other while the teacher is explaining the generic structure of the recount text)*

Chairman : diam oy!

Teacher : Write this on your book. Ini penting!

Students : *(write the generic structure of recount text)*

Teacher : Are you finished?

Students : Yes Mam

Teacher : Coba beri tanda kurung seperti (I) yang mana orientation, events, and re-orientation. Kerjakan pair work ya. Mam kasih waktu 5 menit.

Teacher : Are you finished?

Students : Yes Mam

Teacher : Who wants answer yang mana orientation? Please raise your hand.

Student 15 : Paragraf 1 Mam karena di sana ada who, whonya itu wahyu, whennya itu two days ago

Teacher : Jawaban student 15 benar nggak?

Students : Benar Mam

Teacher : Yang mau jawab yang mana events?

Student 1 : Paragraf 2 Mam karena menceritakan kronologi kejadian Mam

Teacher : That's good student 1. who wants answer yang mana re-orientation?

Student 23 : Paragraf terakhir Mam karena terdapat kalimat he was very afraid Mam

Teacher : Jawaban student 23 benar nggak?

Students : Benar Mam

Teacher : Ok students, biasanya recount text itu menggunakan simple past tense. Sekarang Mam akan menuliskan rumus past tense

(the teacher write the formula of past tense)

Teacher : Rumus past tense kan s + v2 +o. Kalian masih ingat subject itu apa aja?

Students : Masih

Teacher : Ok, V2 itu adalah kata kerja yang di belakangnya ada -ed. Contohnya played. Selain itu, v2 itu juga ada yang tidak makai -ed, yang tidak makai -ed disebut irregular verb dan yang pakai -

ed regular verb. Contoh yang tidak makai –ed, drank, asal katanya drink. Baik pada present tense and past tense, habis subject itu pasti verb. Sekarang kalian fokuskan pada rumus past tense yang positif dulu ya. Nah, di papan tuliskan sudah ada rumus, s+v2+o, coba sekarang garis bawah yang mana subject and v2 dari text itu. Mam kasih waktu 10 menit.

(The time passes)

- Teacher : Ok sekarang siapa yang mau menuliskan subject and v2 nya di depan. Yang mau maju, Mam kasih nilai.
- Students : (The students write subject and v2 on the whiteboard)
- Teacher : di papan tuliskan ada subject and v2, untuk kalian tau arti dari v2 itu, kita harus membentuk v2 itu ke v1 dulu ya. Di catat ya.
- Teacher : had asal katanya have. Have apa artinya?
- Students : mempunyai
- Students : (Some students are talking at each other)
- Teacher : Keep silent please! Students 20 apa arti have?
- Student 20 : mempunyai Mam
- Teacher : Student 20, lain kali kalau temenya ngomong perhatikan ya.
- Student 20 : Yes, Mam
- Teacher : woke up asal katanya, wake up. Artinya cari sendiri ya
- Students : Yes, Mam
- Teacher : Placed asal katanya place. Mam cuman ngasih tau kalian asal katanya, artinya cari sendiri.
- Teacher : went asal katanya go
- Teacher : made asal katanya make
- Teacher : walked asal katanya walk
- Teacher : tried asal katanya try
- Teacher : watched asal katanya watch
- Teacher : turned asal katanya turn
- Teacher : heard asal katanya hear
- Teacher : saw asal katanya see
- Teacher : opened asal katanya open
- Teacher : looked asal katanya look
- Teacher : Habis kalian tau arti kata ini, kalian sama teman sebangku kalian artikan recount text ini di kertas selembat. Habis kalian mengartikan text itu, kalian jawab pertanyaan yang ada di page 56 di buku latihan. Nanti di kumpul.

(The time passes)

- Teacher : Are you finished?
- Students : Belum Mam, PR Mam.
- Teacher : Untuk translatennya, di kumpul, dan untuk essay nya pr.

(The time passes)

- Teacher : Kumpulkan translatennya
- Students : Yes Mam. (the students collect their task to their teacher)
- Teacher : Okay students, do you understand the material today?
- Students : Yes, Mam.
- Teacher : Any questions?
- Students : No, Mam.

Teacher : Ok, that's for today. See you next time and bye bye.
Students : See you.

Transcript of Teacher's and Students' Activity

Day/ Date : Thursday/ April 17, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 3
Material : Recount text (My Wonderful Experience)

Chairman : Stand up please! Give greeting to our teacher!
Students : (*stand up*), good morning Mam.
Teacher : Good Morning. How are you?
Students : I am fine Mam. And you?
Teacher : I fine too. Please pray first.
Chairman : Pray begins.
Students : (Pray)
Teacher : Apa sudah masuk semua?
Students : Yes, Mam.
Teacher : Did you remember our last lesson?
Students : Recount text Mam
Teacher : Apa yang kita fokuskan pada recount text kemarin?
Students : Past tense
Teacher : Apa rumus past tense?
Students : s+v2+o Mam
Teacher : That's good. Is there any homework?
Students : Yes Mam
Teacher : Sebelum kita melanjutkan materi hari ini, kumpulkan Prnya perbaris. Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.
Teacher : (writes the answer on the white board). Betul di kalikan 2. Lalu di kumpulkan. Ok students, pada hari ini, kita akan fokus pada hal 36 dan 37 di LKS. Untuk kalian lebih paham tentang past tense, please open page 37, no 8 and 10 in pairs. Kalau kalian mengerti, coba kalian susun kalimat itu. Mam kasih waktu 5 menit
Students : Yes Mam
(the time passes)
Teacher : Are you finished?
Students : Yes Mam
Teacher : Ok students, who wants answer the question number 8? Maju kedepan.
Student 18 : Raises her hand
Teacher : Ok student 18, maju and write the answer on the whiteboard
Student 18 : (writes the answer)
Teacher : Jawaban student 18 benar tidak?
Students : (two students are talking at each other)
Teacher : Yang di pojok jangan ngomong sendiri. Mam ulangi lagi, jawaban student 18 benar tidak?
Students : Benar Mam
Teacher : Kalau benar, yang mana subject, verb2, and objectnya
Students : (answer the teacher's question)

Teacher : That's good. Nah, who wants answer the question number 8?
Maju kedepan.

Students 24 : Raises her hand

Teacher : Ok student 24, maju and write the answer on the whiteboard

Student 18 : (writes the answer)

Teacher : Jawaban student 24 benar nggak?

Student : Benar Mam

Teacher : Kalau benar, yang mana subject, verb2, and objectnya

Students : (answer the teacher's question)

Teacher : That's good. Ok students, please open page 36. Di sana ada recount text kan, coba kalian kerjakan no 1-4. Mam kasih waktu 15 menit

Students : (answer the questions)

(time passes)

Teacher : Are you finished?

Students : Yes Mam

Teacher : Kita jawab sama-sama biar kalian lebih mengerti recount text. Ok students, what is the answer number 1?

Students : B Mam.

Teacher : Why B?

Students : Karena di sana ada twenty students dan two teachers Mam

Teacher : That's good. Selanjutnya, what is the answer number 2?

Students : C Mam

Teacher : Excellent. Ok students, what is the answer number 3?

Students : Silence

Teacher : kenapa diam?

Students : Nggak tahu Mam

Teacher : Look at the second paragraph and the sixth line. Coba liat kalimat sebelumnya yang mana the teacher meminta students untuk menuliskan perjalanan mereka berwisata. Nah, coba liat kalimat sesudahnya, kira-kira yang di suruh mengumpulkan laporan di hari selanjutnya siapa?

Students : Students-nya Mam

Students : (Two students are talking at each other)

Teacher : students 11 dan 17 perhatikan! Jangan ngobrol sendiri.

Teacher : Betul nak. Untuk nomer 4 apa jawabannya?

Students : (some students B and C)

Teacher : Mam kemarin kan sudah bilang kalau text recount itu menceritakan kembali peristiwa yang di alami seseorang. Jadi, menceritakan kembali bahasa inggrisnya "retell". Jadi, jawaban yang benar apa nak?

Students : A Mam

Teacher : Betul. Tadi kita sudah mendalami materi past tense dan recount text. Sekarang kita akan memahami tentang letter. Letter itu apa nak?

Students : Surat Mam

Teacher : That's good. Tujuan menulis surat itu apa nak?

Students : Untuk ngasih tahu Mam

Teacher : Ya betul, untuk memberitahu informasi
(writes the generic structure of the letter)
 Ok students, dilihat dari bagiannya, surat biasanya terdiri dari bagian-bagian sebagai berikut:

- Heading (alamat si pengirim)→ address and date
- Greeting (salam pembuka)→ Dear
- Body of the letter (isi surat)
- Complimentary close (salam penutup)→ your friend, love, your best friend, etc.
- Signature and name (tanda tangan dan nama)→ this is your name

Coba kalian open page 36 tadi yang text untuk no 6 dan 7, di sana ada letter kan?

Students : Ya Mam

Teacher : Coba kalian beri tanda kurung seperti (I) ini yang mana heading, greeting, body, complementary close, and signature and name. Mam kasih waktu 5 Menit.

Students : Yes Mam

Student : (one of students menoleh kebelakang untuk menyontek student 19)

Teacher : Student 8 kerjakan kerjakan masing-masing, jangan kerja sama.
(the time passes)

Teacher : Are you finished?

Students : Yes Mam

Teacher : Ok students, yang mana heading?

Students : (response to the teacher questions)

Teacher : That's good

Teacher : Yang mana greeting?

Students : (response to the teacher questions)

Teacher : Yang mana body?

Students : (response to the teacher questions)

Teacher : Yang mana complementary close?

Students : (response to the teacher questions)

Teacher : yang mana signature and name?

Students : (response to the teacher questions)

Teacher : That's good. Karena kalian sudah tau generic structure dari surat, coba kalian jawab the questions number 6 and 7. Mam kasih waktu 5 menit.

Students : Yes Mam

Students : *(Some students are working together)*

Teacher : Kerjakan masing-masing! Biar kalian mengerti.
(time passes)

Teacher : Are you finished?

Students : Yes Mam

Teacher : Kita jawab sama-sama ya nak

Students : Ok Mam

Teacher : nomer 6 apa jawabannya?

Students : (some students menjawab C and D)
Teacher : Iya betul, tapi to inform apa dulu? Coba lihat isi suratnya, suratnya menceritakan tentang siapa?
Students : Banu Mam
Teacher : Berarti suratnya menceritakan tentang keadaan Banu, jadi jawabannya apa nak?
Students : C Mam
Teacher : Excellent. Jawaban nomer 7 apa nak?
Students : Joni Mam
Teacher : That's good
Teacher : Okay, do you understand the material today?
Students : Yes, Mam.
Teacher : Any questions?
Students : No, Mam.
Teacher : Ok, that's for today. See you next time and bye bye.
Students : See you

Transcript of Teacher's and Students' Activity

Day/Date : Wednesday/April 23, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 4
Material : Notice

Chairman : Stand up please! Give greeting to our teacher!
Students : (*stand up*), good morning Mam.
Teacher : Good Morning. How are you?
Students : I am fine Mam. And you?
Teacher : I fine too
Teacher : Apa sudah masuk semua?
Students : Yes, Mam.
Teacher : Nahh, skarang mem mau mamberikan contoh kalimat. Dengarkan baik-baik ya.
Students : Yes, mam.
Teacher : Kalian sering nggak baca/dengar kalimat ini? 'dilarang merokok,' 'dilarang parkir di sini,' 'dilarang membawa makanan dan minuman.' Nah,, kira-kira termasuk kalimat apa itu?
Students : (Some students said 'ngingati orang, mem' and 'tentang peringatan, mem.' The other students are silent).
Teacher : Very good, nak. Nahh, Bahasa Inggrisnya apa?
Student 8 : Warning, mem.
Teacher : Betul, student 8. Yang lebih tepatnya kira-kira apa?
Student : (silent)
Teacher : Nahh, students, yang lebih tepatnya itu notice. Jadi, hari ini kita akan mempelajari contoh-contoh notice.

(The teacher writes on the white board)

Teacher : Jadi, Notice (pemberitahuan/peringatan) adalah tulisan atau tanda untuk memberi informasi, instruksi atau peringatan kepada masyarakat.
Students : (Some students are talking each other while the teacher is explaining notice)
Teacher : (Mengetuk-ngetuk papan tulis menggunakan penghapus papan tulis) Nakk, kalau mem lagi menjelaskan, tolong diperhatikan!! Gimana kalian mau paham kalau mem lagi menjelaskan, kalian ngoceh sendiri.
Students : (Silent)
Teacher : Ya udah, write this on your book. Ini penting.
Students : (write the material on their book)
Teacher : Are you finished?

Students : Yes Mam
Teacher : Kalau sudah, coba open page 39 and 40. Kerjakan number 6, 7, and 14. Mam kasih waktu 5 menit.
Students : Ok, mam.

(the time passes)

Teacher : Are you finished?
Students : Yes, mam.
Teacher : Nah,, skarang siapa yang mau jawab nomor 6? Raise your hand, please.
Student 6 : Me, mam. (Raises her hand)
Teacher : Yes, student 6.
Student 6 : D, mem.
Teacher : Gimana yang lain? Benar jawabannya D?
Student 20 : Salah mem. Jawaban yang benar tu C.
Teacher : Kenapa C, student 20? Coba jelaskan sama yang lain.
Student 20 : Karna kan teks tu tentang pengunjung yang dilarang berenang di sepanjang area ini. Jadi, jawaban yang mirip kek yang di teks tu yang C, mem..
Teacher : Very good, student 20. Nahh, berarti artinya ‘prohibited’ itu apa?
Students : (Some students say, ‘dilarang, mem’ and the others are silent)
Teacher : Very good, students. Kalau arti ‘not permitted’ itu apa?
Student 8 : tidak diijinkan, mem.
Teacher : Good, student 8. Jadi, arti ‘prohibited’ hampir mirip sama ‘not permitted’. Jadi, jawaban yang benar C. Do you understand so far?
Students : Yes, mam.
Teacher : Okay, lanjut. Sekarang, siapa yang mau jawab pertanyaan nomor 7?
Student 3 : B, at the beach, mam.
Teacher : Good, student 3. Paham ya untuk nomor 7?
Students : Yes, mam.
Teacher : Nahh, untuk nomor 14, apa jawabannya?
Student 1 : A, mam.
Teacher : Gimana yang lain? Benar jawaban student 1?
Students : Yes, mam.
Teacher : Ada yang mau ditanyakan dari soal-soal yang sudah kita bahas?
Students : (silent)
Teacher : Okay, skarang mem kasih exercise tambahan. (membagikan kertas fotokopian satu lembar untuk 2 siswa) Kerjakan in pairs ya.
Students : Tulis di kertas fotokopian ni la, mem, atau di buku kami?
Teacher : Tulis langsung aja di kertas fotokopiannya.
Students : (discuss and work with their partner)

(Some students start to discuss with the other partner)

Teacher : Hey,, hey.. Kan sudah mem bilang. Diskusi sama teman sebangkunya. Jangan malah sama yang lain, nanti konsentrasi teman kalian yang lain bisa buyar gara-gara kalian.

(The time passes)

Teacher : Are you finished?
Students : Yes Mam

Teacher : Sekarang latihan kalian dikumpulkan per baris. Baris 1 ditukarkan dengan baris 3. Trus, baris 5 ditukarkan dengan baris 7.
(*A few minutes later*)

Teacher : Sudah?

Students : Sudah, mam.

Teacher : (writes the answers on the white board)

Students : (Check their friends' exercise)

Teacher : Hati-hati mengoreksi yang punya teman kalian, jangan sampai ada yang salah koreksi. Kalau latihan temannya sudah dikoreksi, jawaban betulnya dikalikan 2. Trus, jangan lupa buat nama pengoreksinya.

Students : Ok, mam.

Teacher : Are you finished?

Students : Yes, mam.

Teacher : Kalau sudah, tolong kumpulkan di meja mam.

Teacher : Okay, do you understand the material today?

Students : Yes, Mam.

Teacher : Any questions?

Students : No, Mam.

Teacher : Ok, that's for today. See you next time and bye bye.

Students : See you.

Transcript of Teacher's and Students' Activity

Day/ Date : Thursday/ April 24, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 5

Material : Recount text

Chairman : Stand up please! Give greeting to our teacher!

Students : (*stand up*), good morning Mam.

Teacher : Good Morning. How are you?

Students : I am fine Mam. And you?

Teacher : I fine too. Please pray first.

Chairman : Pray begins.

Students : (Pray)

Teacher : Apa sudah masuk semua?

Students : Yes, Mam.

Teacher : Did you remember our last lesson?

Students : Recount text Mam

Teacher : Sangat betul. O ya students sebelum kita semesteran, kita memang terus mempelajari recount and narrative text. Untuk pertemuan kali ini, kita akan mempelajari lagi recount text terutama menjawab pertanyaan-pertanyaan. Nah, sekarang please open page 38 yang "Enrichment". Coba kalian kerjakan di situ aja in pairs. Mam kasih waktu 10 menit.

Students : (*Some students are discussing at each other with their friend since they work in pairs*)
(*the time passes*)

Teacher : Are you finished?

Students : Yes, Mam

Teacher : Mam akan menunjuk diantara kalian. Sekarang bulan berapa?

Students : April Mam

Teacher : Yang absen no 4, Maju. Ok students 4, maju dan tuliskan jawabannya yang benar

Student 4 : (writes her answer)

Teacher : Sekarang tanggal berapa?

Students : 24

Teacher : Yang absennya no. 24 maju.

Student 24 : ((writes his answer))

Teacher : Karena sekarang tahun 2014. Yang absen no. 20 tuliskan jawaban no. 3 dan absen no. 14 tuliskan jawaban no. 4. Dan untuk no. 5 yang berulang tahun bulan april.

Students : Student 29 Mam

Teacher : Student 29 jawab no. 5

(The three students write their answer on the whiteboard)

- Teacher : Ok students, tolong perhatikan, jangan ribut sendiri. Menurut kalian jawaban no 1 betul nggak?
Students : Betul Mam
Teacher : Good. Tapi kira-kira ada yang kurang nggak?
Students : Silence
Teacher : Baru kemarin belajar, masa kalian sudah lupa. Mam kasih tahu lagi, kalau pertanyaannya past tense, jawabannya pasti past tense juga.

(the teacher writes the answer gramartically)

- Teacher : Pertanyaannya: What did the text tell us about?
Jadi jawabannya: the text told us about (yang teman kalian tulis tadi)
Do you understand?

- Students : Yes Mam
Teacher : Untuk jawaban no. 2 betul nggak?
Students : Betul Mam tapi kurang
Teacher : Coba students 30, tulis jawab yang benar
Students 30 : *(writes the answer)*
Teacher : Baru yang ini jawab yang tepat, ya nak.
Pertanyaan no 3, betul nggak?

- Students : Betul Mam
Teacher : That's good. Pertanyaan no 4, betul nggak?
Students : Betul Mam
Teacher : Ada yang salah nggak?
Students : Silence
Teacher : Karena pertanyaanya, what vegetables and fruits were they picked? Kalian harus menjawabnya they picked vegetable like and fruits like do you understand?

- Students : Yes Mam
Teacher : Pertanyaan no 5, betul nggak?
Students : Betul Mam

- Teacher : Good. Now please open page 39, 40 and 41. Yang hal. 39, kerjakan no 8-11, hal. 40 no 15-20 dan hal. 41 no. 21-25. Mam kasih waktu 30 Menit. Kerjakan berdua biar kalian lebih mengerti dan jangan diskusi dengan teman meja yang lain karena Mam masukan nilai ya.

- Students : Di kertas Mam?
Teacher : Salah satu buku latihan kalian berdua saja
Students : (discuss and answer at each other)

(some students berjalan untuk nyontek dengan teman meja yang lain)

- Teacher : kerjakan dengan teman sebangku, nanti Mam kurangi nilainya, yang ketahuan nyontek teman meja lain

(The time passes)

- Teacher : Are you finished?
Students : Yes Mam

Teacher : Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.

Students : Ok, Mam.

Teacher : (write the answer on the white board)

Students : (check their friend' answers)

Teacher : Are you finished?

Students : Yes, Mam.

Teacher : Betul di kalikan 2. Tulis nama pengoreksi. Kumpulkan di meja Mam

Teacher : Okay, do you understand the material today?

Students : Yes, Mam.

Teacher : Any questions?

Students : No, Mam.

Teacher : Ok students, minggu depan kita akan mempelajari tentang narrative text, coba tanya sama teman atau kakak kelas kalian, apa si narrative itu, sebangku harus tahu. Minggu depan Mam tanya

Teacher : Ok, that's for today. See you next time and bye bye.

Students : See you.

Transcript of Teacher's and Students' Activity

Day/ Date : Wednesday/ April 30, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 6
Material : Narrative text

Chairman : Stand up please! Give greeting to our teacher!
Students : (*stand up*), good morning Mam.
Teacher : Good Morning. How are you?
Students : I am fine Mam. And you?
Teacher : I fine too. Apa sudah masuk semua?
Students : Yes, Mam.
Teacher : Clean the white board, please!
Student 27 : (Stands up and cleans the white board)
Teacher : Ok students, minggu kemarin Mam kan nyuruh kalian mencari tahu tentang narrative text. Mam mau nunjuk student 12 karena bentar lagi jam 12. Ok student 12, cerita narrative tentang apa?
Student 12 : Silence
Teacher : Lain kali kalau Mam suruh cari ya. Student 12, kamu tanya teman sebangku kamu, nanti Mam tanya lagi.
Ok, karena ini tanggal 30. Student 30, narrative text itu apa?
Student 30 : Cerita yang menghibur Mam
Teacher : Good. Contoh narrative text, coba student 5
Student 5 : Silence
Teacher : Ok student 5 dan 12, coba kalian diskusi bersama tentang apa sih narrative text dan contohnya. Mam kasih waktu 5 menit
(*the time passes*)
Teacher : Ayo apa jawabannya student 5 dan 12?
Student 12 : Suatu cerita yang tujuannya untuk menghibur Mam
Student 5 : Contohnya: cerita rakyat, fabel, dan fiksi Mam
Teacher : That's good. Besok kalau Mam suruh, turuti ya biar tidak malu sama teman yang lainnya
Ok students, tadi temen kalian bahas kalau narrative text tujuannya untuk menghibur pembaca dan contohnya: cerita rakyat, fabel, dan fiksi
Now please open page 45. Disana ada gambar siapa?
Students : (Some students give answer "putri salju" Mam, and some students give answer "snow white")
Teacher : Betul semua kalian karena bahasa inggrisnya putri salju, snow white. Coba jawab the question number 2 nak, have you ever heard about the story? Apakah kalian pernah mendengar cerita tentang Snow White itu?
Students : Pernah Mam
Teacher : Jawabannya, yes I have ever hear about the story
Who were the characters?
Students : Snow White, prince, ibu tiri, dan 7 kurcaci Mam

Teacher : Sangat betul. Ada Snow White, prince, ibu tiri itu step mother, dan 7 kurcaci itu, 7 dwarfs. (*The teacher writes the characters on the whiteboard*)
Terus ada siapa lagi?

Student 13 : Nenek sihir Mam

Teacher : Excellent. Bahasa inggrisnya nenek sihir itu witch ya. Was it a sad or happy ending?

Students : Happy ending Mam

Teacher : Excellent. Karena kalian pernah mendengar cerita tentang Snow White, now please open page 46, yang task 7. Kerjakan task 7 individually, Mam kasih waktu 15 menit. Kerjakan di kertas selembat.

Students : (two students are talking at each other)

Teacher : Yang di pojok depan jangan ngomong sendiri
(*the time passes*)

Teacher : Are you finished?

Students : (Some students give answer “sudah” dan “belum”)

Teacher : Mam kasih 5 menit lagi
(*the time passes*)

Teacher : Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.

Students : Ok, Mam.

Teacher : (write the answer on the white board)

Students : (check their friend' answers)

Teacher : Are you finished?

Students : Yes, Mam.

Teacher : Betul di kalikan 2. Jangan lupa tulis nama pengoreksinya dan kumpulkan di meja Mam. Now, please open page 48. Disana ada sebuah text kan nak? Kalau di awal text, ada “once upon time”, text itu termasuk narrative text. Nah sekarang coba kerjakan task 4 in pairs. Mam kasih waktu 30 menit. Nanti kita koreksi.
(*the time passes*)

Teacher : Are you finished?

Students : (Some students give answer “sudah” dan “belum”)

Teacher : Yang belum, cepat selesaikan jangan banyak ngobrol. 5 Menit lagi di kumpul.
(*the time passes*)

Teacher : Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.

Students : Ok, Mam.

Teacher : (write the answer on the white board)

Students : (check their friend' answers)

Teacher : Are you finished?

Students : Yes, Mam.

Teacher : Betul di kalikan 2. Jangan lupa tulis nama pengoreksinya dan kumpulkan di meja Mam.

Teacher : Okay, students. Do you understand the material today?

Students : Yes, Mam.

Teacher : Any questions?

Students : No, Mam.

Teacher : Ok, that's for today. See you next time and bye bye.

Students : See you.

Transcript of Teacher's and Students' Activity

Day/Date : Wednesday/ May 14, 2014
Teacher's name : Teacher B
Class : VIII E
Meeting : 7
Material : Narrative Text

Chairman : Stand up please! Give greeting to our teacher!
Students : (*stand up*), good morning Mam.
Teacher : Good Morning. How are you?
Students : I am fine Mam. And you?
Teacher : I am fine too. Apa sudah masuk semua?
Students : Yes, Mam.
Teacher : Did you remember our last lesson?
Students : Narrative Mam
Teacher : Good. Sekarang kita akan mempelajari Narrative juga khususnya pada generic structure dan tense yang di gunakan
Teacher : Mem punya gambar. Apa pendapat kalian mengenai gambar ini?
Student 2 : Mem? (*raises her hand*)
Teacher : Yes, student 2.
Student 2 : Gambar anak lanang samo kambingnyo, mem.
Teacher : Ya,betul. Klu dibahasa inggriskan, jadinya bagaimana?
Student 18 : A boy and sheep, mem..
Teacher : That's good, student 18. Nah, mem punya gambar 1 lagi. What do you think of this picture?
Students : Serigala, Mam.
Teacher : Very good. Bahasa inggrisnya, Wolf. Nahh, sekarang let's think this. Kalau suatu hari serigalanya datang ke bukit dimana ada anak sama kambingnya, kira-kira si anak bakal ngapain?
Student 12&13: (*making some noises*)
Teacher : Student 12 & 13, keep silent please. Kalian ni, mem perhatikan slalu rebut di kelas. Kalau kalian rebut, kalian ganggu teman lain yang belajar. Kalau sekali lagi rebut, mem suruh keluar !!
Student 12&13: (*silent*)
Teacher : Okay, lanjut yang tadi. Kalau serigalanya datang ke bukit untuk ganggu si penggembala sama kambingnya, kira-kira apa yang bakal dilakukan sama si penggembala?
Students : (*Some students said "laarriiii, mem." Some students said "lempari batu srigalonyo, mem." Some students were silent*)
Teacher : Okay, that's very good. Jawabannya bisa semua. Nahh, today we will learn about a kind of the text. Kira-kira jenis teks apa untuk menceritakan anak laki-laki dan kambingnya?
Student 10 : Narrative, mem.

Teacher : Yes, that's right, student 10. Kemarin Mam ngasih tahu, tujuan teks naratif untuk menghibur pembaca. Contoh teks naratif, antara lain: fable, fairy tale, legend, myth, dan lain-lain.
(writes the generic structure of the narrative text)

Teacher : There are three parts of the generic structure:
Orientation : berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana), biasanya terletak di paragraf pertama.

Complication : Permasalahan muncul / mulai terjadi dan berkembang, biasanya terletak di paragraf kedua.

Resolution : Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending". Biasanya terletak di paragraf terakhir.

Students : (write the generic structure of recount text)

Student 25&26: (making some noises)

Teacher : Student 25 & 26 (looking at the two students)

Student 25&26: (silent)

Teacher : Are you finished?

Student 25&26: Belum, mem.

Teacher : Makanya jangan rebut terus. Tulis yang ada di papan tulis.
(Time passes)

Teacher : Are you finished?

Students : Yes Mam

Teacher : Nahh, mem skarang punya 1 cerita, judulny "The boy who cried wolf." Coba beri tanda kurung seperti () bagian mana yang orientation, complication, and resolution. Kerjakan pair work ya. Mam beri waktu 5 menit.

Teacher : Are you finished?

Students : Yes Mam

Teacher : Ok, sekarang siapa yang mau nunjukkan yang mana bagian orientation?

Student 18 : Paragraf 1, mem. Di sana ada pemainnya, a shepherd boy, dan tempatnya di bukit.

Teacher : Betul nggak jawaban student 18?

Students : Betul, mem.

Teacher : That's great. Nah, kalau bagian complication yang mana?

Student 6 : Paragraf 2, Mam.

Teacher : Betul jawaban student 6?

Students : Betul, mem.

Teacher : Good. Yang terakhir, bagian resolution yang mana?

Student 10 : paragraph 3, Mam.

Teacher : Gimana yang lain? Benar nggak?

Students : Benar, Mam.

Teacher : Ok, students. Narrative text itu sama seperti recount text, sama-sama menggunakan Simple Past Tense. Nah, 3 minggu lalu, mem sudah menjelaskan tentang Simple Past Tense. Kalian masih ingat?

Students : (Silent)

(The teacher writes the formula of Simple Past Tense)

Teacher : Rumus past tense kan: S + V2 + O. Kalian masih ingat ada berapa macam verb dalam Past Tense?

Students : (silent)

Teacher : Okay, students. Di dalam past tense, ada 2 macam verb: regular and irregular verb. Regular verb itu ada tambahan –ed di belakang kata kerjanya, contoh: played asal katanya play, studied asal katanya study, watched asal katanya watch, washed asal katanya wash, dan lain-lain. Kalau irregular verb itu kata kerja yang tidak beraturan, contoh: swept asal katanya sweep, woke asal katanya wake, got asal katanya get, dan lain-lain. Untuk irregular verb, kalian bisa cek di kamus bentuk katanya. Nah, skarang mem mau kalian garus bawahi regular dan irregular verb yang ada di teks. Mem kasih waktu 10 menit ya.

(Time passes)

Teacher : Sekarang, siapa yang mau menuliskan regular dan irregular verb yang ada di teks di papan tulis?

Student 20 : (writes on the whiteboard) looked, felt, thought, heard, rushed, asked, fell, started.

Teacher : Udah?

Student 20 : Udah mem.

Teacher : Kayaknya ada yang kurang ya. Ada lagi yang mau nulis?

Student 8 : realized, played, went, laughed, came, attacked, shouted, bothered, tried, watched, killed.

Teacher : Okay. Sudah?

Student 8 : Sudah, mem.

Teacher : Kalau sudah, kata-kata yang ada di papan tulis, dibedakan mana yang regular dan irregular verb, trus cari verb 1 dan arti katanya. Kalau sudah, kerjakan soal latihan part 2 di halaman 75. Mem kasih kalian waktu 20 menit.

Students : Okay, mem.

Teacher : Ada yang mau ditanyakan?

Students : Nggak, mem.

(Time passes)

Teacher : Are you finished?

Students : Belum, mem. PR ajo mem.

Teacher : Dijadikan PR. Hari Kamis dikumpulkan.

Students : Okay, mem.

Teacher : Okay, students. Do you understand the material today?

Students : Yes, Mam.

Teacher : Any questions?

Students : No, Mam.

Teacher : Ok, that's for today. See you next time and bye bye.

Students : See you.

Appendix 3

Observation Tally Sheet by Observer

Day/ Date : Saturday/ April 12, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 1
Material : Descriptive Text

Classroom verbal interaction	Recorded as	Explanation
Apperception		
Teacher : Assalammu'alaikum WR. WB. Students : Wa'alaikumsalam WR. WB. Teacher : Good afternoon, everybody. Students : Good afternoon, mem. Teacher : Are you fine? Students : Fine. And you? Teacher : I am fine, too.		
Pre-teaching		
	10	It is the tradition of adding number 10 in the beginning and at the end
Teacher : Okay, this is your homework.	5	The teacher cites her authority
Student 3 and student 4, give your friend one by one.	6	The teacher give command to the student 3 and 4 to give their friend's homework one by one
Teacher : Okay, look at the picture.	6	The teacher asks the students to look at the picture
Okay, give the names of the house.	6	The teacher asks the students to give the names of the house.
Teacher : Number 1. What is the girl doing?	4	The teacher asks question to the students about what the girl is doing.

Student 2 : Playing piano	8	Student 2 gives response to the teacher's question.
Teacher : Where is that?	4	The teacher asks question to the students where the girl is playing piano.
Students : Bedroom.	8	The students give response to the teacher's question.
Teacher : Under the girl?	4	The teacher asks question to the students
Student 7 : Living room.	8	Student 7 gives response to the teacher's question.
Teacher : Yes, living room.	2	The teacher repeats the students' answer and the answer is correct. It functions as praise.
Teacher The man and the girl are in the living room.	5	The teacher gives explanation to the students
Teacher : What is living room?	4	The teacher asks question to the students about the meaning of living room.
Students : Ruang tengah.	8	The students give response to the teacher's question.
Teacher : Then, what are you doing in the bathroom?	4	The teacher asks question to the students
Students : (Some students said, 'mandi, mem.' Some students said, 'nyanyi, mem.')	8	The students give response to the teacher's question.
Whilst-teaching		
Teacher : Sekarang, kerjakan tugas activity 2.	6	The teacher gives command to the students to do
Students : Tulis nomor mem?	9	One of the students asks question to the teacher
Students : Kerjakan di kertas iko la, mem?	9	One of the students asks question to the teacher whether they have to do the activity on the copy of a piece of paper or not.
Teacher : Kerjakan di buku latihan saja.	6	The teacher gives command to the students to do the task on their workbook
Teacher Yang aktivitas kedua aja.	6	The teacher gives command to the students to just do task 2
Student 11 : Shelf tu rak buku, mem?	9	Student 11 asks question to the teacher about the meaning of shelf
Teacher : Carilah di situ. Kalau mem jawab, berarti mem yang ngerjakan.	7	The students see the teacher's statement as critics
Student 4 : Drawer tu apa, mem?	9	Student 4 asks question to the teacher about the meaning of

Student 20	: Bedside tu apa, mem?	9	drawer. Student 20 asks question to the teacher about the meaning of bedside
Teacher	: Bedside? Coba lihat kamusnya.	6	The teacher gives command to student 20 to look for the meaning in the dictionary.
Teacher	Jangan nanya terus. Kalian kan harus berusaha sendiri juga.	7	The students see the teacher's statement as critics
	: Number 1, student 1.	6	The teacher gives command to student 1 to answer the question no. 1
	Number 2, student 2.	6	The teacher gives command to student 2 to answer the question no. 2
	Ayo maju ke depan.	6	The teacher gives command to the students to write their answer on the white board
Teacher	: Is it right for number 1 and 2?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Yes, mem.	8	The students give response to the teacher's question.
Teacher	: Next, student 3, number 3 and	6	The teacher gives command to student 3 to answer the question no. 3
	student 4, number 4.	6	The teacher gives command to student 4 to answer the question no. 4
Teacher	: Benar nggak?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Benar, mem.	8	The students give response to the teacher's question.
Teacher	: Okay, number 5, student 5 and	6	The teacher gives command to student 5 to answer the question no. 5
	number 6, student 6.	6	The teacher gives command to student 6 to answer the question no. 6

Teacher	: Is it right?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Yes, mem.	8	The students gives response to the teacher's question.
Teacher	: Number 7, student 7 and	6	The teacher gives command to student 7 to answer the question no. 7
	number 8, student 8.	6	The teacher gives command to student 8 to answer the question no. 8
Teacher	: Is it right?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Yes, mem.	8	The students give response to the teacher's question.
Teacher	: Nah, sekarang, student 9, number 9 and	6	The teacher gives command to student 9 to answer the question no. 9
	student 10, number 10.	6	The teacher gives command to student 10 to answer the question no. 10
Teacher	: Benar nggak?	7	The teacher asks the other students in order to all the students think and consider what they have answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Benar, mem.	8	The students give response to the teacher's question.
Teacher	: Sekarang student 11, number 11 and	6	The teacher gives command to student 11 to answer the question no. 11
	student 12, number 12.	6	The teacher gives command to student 12 to answer the question no. 12
Teacher	: Heyy, jangan ribut!!	7	The teacher's statement intended to change the students' behavior from unexpected to acceptable behavior
	Mentang – mentang mem nyuruh teman kalian, kalian ribut.	7	The teacher's statement intended to change the students' behavior from unexpected to acceptable behavior

Teacher	Kalian harus bisa menghargai orang lain. Pahami? : Jadi, betul nggak jawaban temannya?	7 7	The students see the teacher's statement as critics The teacher asks the other students in order to all the students think and consider what their friend has answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students	: Betul, mem.	8	The students give response to the teacher's question.
Teacher	: Number 13, student 13 and number 14, student 14.	6 6	The teacher gives command to student 13 to answer the question no. 13 The teacher gives command to student 14 to answer the question no. 14
Teacher	: Betul nggak?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered.
Students	: Betul, mem.	8	The students give response to the teacher's question.
Teacher	: Student 15, number 15 and number 16, student 16.	6 6	The teacher gives command to student 15 to answer the question no. 15 The teacher gives command to student 16 to answer the question no. 16
Teacher	: Is it right?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered.
Students	: Yes, mem.	8	The students give response to the teacher's question.
Teacher	: Student 17, number 17 and student 18, number 18.	6 6	The teacher gives command to student 17 to answer the question no. 17 The teacher gives command to student 18 to answer the question no. 18
Teacher	: Benar nggak?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered.
Students	: Benar, mem.	8	The students give response to the teacher's question.
Teacher	: Dan yang terakhir student 19, number 19 and	6	The teacher gives command to student 19 to answer the question no. 19

	number 20, student 20.	6	The teacher gives command to student 20 to answer the question no. 20
Teacher	: Is it right?	7	The teacher asks the other students in order to all the students think and consider what their friend has answered.
Students	: Yes, mem.	8	The students give response to the teacher's question.
Teacher	: Student 6, 7, sama 8, jangan ribut terus.	7	The teacher's statement intended to change the students' behavior from unexpected to acceptable behavior
	Kalian ribut terus dari tadi. Kalau ribut sekali lagi, mem keluarkan.	7	The teacher's statement intended to change the students' behavior from unexpected to acceptable behavior
Teacher	: There is untuk apa, anak-anak?	4	The teacher asks question to the students
Students	: Untuk tunggal, mem.	8	The students give response to the teacher's question.
Teacher	: Kalau there are?	4	The teacher asks question to the students
Students	: Untuk jamak, mem.	8	The students give response to the teacher's question.
Teacher	: Contohnya kalimatnya bagaimana?	4	The teacher asks question to the students
	Okay, sekarang lihat contoh kalimatnya.	6	The teacher gives command to the students to read the examples of using 'there is' and 'there are' in their textbook.
Teacher	: There is a stove in the kitchen.	5	The teacher cites her authority
	Apa artinya, nak?	4	The teacher asks the students the meaning of 'there is a stove in the kitchen.'
Student 10	: Ada kompor di dapur, mem.	8	Student 10 give answer to the teacher's question.
Teacher	: Very good, student 10.	2	The teacher gives positive reinforcement by saying 'very good'
Teacher	: Kalau untuk jamak, contoh kalimatnya gimana?	4	The teacher asks the students the examples of using 'there are.'
	Nahh, coba lihat contoh kalimat nomor 2.	6	The teacher gives command to the students to read the example of number 2 in their textbook.
Teacher	: There are twenty five students in the classroom.	5	The teacher cites her authority
	Apa artinya, nak?	4	The teacher asks question the students about the meaning of 'there are twenty five students in the classroom.'
Student 18	: Ada 25 murid di kelas, mem.	8	Student 18 give answer to the teacher's question.

Teacher	: Very good, student 18.	2	The teacher gives positive reinforcement by saying ‘very good’ to student 18
Teacher	: Sekarang, kalian lihat activity 3 nya.	6	The teacher gives command to the students to look at activity 3
	Buat 10 kalimat menggunakan ‘there is’ atau ‘there are.’	6	The teacher gives command to the students to make 10 sentences by using ‘there is’ or ‘there are’
	Kalian buat di buku latihan kalian masing-masing.	6	The teacher gives command to the students to do the task on their workbook
Post-teaching			
Teacher	: Are you finished?	4	The teacher asks the students whether they have finished do the task or not
Students	: Belum, mem.	8	The students give response to the teacher’s question.
Students	: Jadikan PR ajo, mem.	9	The students initiates to ask the teacher to make their task as their homework.
Teacher	: Okay.	3	It is based on rule 7 that is when a teacher listens to students and accepts their ideas, then this behavior belongs to category no. 3
	Make it homework.	6	The teacher makes the students’ task as their homework.
Students	: Ok, mem.	8	The students response to the teacher’s command.
		10	

Appendix 4

Observation Tally Sheet by Observer

Day/Date : Thursday, April 10, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 1
Material : Recount Text (My Wonderful Experience)

Classroom verbal interaction	Recorded as	Explanation
Apperception		
Chairman : Stand up please! Give greeting to our teacher! Students : (<i>stand up</i>), good morning Mam. Teacher : Good Morning. How are you? Students : I am fine Mam. And you? Teacher : I fine too. Please pray first. Chairman : Pray begins. Students : (Pray) Teacher : Apa sudah masuk semua? Students : Yes, Mam.		
Pre-teaching		
Teacher : Sekarang, please open page 24.	10 6	It is the tradition of adding number 10 in the beginning and at the end The teacher gives an order to the students to open page

	Lihat task 1.	6	24. It is as teacher direct talk that is giving direction recorded as 6
	Di sana ada gambar kan nak?	5	The teacher gives an order to the students to look at task 2. It is as teacher direct talk that is giving direction recorded as 6
Students	: Yes, Mam.	8	The teacher asks rhetorical questions since there is a picture. It is as teacher direct talk that is lecturing recorded as 5
Teacher	: Now, look at the picture.	6	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
	Sambil kalian memperhatikan gambar, please answer the questions yang ada di sampingnya.	6	The teacher gives an order to the students to look at a picture. It is as teacher direct talk that is giving direction recorded as 6
Students	: Yes Mam. (the students try to answer the questions)	8	The teacher gives direction and order to the students to pay attention to the picture and answer the questions that are following. It is as teacher direct talk that is giving direction recorded as 6
Teacher	: Nah, who can answer the question number 1?	4	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
	Please raise your hand.	6	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4.
			The teacher gives a command to the students to raise their hand if they want to answer the question number one. It is as teacher direct talk that is giving direction recorded as 6

Students	: (Some students raise their hand). Me Mam. Me Mam. Me Mam.	8	The students give response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher	: (Point one of the students)		
Student 21	: Di rumah sakit Mam.	8	The student gives answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher	: Betul.	2	The teacher gives positive reinforcement by saying "correct". It is as teacher indirect talk that is praise or encourage recorded as 2
	Apa bahasa inggrisnya rumah sakit?	7	The teacher states why the teacher is doing what he is doing. It means that the teacher criticize what the students give answered to her by asking a questions in order to the students know their silly mistake in answering English question. It is as teacher direct talk that is criticizing or justifying authority recorded as 7.
Students	: Hospital, Mam.	8	The students give an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher	: That's good.	2	The teacher gives positive reinforcement by saying "that's good". It is as teacher indirect talk that is praise or encourage recorded as 2
	Jadi, jawaban yang benar: he is at hospital.	7	The teacher criticizes what the students give answered to

Nah, sekarang siapa yang mau jawab pertanyaan number 2			her by saying the correct answer grammatically. Besides that, the students see their teacher's statement as criticism. It is as teacher direct talk that is criticizing or justifying authority recorded as 7.
		4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4.
Students	: Me Mam. Me Mam. Me Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher	: (Point one of the students).	8	The students give an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Student 1	: sick, sick Mam.		
Teacher	: That's good.	2	The teacher gives positive reinforcement by saying "that's good". It is as teacher indirect talk that is praise or encourage recorded as 2
Jadi, kalimat yang benarnya?		7	The teacher states why the teacher is doing what he is doing. It means that the teacher criticize what the students give answered to her by asking a questions in order to the students know their silly mistake. Besides that, the students see their teacher's question as criticism. It is as teacher direct talk that is criticizing or justifying authority recorded as 7.

Students	: He is sick Mam.	8	The students give an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher	: Ya betul, he is sick.	2	It is based on rule 6 where when the teacher repeats the students' answer and the answer is a correct, it is recorded as a category no. 2
	Ayo, siapa yang bisa jawab pertanyaan no.3?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students	: (silence)		
Teacher	: Kenapa diam?	5	The teacher asks rhetorical questions since she know why the students silence. It is as teacher direct talk that is lecturing recorded as 5
Students	: Apo arti nomer 3 tu Mam?	9	The students ask thoughtful question to the teacher. It is as student talk that is student talk initiation recorded as 9
Teacher	: Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?	5	The teacher gives his own explanation to the students. It is as teacher direct talk that is lecturing recorded as 5
Students	: Cepat sembuh yo.	8	The students give an answer. It is as student talk that is student talk response recorded as 8
Teacher	: Dalam bahasa inggrisnya?	7	The teacher criticizes the students' answer by asking a questions. Besides that, the students see their teacher's question as criticism. It is as teacher direct talk that is

Students : GWS Mam.	8	criticizing or justifying authority recorded as 7. The students give an answer. It is as student talk that is student talk response recorded as 8
Teacher : GWS itu apa?	7	The teacher criticizes the students' answer by asking a questions. Besides that, the students see their teacher's question as criticism in order to they answer the question structurally. It is as teacher direct talk that is criticizing or justifying authority recorded as 7.
Students : Get Well Soon.	8	The students give an answer. It is as student talk that is student talk response recorded as 8
Teacher : Very good.	2	The teacher gives positive reinforcement by saying "very good". It is as teacher indirect talk that is praise or encourage recorded as 2
Whilst-teaching		
Teacher : Now, let's see task 2.	6	The teacher gives an order to the students to look at task 2. It is as teacher direct talk that is giving direction recorded as 6
Task 2 ini sangat berkaitan dengan task 1 yaitu tentang orang sakit. Yang sakit di sini Reno.	5	The teacher gives explanation to the students about task 2. It is as teacher direct talk that is lecturing recorded as 5
Now, do the task in pairs dalam 1 buku. Dalam mengerjakan task 2 ini, kalian boleh buka kamus dan juga bayangkan bagaimana cara kalian	6	The teacher gives order and direction to the students to do task 2. It is as teacher direct talk that is giving

berobat ke dokter.		direction recorded as 6
Students : (students do the task in 20 minutes).		
<i>(at that time, some students are noisy).</i>	1	The teacher accepts the students feeling that is they make noisy in doing the task. It is as teacher indirect talk that is accepts feeling recorded as 1
<i>So, the teacher says: students 11 and 12, kalau mau ngobrol, sini tegak sama Mam</i>	7	The teacher criticizes the students behavior in order to they change their behavior from unacceptable to acceptable pattern. It is teacher direct talk that is criticizing or justifying authority recorded as 7.
. Student 11 and 12: nggak Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Are you finished? <i>(time passed)</i>	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students : Yes, Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Sekarang kumpulkan perbaris. Baris student 1 tukarkan ke students 5. Kemudian baris student 3 ke student 7.	6	The teacher gives command to the students to collect their task and change the collected task to other desk

Students : Ok, Mam.	8	lines. It is as teacher direct talk that is giving direction recorded as 6 The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : (write the answer on the white board) Students : (check their friend' answers) Teacher : Are you finished?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students : Yes, Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Nah, sekarang open page 25 dan kerjakan task 4 dan 5 di buku.	6	The teacher gives order and direction to the students to do task 4 and 5. It is as teacher direct talk that is giving direction recorded as 6
Task 4 diartikan, dan task 5 jawab pertanyaan.	6	The teacher gives direction to the students to do task 4 and 5. It is as teacher direct talk that is giving direction recorded as 6
Students : Ok Mam. (The students do the task in 30 minutes)	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
<i>(at that time, some students are noisy).</i>	1	The teacher accepts the students feeling that is some of them make noisy in doing the task. It is as teacher

<i>So, the teacher says: students 25 jangan ganggu student 26 terus. Kerjakan masing-masing.</i> <i>(time passed)</i>		7	indirect talk that is accepts feeling recorded as 1
Teacher	: Who can answer the question number 1?	4	The teacher criticizes the students behavior in order to they change their behavior from unacceptable to acceptable pattern. It is teacher direct talk that is criticizing or justifying authority recorded as 7.
	Please raise your hand.	6	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Student 7	: “On the telephone” Mam.	8	The teacher gives an order to the students to raise their hand if they want to answer the question. It is as teacher direct talk that is giving direction recorded as 6
Teacher	: Betul nggak?	7	The student gives an answer to the teacher’s question. It is as student talk that is student talk response recorded as 8
Students	: Betul Mam	8	The teacher asks the other students in order to all the students think and consider what they have answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Teacher	: The question number 2, siapa yang mau jawab?	4	The students response to teacher’s talk. It is as student talk that is student talk response recorded as 8
			The teacher asks question and expect an answer from

		the students. It is as teacher direct talk that is asking question recorded as 4
Student 20 : “hello” Mam.	8	The student gives an answer to the teacher’s question. It is as student talk that is student talk response recorded as 8
Teacher : Betul nggak?	7	The teacher asks the other students in order to all the students think and consider what they have answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students : Betul Mam	8	The students response to teacher’s talk. It is as student talk that is student talk response recorded as 8
Teacher : Ok, good.	2	The teacher gives positive reinforcement by saying “good”. It is as teacher indirect talk that is praise or encourage recorded as 2
Kalimat lengkapnya gimana?	7	The teacher criticizes what the students have answered to her by asking a questions in order to the students know their mistake in answering English question. It is as teacher direct talk that is criticizing or justifying authority recorded as 7.
Students : (silence)		
Teacher : Jadi kalimat lengkapnya: “Cici says Hello”.	5	The teacher gives explanation to the answer in order to they know how to answer the question grammartically.

			It is as teacher direct talk that is lecturing recorded as 5
	Ingat pelajaran yang kemarin-kemarin tentang simple present tense. Kalau pertanyaanya tentang simple present tense, jawabannya pasti menggunakan simple present juga.	6	The teacher gives initiation to the students to remember the previous materials. It is as teacher direct talk that is giving direction recorded as 6
	Do you understand?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students	: Yes, Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher	: Sekarang the question number 3, siapa yang bisa?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students	: (Silence)		
Teacher	: Sekarang coba liat percakapan Ando yang ketiga. Di sana, Ando berbicara: "well, my mother is).	6	The teacher gives direction to the students to see Ando's utterance. It is as teacher direct talk that is giving direction recorded as 6
	Jadi, alasan Ando tidak dapat pergi dengan Cici apa?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students	: Karena ibu Ando sakit Mam.	8	The student gives an answer to the teacher's question. It is as student talk that is student talk response recorded

Student 29 : Ngapo Mam idak jenguk Mam? Teacher : Student 29, be serious in my class.	7	as 8 The teacher asks question the students not to interrupt with foolish questions. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Student : Yes, Mam	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Karna ibu Ando sakit, jadi bahasa inggrisnya "my mother" pada omongan Ando, di ganti jadi apa?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students : Ibu Ando	8	The student gives an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher : That's good.	2	The teacher gives positive reinforcement by saying "that's good". It is as teacher indirect talk that is praise or encourage recorded as 2
Tapi bahasa Inggrisnya, Ando's mother.	5	The teacher gives his own explanation to the students. It is as teacher direct talk that is lecturing recorded as 5
Student 5 : (raise her hand) Teacher : Ya, student 5, ada apa?	4	It is based on rule 5 that is when teacher calls a student by name, the observer is supposed to record category

Student 5	: Jadi Mam, kalimat yang benar tu, because Ando's mother is being treated in the hospital	9	no. 4 The student expresses their own idea. It is as student talk that is students talk initiation recorded as 9
Teacher	: Yes, very good. Because Ando's mother is being treated in the hospital	2	It is based on rule 6 that is when the teacher repeats the student's answer and the answer is correct, it should be recorded as category no. 2
	Nah, kalau the question number 4, apa isinya?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students	: "I am sorry to hear that"	8	The student gives an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher	: Excellent.	2	The teacher gives positive reinforcement by saying "very good". It is as teacher indirect talk that is praise or encourage recorded as 2
	For the last question, siapa yang mau?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
	Raise your hand please.	6	The teacher gives an order to the students to raise their hand if they want to answer the question. It is as teacher direct talk that is giving direction recorded as 6

Student 18 : Me Mam	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Yes, student 18.	4	It is based on rule 5 that is when teacher calls a student by name, the observer is supposed to record category no. 4
Student 18 : “Ando's mother will get well soon”	8	The student gives an answer to the teacher's question. It is as student talk that is student talk response recorded as 8
Teacher : Benar jawaban student 18?	7	The teacher asks the other students in order to all the students think and consider what they have answered. It is as teacher direct talk that is criticizing or justifying authority recorded as 7
Students : Benar	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Post-teaching		
Teacher : Okay, do you understand the material today?	4	The teacher asks question and expect an answer from the students. It is as teacher direct talk that is asking question recorded as 4
Students : Yes, Mam.	8	The students response to teacher's talk. It is as student talk that is student talk response recorded as 8
Teacher : Any questions?	4	The teacher asks question and expect an answer from

Students : No, Mam. Teacher : Ok, that's for today. See you next time and bye bye. Students : See you.		the students. It is as teacher direct talk that is asking question recorded as 4
	8	The students give response to teacher's talk. It is as student talk that is student talk response recorded as 8
	10	It is the tradition of adding number 10 in the beginning and at the end

Observation Tally Sheet by Co-observer

Day/ Date : Saturday/ April 12, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 1
Material : Descriptive Text

Classroom verbal interaction	Recorded as	
Apperception		
Teacher : Are you fine?		
Students : Fine. And you?		
Pre-Teaching		
Teacher : Okay, look at the picture. Okay, give the names of the house.	10 6	The teacher asks the students to look at the picture and give the names of the house.
Teacher : Number 1. What is the girl doing?	4	The teacher asks the students what the girl is doing.
Student 2 : Playing piano	8	Student 2 responses to the teacher's question.
Teacher : Where is that?	4	The teacher asks the students where the girl is playing piano.
Students : Bedroom.	8	The students response to the teacher's question.
Teacher : Under the girl?	4	The teacher asks the students what place under the girl is playing piano.

Student 7 : Living room.	8	Student 7 responses to the teacher's question.
Teacher : Yes, living room.	2	The teacher repeats student 7's answer.
Teacher : The man and the girl are in the living room.	3	The teacher develops student 7' idea.
Teacher : What is living room?	4	The teacher asks the students the definition of living room.
Students : Ruang tengah.	8	The students response to the teacher's question.
Teacher : Then, what are you doing in the bathroom?	4	The teacher asks the students what they are doing in the bathroom.
Students : (Some students said, 'mandi, mem.' Some students said, 'nyanyi, mem.')	8	The students response to the teacher's question.
While-Teaching		
Teacher : Sekarang, kerjakan tugas activity 2.	6	The teacher asks the students to do activity 2.
Students : Tulis nomor mem?	9	One of the students asks his teacher whether they have to write numbers or not.
Students : Kerjakan di kertas iko la, mem?	9	One of the students asks her teacher whether they have to do the activity on the copy of a piece of paper or not.

Teacher	: Kerjakan di buku latihan saja. Yang aktivitas kedua aja.	6	The teacher asks the students to do only activity 2 on their exercise book.
Student 11	: Shelf tu rak buku, mem?	9	Student 11 asks his teacher whether the definition of shelf is 'rak buku' or not.
Teacher	: Carilah di situ. Kalau mem jawab, berarti mem yang ngerjakan.	7	The teacher asks student 11 to find the meaning by themselves.
Student 4	: Drawer tu apa, mem?	9	Student 4 asks her teacher the definition of drawer.
Student 20	: Bedside tu apa, mem?	9	Student 20 asks her teacher the definition of bedside.
Teacher	: Bedside? Coba lihat kamusnya. Jangan nanya terus. Kalian kan harus berusaha sendiri juga.	7	The teacher asks student 20 to look for the meaning in the dictionary.
Teacher	: Number 1, student 1. Number 2, student 2. Ayo maju ke depan.	6	The teacher asks student 1 and 2 to come forward to write their answer on the whiteboard.
Teacher	: Is it right for number 1 and 2?	7	The teacher asks the other students whether the answers of question number 1 and 2 are right or not.
Students	: Yes, mem.	8	The students response to the teacher's question.
Teacher	: Next, student 3, number 3 and student 4, number 4.	6	The teacher asks student 3 and 4 to come forward to write their answer on the whiteboard.

Teacher	: Benar nggak?	7	The teacher asks the other students whether the answers of question number 3 and 4 are right or not.
Students	: Benar, mem.	8	The students response to the teacher's question.
Teacher	: Okay, number 5, student 5 and number 6, student 6.	6	The teacher asks student 5 and 6 to come forward to write their answer on the whiteboard.
Teacher	: Is it right?	7	The teacher asks the other students whether the answers of question number 5 and 6 are right or not.
Students	: Yes, mem.	8	The students response to the teacher's question.
Teacher	: Number 7, student 7 and number 8, student 8.	6	The teacher asks student 7 and 8 to come forward to write their answer on the whiteboard.
Teacher	: Is it right?	7	The teacher asks the other students whether the answers of question number 7 and 8 are right or not.
Students	: Yes, mem.	8	The students response to the teacher's question.
Teacher	: Nah, sekarang, student 9, number 9 and student 10, number 10.	6	The teacher asks student 9 and 10 to come forward to write their answer on the whiteboard.
Teacher	: Benar nggak?	7	The teacher asks the other students whether the answers of question number 9

Students : Benar, mem.	8	and 10 are right or not. The students response to the teacher's question.
Teacher : Sekarang student 11, number 11 and student 12, number 12.	6	The teacher asks student 11 and 12 to come forward to write their answer on the whiteboard.
Teacher : Heyy, jangan ribut!! Mentang – mentang mem nyuruh teman kalian, kalian ribut. Kalian harus bisa menghargai orang lain. Pahami?	7	The teacher asks the students not to talk by themselves because they have to appreciate their friends.
Teacher : Jadi, betul nggak jawaban temannya?	7	The teacher asks the other students whether the answers of question number 11 and 12 are right or not.
Students : Betul, mem.	8	The students response to the teacher's question.
Teacher : Number 13, student 13 and number 14, student 14.	6	The teacher asks student 13 and 14 to come forward to write their answer on the whiteboard.
Teacher : Betul nggak?	7	The teacher asks the other students whether the answers of question number 13 and 14 are right or not.
Students : Betul, mem.	8	The students response to the teacher's question.
Teacher : Student 15, number 15 and number 16, student 16.	6	The teacher asks student 15 and 16 to come forward to write their answer on the whiteboard.

Teacher	: Is it right?	7	The teacher asks the other students whether the answers of question number 15 and 16 are right or not.
Students	: Yes, mem.	8	The students response to the teacher's question.
Teacher	: Student 17, number 17 and student 18, number 18.	6	The teacher asks student 17 and 18 to come forward to write their answer on the whiteboard.
Teacher	: Benar nggak?	7	The teacher asks the other students whether the answers of question number 17 and 18 are right or not.
Students	: Benar, mem.	8	The students response to the teacher's question.
Teacher	: Dan yang terakhir student 19, number 19 and number 20, student 20.	6	The teacher asks student 19 and 20 to come forward to write their answer on the whiteboard.
Teacher	: Is it right?	7	The teacher asks the other students whether the answers of question number 19 and 20 are right or not.
Students	: Yes, mem.	8	The students response to the teacher's question.
Teacher	: Student 6, 7, sama 8, jangan ribut terus. Kalian ribut terus dari tadi. Kalau ribut sekali lagi, mem keluarkan.	7	The teacher asks student 6, 7, and 8 not to be busy of talking by themselves.

Teacher	: There is untuk apa, anak-anak?	4	The teacher asks the students the use of 'there is.'
Students	: Untuk tunggal, mem.	8	The students response to the teacher's question.
Teacher	: Kalau there are?	4	The teacher asks the students the use of 'there are.'
Students	: Untuk jamak, mem.	8	The students response to the teacher's question.
Teacher	: Contohnya kalimatnya bagaimana?	4	The teacher asks the students examples of using 'there is' and 'there are.'
Teacher	: Okay, sekarang lihat contoh kalimatnya.	6	The teacher asks the students to read the examples of using 'there is' and 'there are' in their textbook.
Teacher	: There is a stove in the kitchen. Apa artinya, nak?	4	The teacher asks the students the meaning of 'there is a stove in the kitchen.'
Student 10	: Ada kompor di dapur, mem.	8	Student 10 answers the teacher's question.
Teacher	: Very good, student 10.	2	The teacher gives positive reinforcement by saying 'very good.'
Teacher	: Kalau untuk jamak, contoh kalimatnya gimana?	4	The teacher asks the students examples of using 'there are.'
Teacher	: Nahh, coba lihat contoh kalimat nomor 2.	6	The teacher asks the students to read the example of number 2 in their textbook.
Teacher	: There are twenty five students in the	4	The teacher asks the students the meaning of 'there are twenty five students in

classroom. Apa artinya, nak?		
Student 18 : Ada 25 murid di kelas, mem.	8	the classroom.'
Teacher : Very good, student 18.	2	Student 18 answers the teacher's question.
Teacher : Sekarang, kalian lihat activity 3 nya. Buat 10 kalimat menggunakan 'there is' atau 'there are.' Kalian buat di buku latihan kalian masing-masing.	6	The teacher gives positive reinforcement by saying 'very good.'
Post-Teaching		
Teacher : Are you finished?	4	The teacher asks the students whether they are finished or not yet.
Students : Belum, mem.	8	The students response to the teacher's question.
Students : Jadikan PR ajo, mem.	9	The students ask the teacher to make their task as their homework.
Teacher : Okay. Make it homework	6	The teacher makes the students' task as their homework.
Students : Ok, mem.	8	The students response to the teacher's command.
	10	

Observation Tally Sheet by Co-observer

Day/Date : Thursday, April 10, 2014

Teacher's Name : Teacher B

Meeting : 1

Material : Recount Text (My Wonderful Experience)

Classroom verbal interaction	Recorded as	Explanation
Apperception		
Teacher : How are you?		The teacher asks for the students' condition.
Students : I am fine, MamAnd you?		The students response to the teacher's question and ask back the teacher's condition.
Teacher : Apa sudah masuk semua?		The teacher asks for the students' presence.
Students : Yes, Mam.		The students response to the teacher's question.
Pre-Teaching		
Teacher : Please open page 24.	10 6	The teacher orders the students to open page 24.
Teacher : Lihat task 1.	6	The teacher orders the students to see task 1.
Teacher : Di sana ada gambar, kan nak?	4	The teacher asks the students whether there is a

		picture or not.
Students : Yes, Mam.	8	The students give answer to the teacher's question.
Teacher : Now, look at the picture.	6	The teacher commands the students to look at the picture.
Teacher : Please answer the questions yang ada di sampingnya.	6	The teacher asks the students to answer the questions.
Students : Yes, Mam.	8	The students give answer to the teacher's question.
Teacher : who can answer the question number 1?	4	The teacher asks the students to answer the question of number 1.
Students : Me, Mam Me, Mam Me, Mam.	8	The students response to the teacher's question.
Student 21 : Di rumah sakit, Mam.	8	The student answers the teacher's question.
Teacher : Betul.	2	The teacher gives positive reinforcement by saying "betul."
Teacher : Apa Bahasa Inggrisnya rumah sakit?	4	The teacher asks the students the English word of 'rumah sakit.'

Students : Hospital, Mam.	8	The students give answer to the teacher's question.
Teacher : That's good.	2	The teacher gives positive reinforcement by saying 'good.'
Teacher : Jadi, jawaban yang benar: He is at hospital.	3	The teacher creates the more complete sentence.
Teacher : sekarang siapa yang mau menjawab pertanyaan nomor 2?	4	The teacher asks the students to answer the question of number 2.
Students : Me, Mam Me, Mam Me, Mam	8	The students response to the teacher's question.
Students : Sick, sick, Mam	8	The students give answer to the teacher's question.
Teacher : That's good.	2	The teacher gives positive reinforcement by saying 'good.'
Teacher : Jadi, kalimat yang benarnya?	4	The teacher asks the students the correct sentence.
Students : He is sick, Mam.	8	The students give answer to the teacher's question.
Teacher : Ya, betul.	2	The teacher gives positive reinforcement by saying 'betul.'
Teacher : He is sick.		

Teacher : Ayoo,, siapa yang bisa menjawab pertanyaan nomor 3?	3	The teacher accepts the students' ideas.
Students : (silent)	4	The teacher asks the students who wants to answer the question of number 3.
Teacher : Kenapa diam?	7	The teacher asks "why" to criticize why the students are silent.
Students : Apo arti nomor tigo t, Mam?	9	The students ask the teacher the materials that they do not understand.
Teacher : Jika kalian punya teman yang sakit, apa yang akan kalian ungkapkan?	4	The teacher asks the students what they will say when they hear their friend is sick.
Students : Cepat sembuh yoo..	8	The students give answer to the teacher's question.
Teacher : Dalam Bahasa Inggrisnya?	4	The teacher asks the students the English word of 'cepat sembuh.'
Students : GWS, Mam.	8	The students response to the teacher's question.
Teacher : GWS tu apa?	4	The teacher asks the students what GWS stands for.
Students : Get well soon.	8	The students give answer to the teacher's question.

Teacher : Very good.	2	The teacher gives positive reinforcement by saying 'very good.'
Teacher : Now, let's see task 2.	6	The teacher asks the students to see task 2.
Teacher : Task 2 ini sangat berkaitan dengan task 1, yaitu tentang orang sakit. Yang sakit di sini Reno.	5	The teacher explains the students more about task 2.
Teacher : Now, do the task in pairs dalam 1 buku.	6	The teacher orders the students to do the task in one book.
Teacher : Student 11 and 12, kalau mau ngobrol, sini tegak sama Mam.	7	The teacher admonishes the noisy students.
Student 11 and 12: Nggak, Mam.	8	The students response to the teacher's admonition.
Teacher : Are you finished?	4	The teacher asks the students whether they are finished or not yet.
Students : Yes, Mam.	8	The students response to the teacher's question.
Teacher : Sekarang, kumpulkan per baris. Baris student 1 tukarkan ke baris student 5. Kemudian, baris student 3	6	The teacher commands the students to collect their work and change to the students of the other row.

tukarkan ke baris student 7.		
Students : Okay, Mam	8	The students response to the teacher's command.
Teacher : Are you finished?	4	The teacher asks the students whether they are finished or not yet.
Students : Yes, Mam.	8	The students response to the teacher's question.
While-Teaching		
Teacher : Open page 25.	6	The teacher asks the students to open page 25.
Teacher : Nah, sekarang kerjakan task 4 dan 5 di buku. Task 4 diartikan dan task 5 menjawab pertanyaan.	6	The teacher orders the students to do task 4 and 5. She asks them to translate the text for task 4 and answer questions for task 5.
Students : Okay, Mam.	8	The students response to the teacher's order.
Teacher : Student 25, jangan ganggu student 26 terus.	7	The teacher admonishes student 25 not to bother student 26.
Teacher : Kerjakan masing-masing.	6	The teacher commands the students to do the tasks themselves.
Teacher : Now, who can answer the question number 1?	4	The teacher asks the students who can answer the question of number 1.

Student 7 : “on the telephone”, Mam.	8	Student 7 responses to the teacher’s question.
Teacher : Betul nggak?	4	The teacher asks the other students whether student 7’s answer is correct or not.
Students : Betul, Mam.	8	The students response to the teacher’s question.
Teacher : The question number 2, siapa yang mau jawab?	4	The teacher asks the students who wants to answer the question of number 2.
Student 20 : “hello”, Mam.	8	Student 20 answers the teacher’s question.
Teacher : Jawaban students 20 betul nggak?	4	The teacher asks the other students whether student 20’s answer is correct or not.
Students : Betul.	8	The students response to the teacher’s question.
Teacher : Okay, good.	2	The teacher gives positive reinforcement by saying ‘okay, good.’
Teacher : Kalimat lengkapnya gimana?	4	The teacher asks the student the complete sentence of the answer of the second question.
Students : (silent)		

Teacher	: Jadi, kalimat lengkapnya: “Cici says hello”. Ingat pelajaran yang kemarin-kemarin tentang Simple Present Tense. Kalau pertanyaannya tentang Simple Present Tense, jawabannya pasti menggunakan Simple Present juga.	5	The teacher gives the students explanation more about the Simple Present Tense sentence.
Teacher	: Do you understand?	4	The teacher asks the students whether they understand the teacher’s explanation or not.
Students	: Yes, Mam	8	The students responses to the teacher’s question.
Teacher	: Sekarang, the question number 3, siapa yang bisa jawab?	4	The teacher asks the students who can answer the question of number 3.
Students	: (silent)		
Teacher	: Sekarang coba liat percakapan Ando yang ketiga. Di sana Ando berbicara, “Well, my mother is”	5	The teacher explains more Ando’s third dialog to make it clear for the students.
Teacher	: Jadi, alasan Ando tidak dapat pergi dengan Cici apa?	4	The teacher asks the students the question related to the third question.
Students	: Karena ibu Ando sakit, Mam	8	The students give answer to the teacher’s question.

Teacher : Student 29, be serious in my class.	7	The teacher admonishes student 29 because he interrupts with a foolish question.
Student 29 : Yes, Mam	8	Student 29 responds to the teacher's admonition.
Teacher : Jadi Bahasa Inggrisnya 'my mother' pada omongan Ando diganti jadi apa?	4	The teacher asks the students the English words of 'my mother' in Ando's dialog.
Students : Ibu Ando.	8	The students give answer to the teacher's question.
Teacher : That's good.	2	The teacher gives positive reinforcement by saying 'good.'
Teacher : Tapi Bahasa Inggrisnya, Ando's mother.	3	The teacher clarifies the students' answer.
Teacher : Yes, student 5. Ada apa?	4	The teacher asks student 5 why she raises her hand.
Student 5 : Jadi Mam, kalimat yang benar tu: because Ando's mother is being treated in the hospital.	9	Student 5 makes the clear sentence for herself and the other students.
Teacher : Yes, very good	2	The teacher gives positive reinforcement by saying 'Yes, very good.'

Teacher	: Naah, kalau the question number 4, apa isinya?	4	The teacher asks the students about the answer of the fourth question.
Students	: I am sorry to hear that.	8	The students give answer to the teacher's question.
Teacher	: Excellent.	2	The teacher gives positive reinforcement by saying 'Excellent.'
Teacher	: For the last question, siapa yang mau?	4	The teacher asks the students who wants to answer the last question.
Student 18	: Me, Mam.	8	Student 18 responses to the teacher's question.
Student 18	: Ando's mother will get well soon.	8	Student 18 answers the last question.
Teacher	: Benar jawaban student 18?	4	The teacher asks the other students' opinion whether student 18's answer is correct or not.
Students	: Benar.	8	The students response to the teacher's question.
Post-Teaching			
Teacher	: Okay, do you understand the materials today?	4	The teacher asks the students whether they understand the materials or not.

Students : Yes, Mam.	8	The students response to the teacher's question.
Teacher : Any question?	4	The teacher asks the students whether they have questions or not.
Students : No, Mam	8 10	The students response to the teacher's question.

Appendix 5

Meeting 1: Plotting the Coded Data by Observer

2 nd pair	10	1 st pair	9	6	7	6
	5		6	6	4	8
	6		7	7	8	10
	6		6	7	4	
	4		6	7	8	
	8		6	7	4	
	4		7	8	6	
	8		8	6	5	
	4		6	6	4	
	8		6	7	8	
	2		7	8	2	
	5		8	6	4	
	4		6	6	6	
	8		6	7	5	
	4		7	8	4	
	8		8	6	8	
	6		6	6	2	
	9		6	7	6	
	9		7	8	6	
	6		8	6	6	
	6		6	6	4	
	9		6	7	8	
	7		7	8	9	
	9		8	7	3	

Meeting 1: Plotting the Coded Data by Observer

		8	1	4	5	
2 nd pair	10 6 6	1 st pair	8	7	8	4
			2	8	7	9
			7	4	8	2
	5	8	8	2	4	
	8	2	6	7	8	
	6	4	8	5	2	
	6	5	4	6	4	
	8	9	8	4	6	
	4	5	6	8	8	
	6	8	6	4	4	
	8	7	8	6	8	
	8	8	1	4	7	
	2	7	7	8	8	
	7	8	4	7	4	
	8	2	6	8	8	
	2	6	8	4	4	
	7	5	7	8	8	
	4	6	8	2	10	
					93 th pair	

Meeting 1: Plotting the Coded Data by Co-Observer

2 nd pair	10	1 st pair	7	6	9
	6		8	7	6
	4		6	8	8
	8		7	6	10
	4		8	7	
	8		6	8	
	4		7	7	
	8		8	4	
	2		6	8	
	3		7	4	
	4		8	8	
	8		6	4	
	4		7	6	
	8		8	4	
	6		6	8	
	9		7	2	
	9		7	4	
	6		8	6	
	9		6	4	
	7		7	8	
	9		8	2	
	9		6	6	
	7		7	4	
	6		8	8	

Meeting 1: Plotting the Coded Data by Co-Observer

	10	8	6	8	4	4
	1 st pair					
2 nd pair	6	8	5	4	8	8
	6	2	6	8	2	10
	4	4	7	4	3	
	8	8	8	8	4	
	6	2	4	4	9	
	6	3	8	8	2	
	8	4	6	2	4	
	4	7	8	4	8	
8	9	4	5	2		
8	4	8	4	4		
2	8	6	8	8		
4	4	6	4	8		
8	8	8	4	4		
2	4	7	8	8		
3	8	6	7	4		
4	2	4	8	8		

Appendix 6

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Saturday/ April 12, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 1

Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											3
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											12
	Lecturing/ lecture	5											4
	Giving directions	6						 					33
	Criticizing or justifying authority	7											17
Student talk response	Student talk response	8											21
	Student talk initiation	9											6
	Silence or pause or confusion	10											1
	Total		0	3	1	12	4	33	17	21	6	1	98

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Tuesday/ April 15, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 2

Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student talk response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											7
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											8
	Lecturing/ lecture	5											8
	Giving directions	6											23
	Criticizing or justifying authority	7											23
Student talk response	Student talk response	8											47
	Student talk initiation	9											2
	Silence or pause or confusion	10											1
		Total	0	7	1	8	8	23	23	47	2	1	120

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Saturday/ April 19, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 3

Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											13
	Accepts or uses ideas of students	3											2
Teacher direct talk	Asking questions	4											14
	Lecturing/ lecture	5											47
	Giving directions	6											42
	Criticizing or justifying authority	7											23
Student talk response	Student talk response	8											67
	Student talk initiation	9											12
	Silence or pause or confusion	10											1
		Total	0	13	2	14	47	42	23	67	12	1	221

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Tuesday/ April 22, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 4

Material : Procedure text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											14
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											22
	Lecturing/ lecture	5											22
	Giving directions	6											20
	Criticizing or justifying authority	7											0
Student talk response	Student talk response	8											50
	Student talk initiation	9											1
	Silence or pause or confusion	10											1
		Total	0	14	0	22	22	20	0	50	1	1	130

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Saturday/ April 26, 2014
Teacher's Name : Teacher B
Meeting : 5
Material : How to Make a Cheese Omelete

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											2
	Praise or encouragement	2											25
	Accepts or uses ideas of students	3											20
Teacher direct talk	Asking questions	4											92
	Lecturing/ lecture	5											28
	Giving directions	6											25
	Criticizing or justifying authority	7											22
Student talk response	Student talk response	8											78
	Student talk initiation	9											9
	Silence or pause or confusion	10											1
		Total	2	25	20	92	28	25	22	78	9	1	302

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Tuesday/ April 29, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 6
Material : Procedure Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											10
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											9
	Lecturing/ lecture	5											7
	Giving directions	6											24
	Criticizing or justifying authority	7											20
Student talk response	Student talk response	8											25
	Student talk initiation	9											10
	Silence or pause or confusion	10											1
		Total	0	10	0	9	7	24	20	25	10	1	106

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Tuesday/ May 13, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 7
Material : Procedure Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											17
	Accepts or uses ideas of students	3											4
Teacher direct talk	Asking questions	4											31
	Lecturing/ lecture	5											26
	Giving directions	6											25
	Criticizing or justifying authority	7											8
Student talk response	Student talk response	8											26
	Student talk initiation	9											0
	Silence or pause or confusion	10											1
		Total	0	17	4	31	26	25	8	26	0	1	138

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 10, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 1

Material : Recount Text (My Wonderful Experience)

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											2
	Praise or encouragement	2											9
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											17
	Lecturing/ lecture	5											6
	Giving directions	6											14
	Criticizing or justifying authority	7											12
Student talk response	Student talk response	8											30
	Student talk initiation	9											2
	Silence or pause or confusion	10											1
		Total	2	9	0	17	6	14	12	30	2	1	93

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 16, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 2

Material : Recount Text (My Wonderful Experience)

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											1
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											26
	Lecturing/ lecture	5											43
	Giving directions	6											16
	Criticizing or justifying authority	7											5
Student talk response	Student talk response	8											23
	Student talk initiation	9											2
	Silence or pause or confusion	10											1
		Total	0	1	0	26	43	16	5	23	2	1	117

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 17, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 3

Material : Recount Text (My Wonderful Experience)

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise encouragement or	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response talk	Student initiation talk		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											14
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											34
	Lecturing/ lecture	5											23
	Giving directions	6											21
	Criticizing or justifying authority	7											10
Student talk response	Student talk response	8											37
	Student talk initiation	9											0
	Silence or pause or confusion	10											1
		Total	0	14	0	34	23	21	10	37	0	1	140

Matrix of Flander Interaction Analysis by Observer

Day/Date : Wednesday/April 23, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 4
Material : Notice

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											6
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											20
	Lecturing/lecture	5											11
	Giving directions	6											13
	Criticizing or justifying authority	7											9
Student talk response	Student talk response	8											22
	Student talk initiation	9											1
	Silence or pause or confusion	10											1
		Total	0	6	0	20	11	13	9	22	1	1	83

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Thursday/ April 24, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 5
Material : Recount text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											1
	Praise or encouragement	2											3
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											10
	Lecturing/ lecture	5											16
	Giving directions	6											25
	Criticizing or justifying authority	7											7
Student talk response	Student talk response	8											17
	Student talk initiation	9											1
	Silence or pause or confusion	10											1
	Total		1	3	0	10	16	25	7	17	1	1	81

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Wednesday/ April 30, 2014
Teacher's Name : Teacher B
Class : VIII E
Meeting : 6
Material : Narrative text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											7
	Accepts or uses ideas of students	3											2
Teacher direct talk	Asking questions	4											13
	Lecturing/ lecture	5											14
	Giving directions	6											22
	Criticizing or justifying authority	7											5
Student talk response	Student talk response	8											16
	Student talk initiation	9											0
	Silence or pause or confusion	10											1
		Total	0	7	2	13	14	22	5	16	0	1	80

Matrix of Flander Interaction Analysis by Observer

Day/Date : Wednesday, May 14, 2014
Teacher's name : Teacher B
Class : VIII E
Meeting : 7
Material : Narrative Text

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											8
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											24
	Lecturing/ lecture	5											24
	Giving directions	6											10
	Criticizing or justifying authority	7											12
Student talk response	Student talk response	8											24
	Student talk initiation	9											1
	Silence or pause or confusion	10											1
		Total	0	8	1	24	24	10	12	24	1	1	105

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Saturday/ April 12, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 1
Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											3
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											12
	Lecturing/ lecture	5											0
	Giving directions	6											17
	Criticizing or justifying authority	7											14
Student talk response	Student talk response	8											21
	Student talk initiation	9											6
	Silence or pause or confusion	10											1
		Total	0	3	1	12	0	17	14	21	6	1	75

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Tuesday/ April 15, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 2

Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											7
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											7
	Lecturing/ lecture	5											1
	Giving directions	6											14
	Criticizing or justifying authority	7											19
Student talk response	Student talk response	8											47
	Student talk initiation	9											2
	Silence or pause or confusion	10											1
		Total	0	7	1	7	1	14	19	47	2	1	99

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Saturday/ April 19, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 3

Material : Descriptive Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											15
	Accepts or uses ideas of students	3											4
Teacher direct talk	Asking questions	4											13
	Lecturing/ lecture	5											1
	Giving directions	6											48
	Criticizing or justifying authority	7											19
Student talk response	Student talk response	8											64
	Student talk initiation	9											8
	Silence or pause or confusion	10											1
		Total	0	15	4	13	1	48	19	64	8	1	173

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Tuesday/ April 22, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 4
Material : Procedure text

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											14
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											22
	Lecturing/ lecture	5											22
	Giving directions	6											20
	Criticizing or justifying authority	7											0
Student talk response	Student talk response	8											50
	Student talk initiation	9											1
	Silence or pause or confusion	10											1
		Total	0	14	0	22	22	20	0	50	1	1	130

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Saturday/ April 26, 2014
Teacher's Name : Teacher B
Meeting : 5
Material : How to Make a Cheese Omelete

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											2
	Praise or encouragement	2											25
	Accepts or uses ideas of students	3											20
Teacher direct talk	Asking questions	4											92
	Lecturing/ lecture	5											28
	Giving directions	6											25
	Criticizing or justifying authority	7											22
Student talk response	Student talk response	8											78
	Student talk initiation	9											9
	Silence or pause or confusion	10											1
		Total	2	25	20	92	28	25	22	78	9	1	302

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Tuesday/ April 29, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 6

Material : Procedure Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											10
	Accepts or uses ideas of students	3											1
Teacher direct talk	Asking questions	4											9
	Lecturing/ lecture	5											0
	Giving directions	6											21
	Criticizing or justifying authority	7											13
Student talk response	Student talk response	8											24
	Student talk initiation	9											7
	Silence or pause or confusion	10											1
		Total	0	10	1	9	0	21	13	24	7	1	86

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Tuesday/ May 13, 2014
Teacher's Name : Teacher A
Class : VII C
Meeting : 7
Material : Procedure Text

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											17
	Accepts or uses ideas of students	3											4
Teacher direct talk	Asking questions	4											31
	Lecturing/ lecture	5											26
	Giving directions	6											25
	Criticizing or justifying authority	7											8
Student talk response	Student talk response	8											26
	Student talk initiation	9											0
	Silence or pause or confusion	10											1
		Total	0	17	4	31	26	25	8	26	0	1	138

Appendix 6

Matrix of Flander Interaction Analysis by Co-observer

Day/Date : Thursday, April 10, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 1

Material : Recount Text (My Wonderful Experience)

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response talk	Student initiation talk	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											9
	Accepts or uses ideas of students	3											3
Teacher direct talk	Asking questions	4											26
	Lecturing/ lecture	5											2
	Giving directions	6											10
	Criticizing or justifying authority	7											4
Student talk response	Student response talk	8											30
	Student initiation talk	9											2

	Silence or pause or confusion	10											1
		Total	0	9	3	26	2	10	4	30	2	1	87

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Wednesday/ April 16, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 2

Material : Recount text (Holiday)

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											1
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											25
	Lecturing/ lecture	5											17
	Giving directions	6											15
	Criticizing or justifying authority	7											0
Student talk response	Student talk response	8											23
	Student talk initiation	9											0
	Silence or pause	10											1

	or confusion												
		Total	0	1	0	25	17	15	0	23	0	1	82

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Thursday/ April 17, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 3

Material : Recount text (My Wonderful Experience)

[illegible]

	Silence or pause or confusion	10											1
		Total	0	11	1	31	2	12	7	35	0	1	100

Matrix of Flander Interaction Analysis by Co-observer

Day/Date : Wednesday/April 23, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 4

Material : Notice

			Teacher indirect talk				Teacher direct talk			Student talk		Silence or pause or confusion	
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student talk response	Student talk initiation		
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											6
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											21
	Lecturing/ lecture	5											3
	Giving directions	6											7
	Criticizing or justifying authority	7											2
Student talk response	Student talk response	8											23
	Student talk	9											1

	initiation												
	Silence or pause or confusion	10											1
		Total	0	6	0	21	3	7	2	23	1	1	64

Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Thursday/ April 24, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 5

Material : Recount text

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response	Student talk initiation	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											5
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											10
	Lecturing/ lecture	5											4
	Giving directions	6											11
	Criticizing or justifying authority	7											8
Student talk response	Student talk response	8											17
	Student talk initiation	9											1
	Silence or pause or confusion	10											1

		Total	0	5	0	10	4	11	8	17	1	1	57
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Matrix of Flander Interaction Analysis by Co-observer

Day/ Date : Wednesday/ April 30, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 6

Material : Narrative text

[illegible]

	Silence or pause or confusion	10											1
		Total	0	8	0	15	3	8	4	16	0	1	55

Matrix of Flander Interaction Analysis by Co-observer

Day/Date : Wednesday, May 14, 2014

Teacher's name : Teacher B

Class : VIII E

Meeting : 7

Material : Narrative Text

			Teacher indirect talk				Teacher direct talk			Student talk			
			Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student response talk	Student initiation talk	Silence or pause or confusion	
			1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1											0
	Praise or encouragement	2											8
	Accepts or uses ideas of students	3											0
Teacher direct talk	Asking questions	4											22
	Lecturing/ lecture	5											5
	Giving directions	6											5
	Criticizing or justifying authority	7											6
Student talk response	Student response talk	8											23
	Student initiation talk	9											0
	Silence or pause or confusion	10											1
		Total	0	8	0	22	5	5	6	23	0	1	70

Appendix 8

Result of Classroom Interaction for Teacher A at VIIC by Observer

No.	Observation Items		Teacher A							Total
			F							
			Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	
1	Teacher Indirect Talk	1. Accepting Feeling	0	0	0	0	2	0	0	2
2		2. Praise or Encouragement	3	7	15	14	25	10	17	91
3		3. Accepting or Using Ideas of Students	1	1	4	0	20	1	4	31
4		4. Asking Question	12	7	13	22	92	9	31	186
5	Teacher Direct Talk	5. Lecturing	0	1	1	22	28	0	26	78
6		6. Giving Direction	17	14	48	20	25	21	25	170
7		7. Criticizing or Justifying Authority	14	19	19	0	22	13	8	95
8	Students Talk	8. Students Talk Response	21	47	64	50	78	24	26	310
9		9. Students Talk Initiation	6	2	8	1	9	7	0	33
10	Silence	10. Silence	1	1	1	1	1	1	1	7
Total			75	99	173	130	302	86	138	1003

Where:

F : The frequency of classroom interaction

Appendix 8

The Result of Classroom Interaction for Teacher A at VIIC by Co-observer

No.	Observation Items		Teacher A							Total
			F							
			Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	
1	Teacher Indirect Talk	1. Accepting Feeling	0	0	0	0	2	0	0	2
2		2. Praise or Encouragement	3	7	15	14	25	10	17	91
3		3. Accepting or Using Ideas of Students	1	1	4	0	20	1	4	31
4		4. Asking Question	12	7	13	22	92	9	31	186
5	Teacher Direct Talk	5. Lecturing	0	1	1	22	28	0	26	78
6		6. Giving Direction	17	14	48	20	25	21	25	170
7		7. Criticizing or Justifying Authority	14	19	19	0	22	13	8	95
8	Students Talk	8. Students Talk Response	21	47	64	50	78	24	26	310
9		9. Students Talk Initiation	6	2	8	1	9	7	0	33
10	Silence	10. Silence	1	1	1	1	1	1	1	7
Total			75	99	173	130	302	86	138	1003

Where:

F : The frequency of classroom interaction

Appendix 9

The Overall Result of Classroom Interaction for Teacher A at VIIC by Observer and Co-observer

No.	Observation Item		Teacher A		TA
			F1	F2	
1	Teacher Indirect Talk	1. Accepting Feeling	2	2	2
2		2. Praise or Encouragement	89	91	90
3		3. Accepting or Using Ideas of Students	28	31	29.50
4		4. Asking Question	188	186	187
5	Teacher Direct Talk	5. Lecturing	142	78	110
6		6. Giving Direction	192	170	181
7		7. Criticizing or Justifying Authority	113	95	104
8	Students Talk	8. Students Talk Response	314	310	312
9		9. Students Talk Initiation	39	33	36
10	Silence	10. Silence	7	7	7
Total			1114	1003	1058.50

Where:

F1 : The frequency of classroom interaction by observer

F2 : The frequency of classroom interaction by co-observer

Appendix 10

The Result of Classroom Interaction for Teacher A at VIIC by Observer and Co-observer

[illegible]

	Total	97	75	100.5	120	99	111.5	221	173	197
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Teacher A at VIIC											
MEETING 4		TA	MEETING 5		TA	MEETING 6		TA	MEETING 7		TA
Observer	Co-observer		Observer	Co-observer		Observer	Co-observer		Observer	Co-observer	
0	0	0	2	2	2	0	0	0	0	0	0
14	14	14	25	25	25	10	10	10	17	17	17
0	0	0	20	20	20	0	1	0.5	4	4	4
22	22	22	92	92	92	9	9	9	31	31	31
22	22	22	28	28	28	7	0	3.5	26	26	26
20	20	20	25	25	25	24	21	22.5	25	25	25
0	0	0	22	22	22	20	13	16.5	8	8	8
50	50	50	78	78	78	25	24	24.5	26	26	26
1	1	1	9	9	9	10	7	8.5	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
130	130	130	302	302	302	106	86	96	138	138	138

Appendix 11

The Percentage of Teacher Talk, Students Talk, and Silence at VIIC by Teacher A

Teacher Talk Ratio / Percentage of Teacher Talk (TT)

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100\%$$

$$\text{First Meeting} : TT = \frac{73}{100.5} \times 100\% = 72.64\%$$

$$\text{Second Meeting} : TT = \frac{59.5}{111.5} \times 100\% = 53.36\%$$

$$\text{Third Meeting} : TT = \frac{120.5}{197} \times 100\% = 61.17\%$$

$$\text{Fourth Meeting} : TT = \frac{78}{130} \times 100\% = 60.00\%$$

$$\text{Fifth Meeting} : TT = \frac{214}{302} \times 100\% = 70.86\%$$

$$\text{Sixth Meeting} : TT = \frac{62}{96} \times 100\% = 64.58\%$$

$$\text{Seventh Meeting} : TT = \frac{111}{138} \times 100\% = 80.43\%$$

Students' Talk Ratio/Percentage of Students Talk (PT)

$$PT = \frac{C8+C9}{N} \times 100\%$$

First Meeting	: $PT = \frac{26.5}{100.5} \times 100\% = 26.37\%$
Second Meeting	: $PT = \frac{51}{111.5} \times 100\% = 45.74\%$
Third Meeting	: $PT = \frac{75.5}{197} \times 100\% = 38.32\%$
Fourth Meeting	: $PT = \frac{51}{130} \times 100\% = 39.23\%$
Fifth Meeting	: $PT = \frac{87}{302} \times 100\% = 28.81\%$
Sixth Meeting	: $PT = \frac{33}{96} \times 100\% = 34.38\%$
Seventh Meeting	: $PT = \frac{26}{138} \times 100\% = 18.84\%$

Silence or Confusion Ratio (SC)

$$SC = \frac{C10}{N} \times 100\%$$

First Meeting	: $SC = \frac{1}{100.5} \times 100\% = 1.00\%$
Second Meeting	: $SC = \frac{1}{111.5} \times 100\% = 0.90\%$
Third Meeting	: $SC = \frac{1}{197} \times 100\% = 0.51\%$

Fourth Meeting : $SC = \frac{1}{130} \times 100\% = 0.77\%$

Fifth Meeting : $SC = \frac{1}{302} \times 100\% = 0.33\%$

Sixth Meeting : $SC = \frac{1}{96} \times 100\% = 1.04\%$

Seventh Meeting : $SC = \frac{1}{138} \times 100\% = 0.72\%$

Appendix 12

The Percentage of Classroom Interaction Activity at VIIC by Teacher A

Asking questions

$$= \frac{C4}{N} \times 100\%$$

$$\text{First Meeting} = \frac{12}{100.5} \times 100\% = 11.94\%$$

$$\text{Second Meeting} = \frac{7.5}{111.5} \times 100\% = 6.73\%$$

$$\text{Third Meeting} = \frac{13.5}{197} \times 100\% = 6.85\%$$

$$\text{Fourth Meeting} = \frac{22}{130} \times 100\% = 16.92\%$$

$$\text{Fifth Meeting} = \frac{92}{302} \times 100\% = 30.46\%$$

$$\text{Sixth Meeting} = \frac{9}{96} \times 100\% = 9.38\%$$

$$\text{Seventh Meeting} = \frac{31}{138} \times 100\% = 22.46\%$$

Lecturing

$$= \frac{C5}{N} \times 100\%$$

$$\text{First Meeting} = \frac{2}{100.5} \times 100\% = 1.99\%$$

$$\text{Second Meeting} = \frac{4.5}{111.5} \times 100\% = 4.04\%$$

$$\text{Third Meeting} = \frac{24}{197} \times 100\% = 12.18\%$$

$$\text{Fourth Meeting} = \frac{22}{130} \times 100\% = 16.92\%$$

$$\text{Fifth Meeting} = \frac{28}{302} \times 100\% = 9.27\%$$

$$\text{Sixth Meeting} = \frac{3.5}{96} \times 100\% = 3.65\%$$

$$\text{Seventh Meeting} = \frac{26}{138} \times 100\% = 18.84\%$$

Criticizing or justifying Authority

$$= \frac{C7}{N} \times 100\%$$

$$\text{First Meeting} = \frac{31}{100.5} \times 100\% = 30.85\%$$

$$\text{Second Meeting} = \frac{21}{111.5} \times 100\% = 18.83\%$$

$$\text{Third Meeting} = \frac{21}{197} \times 100\% = 10.66\%$$

$$\text{Fourth Meeting} = \frac{0}{130} \times 100\% = 0.00\%$$

$$\text{Fifth Meeting} = \frac{22}{302} \times 100\% = 7.28\%$$

$$\text{Sixth Meeting} = \frac{16.5}{96} \times 100\% = 17.19\%$$

$$\text{Seventh Meeting} = \frac{8}{138} \times 100\% = 5.80\%$$

Giving Directions

$$= \frac{C6}{N} \times 100\%$$

$$\text{First Meeting} = \frac{25}{100.5} \times 100\% = 24.88\%$$

$$\text{Second Meeting} = \frac{18.5}{111.5} \times 100\% = 16.59\%$$

$$\text{Third Meeting} = \frac{45}{197} \times 100\% = 22.84\%$$

$$\text{Fourth Meeting} = \frac{20}{130} \times 100\% = 15.38\%$$

$$\text{Fifth Meeting} = \frac{25}{302} \times 100\% = 8.28\%$$

$$\text{Sixth Meeting} = \frac{22.5}{96} \times 100\% = 23.44\%$$

$$\text{Seventh Meeting} = \frac{25}{138} \times 100\% = 18.12\%$$

Direct Teacher Talk Ratio (DTT)

$$\text{DTT} = \frac{C5+C6+C7}{N} \times 100\%$$

$$\text{First Meeting} = \frac{58}{100.5} \times 100\% = 57.71\%$$

$$\text{Second Meeting} = \frac{44}{111.5} \times 100\% = 39.46\%$$

$$\text{Third Meeting} = \frac{90}{197} \times 100\% = 45.69\%$$

$$\text{Fourth Meeting} = \frac{42}{130} \times 100\% = 32.31\%$$

$$\text{Fifth Meeting} = \frac{75}{302} \times 100\% = 24.83\%$$

$$\text{Sixth Meeting} = \frac{42.5}{96} \times 100\% = 44.27\%$$

$$\text{Seventh Meeting} = \frac{59}{138} \times 100\% = 42.75\%$$

Indirect Teacher Talk Ratio (ITT)

$$\text{ITT} = \frac{C1+C2+C3+C4}{N} \times 100\%$$

$$\text{First Meeting} = \frac{15}{100.5} \times 100\% = 14.93\%$$

$$\text{Second Meeting} = \frac{15.5}{111.5} \times 100\% = 13.90\%$$

$$\text{Third Meeting} = \frac{30.5}{197} \times 100\% = 15.48\%$$

$$\text{Fourth Meeting} = \frac{36}{130} \times 100\% = 27.69\%$$

$$\text{Fifth Meeting} = \frac{139}{302} \times 100\% = 46.03\%$$

$$\text{Sixth Meeting} = \frac{19.5}{96} \times 100\% = 20.31\%$$

$$\text{Seventh Meeting} = \frac{52}{138} \times 100\% = 37.68\%$$

Appendix 14

The Correlation Coefficient of Observer and Co-Observer at VIIC by Teacher A

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\} \cdot \{n.\sum Y^2 - (\sum Y)^2\}}}$$

No.	Observation Item		Teacher A				
			X	Y	X ²	Y ²	XY
1	Teacher Indirect Talk	1. Accepting Feeling	2	2	4	4	4
2		2. Praise or Encouragement	89	91	7921	8281	8099
3		3. Accepting or Using Ideas of Students	28	31	784	961	868
4		4. Asking Question	188	186	35344	34596	34968
5	Teacher Direct Talk	5. Lecturing	142	78	20164	6084	11076
6		6. Giving Direction	192	170	36864	28900	32640
7		7. Criticizing or Justifying Authority	113	95	12769	9025	10735
8	Students Talk	8. Students Talk Response	314	310	98596	96100	97340
9		9. Students Talk Initiation	39	33	1521	1089	1287
10	Silence	10. Silence	7	7	49	49	49
Sum (Σ)			1114	1003	214016	185089	197066

$r_{xy} = \frac{10(\sum 197066) - (\sum 1114)(\sum 1003)}{\sqrt{\{10.\sum 214016 - (\sum 1114)^2\} \cdot \{10.\sum 185089 - (\sum 1003)^2\}}}$
 = 0.98. It meant that the correlation of coefficient of observer and co-observer was very strong.

Result of Classroom Interaction for Teacher B at VIIE by Observer

No.	Observation Items		Teacher B							Total
			F							
			Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	
1	Teacher Indirect Talk	1. Accepting Feeling	2	0	0	0	1	0	0	3
2		2. Praise or Encouragement	9	1	14	6	3	7	8	48
3		3. Accepting or Using Ideas of Students	0	0	0	0	0	2	1	3
4		4. Asking Question	17	26	34	20	10	13	24	144
5	Teacher Direct Talk	5. Lecturing	6	43	23	11	16	14	24	137
6		6. Giving Direction	14	16	21	13	25	22	10	121
7		7. Criticizing or Justifying Authority	12	5	10	9	7	5	12	60
8	Students Talk	8. Students Talk Response	30	23	37	22	17	16	24	169
9		9. Students Talk Initiation	2	2	0	1	1	0	1	7
10	Silence	10. Silence	1	1	1	1	1	1	1	7
Total			93	117	140	83	81	80	105	699

The Result of Classroom Interaction for Teacher B at VIIIE by Co-observer

No.	Observation Items		Teacher B							Total
			F							
			Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	
1	Teacher Indirect Talk	1. Accepting Feeling	0	0	0	0	0	0	0	0
2		2. Praise or Encouragement	9	1	11	6	5	8	8	48
3		3. Accepting or Using Ideas of Students	3	0	1	0	0	0	0	4
4		4. Asking Question	26	25	31	21	10	15	22	150
5	Teacher Direct Talk	5. Lecturing	2	17	2	3	4	3	5	36
6		6. Giving Direction	10	15	12	7	11	8	5	68
7		7. Criticizing or Justifying Authority	4	0	7	2	8	4	6	31
8	Students Talk	8. Students Talk Response	30	23	35	23	17	16	23	167
9		9. Students Talk Initiation	2	0	0	1	1	0	0	4
10	Silence	10. Silence	1	1	1	1	1	1	1	7
Total			87	82	100	64	57	55	70	515

The Overall Result of Classroom Interaction for Teacher B at VIIIE by Observer and Co-observer

No.	Observation Item		Teacher B		TA
			F1	F2	
1	Teacher Indirect Talk	1. Accepting Feeling	3	0	0 1.5
2		2. Praise or Encouragement	48	48	48
3		3. Accepting or Using Ideas of Students	3	4	3.5
4		4. Asking Question	144	150	147
5	Teacher Direct Talk	5. Lecturing	137	36	86.5
6		6. Giving Direction	121	68	94.5
7		7. Criticizing or Justifying Authority	60	31	45.5
8	Students Talk	8. Students Talk Response	169	167	168
9		9. Students Talk Initiation	7	4	5.5
10	Silence	10. Silence	7	7	7
Total			699	515	607

The Result of Classroom Interaction for Teacher B at VIIIE by Observer and Co-observer

No.	Teacher B at VIIIE										
	Observation Items		Meeting 1		TA	Meeting 2		TA	Meeting 3		TA
			Observer	Co-observer		Observer	Co-observer		Observer	Co-observer	
1	Teacher Indirect Talk	1. Accepting Feeling	2	0	1	0	0	0	0	0	0
2		2. Giving Praise or Encouragement	9	9	9	1	1	1	14	11	12.5
3		3. Accepting or Using Ideas Of Students	0	3	1.5	0	0	0	0	1	0.5
4		4. Asking Question	17	26	21.5	26	25	25.5	34	31	32.5
5	Teacher Direct Talk	5. Lecturing	6	2	4	43	17	30	23	2	12.5
6		6. Giving Direction	14	10	12	16	15	15.5	21	12	16.5
7		7. Criticizing or Justifying Authority	12	4	8	5	0	2.5	10	7	8.5
8	Students Talk	8. Students Talk Response	30	30	30	23	23	23	37	35	36
9		9. Students Talk Initiation	2	2	2	2	0	1	0	0	0
10	Silence	10. Silence	1	1	1	1	1	1	1	1	1
Total			93	87	90	117	82	99.5	140	100	120

Teacher B at VIIIE											
Meeting 4		TA	Meeting 5		TA	Meeting 6		TA	Meeting 7		TA
Observer	Co-observer		Observer	Co-observer		Observer	Co-observer		Observer	Co-observer	
0	0	0	1	0	0.5	0	0	0	0	0	0
6	6	6	3	5	4	7	8	7.5	8	8	8
0	0	0	0	0	0	2	0	1	1	0	0.5
20	21	20.5	10	10	10	13	15	14	24	22	23
11	3	7	16	4	10	14	3	8.5	24	5	14.5
13	7	10	25	11	18	22	8	15	10	5	7.5
9	2	5.5	7	8	7.5	5	4	4.5	12	6	9
22	23	22.5	17	17	17	16	16	16	24	23	23.5
1	1	1	1	1	1	0	0	0	1	0	0.5
1	1	1	1	1	1	1	1	1	1	1	1
83	64	73.5	81	57	69	80	55	67.5	105	70	87.5

The Percentage of Teacher Talk, Students Talk, and Silence at VIIIE by Teacher B

Teacher Talk Ratio / Percentage of Teacher Talk (TT)

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100\%$$

First Meeting : $TT = \frac{57}{90} \times 100\% = 63.33\%$

Second Meeting : $TT = \frac{74.5}{99.5} \times 100\% = 74.87\%$

Third Meeting : $TT = \frac{83}{120} \times 100\% = 69.17\%$

Fourth Meeting : $TT = \frac{49}{73.5} \times 100\% = 66.67\%$

Fifth Meeting : $TT = \frac{50}{69} \times 100\% = 72.46\%$

Sixth Meeting : $TT = \frac{50.5}{67.5} \times 100\% = 74.81\%$

Seventh Meeting : $TT = \frac{62.5}{87.5} \times 100\% = 71.43\%$

Students' Talk Ratio/Percentage of Students Talk (PT)

$$PT = \frac{C8+C9}{N} \times 100\%$$

First Meeting	: $PT = \frac{32}{90} \times 100\% = 35.56\%$
Second Meeting	: $PT = \frac{24}{99.5} \times 100\% = 24.12\%$
Third Meeting	: $PT = \frac{36}{120} \times 100\% = 30.00\%$
Fourth Meeting	: $PT = \frac{23.5}{73.5} \times 100\% = 31.97\%$
Fifth Meeting	: $PT = \frac{18}{69} \times 100\% = 26.09\%$
Sixth Meeting	: $PT = \frac{16}{67.5} \times 100\% = 23.70\%$
Seventh Meeting	: $PT = \frac{24}{87.5} \times 100\% = 27.43\%$

Silence or Confusion Ratio (SC)

$$SC = \frac{C10}{N} \times 100\%$$

First Meeting	: $SC = \frac{1}{90} \times 100\% = 1.11\%$
Second Meeting	: $SC = \frac{1}{99.5} \times 100\% = 1.01\%$
Third Meeting	: $SC = \frac{1}{120} \times 100\% = 0.83\%$

Fourth Meeting : $SC = \frac{1}{73.5} \times 100\% = 1.36\%$

Fifth Meeting : $SC = \frac{1}{69} \times 100\% = 1.45\%$

Sixth Meeting : $SC = \frac{1}{67.5} \times 100\% = 1.48\%$

Seventh Meeting : $SC = \frac{1}{87.5} \times 100\% = 1.14\%$

The Percentage of Classroom Interaction Activity at VIIIE by Teacher B

Asking questions

$$= \frac{C4}{N} \times 100\%$$

$$\text{First Meeting} = \frac{21.5}{90} \times 100\% = 23.89\%$$

$$\text{Second Meeting} = \frac{25.5}{99.5} \times 100\% = 25.63\%$$

$$\text{Third Meeting} = \frac{32.5}{120} \times 100\% = 27.08\%$$

$$\text{Fourth Meeting} = \frac{20.5}{73.5} \times 100\% = 27.89\%$$

$$\text{Fifth Meeting} = \frac{10}{69} \times 100\% = 14.49\%$$

$$\text{Sixth Meeting} = \frac{14}{67.5} \times 100\% = 20.74\%$$

$$\text{Seventh Meeting} = \frac{23}{87.5} \times 100\% = 26.29\%$$

Lecturing

$$= \frac{C5}{N} \times 100\%$$

First Meeting	$= \frac{4}{90} \times 100\% = 4.44\%$
Second Meeting	$= \frac{30}{99.5} \times 100\% = 30.15\%$
Third Meeting	$= \frac{12.5}{120} \times 100\% = 10.42\%$
Fourth Meeting	$= \frac{7}{73.5} \times 100\% = 9.52\%$
Fifth Meeting	$= \frac{10}{69} \times 100\% = 14.49\%$
Sixth Meeting	$= \frac{8.5}{67.5} \times 100\% = 12.59\%$
Seventh Meeting	$= \frac{14.5}{87.5} \times 100\% = 16.57\%$

Criticizing or justifying Authority

$$= \frac{C7}{N} \times 100\%$$

First Meeting	$= \frac{8}{90} \times 100\% = 8.89\%$
Second Meeting	$= \frac{2.5}{99.5} \times 100\% = 2.51\%$
Third Meeting	$= \frac{8.5}{120} \times 100\% = 7.08\%$

$$\text{Fourth Meeting} = \frac{5.5}{73.5} \times 100\% = 7.48\%$$

$$\text{Fifth Meeting} = \frac{7.5}{69} \times 100\% = 10.87\%$$

$$\text{Sixth Meeting} = \frac{4.5}{67.5} \times 100\% = 6.67\%$$

$$\text{Seventh Meeting} = \frac{9}{87.5} \times 100\% = 10.29\%$$

Giving Directions

$$= \frac{C6}{N} \times 100\%$$

$$\text{First Meeting} = \frac{12}{90} \times 100\% = 13.33\%$$

$$\text{Second Meeting} = \frac{15.5}{99.5} \times 100\% = 15.58\%$$

$$\text{Third Meeting} = \frac{16.5}{120} \times 100\% = 13.75\%$$

$$\text{Fourth Meeting} = \frac{10}{73.5} \times 100\% = 13.61\%$$

$$\text{Fifth Meeting} = \frac{18}{69} \times 100\% = 26.09\%$$

$$\text{Sixth Meeting} = \frac{15}{67.5} \times 100\% = 22.22\%$$

$$\text{Seventh Meeting} = \frac{7.5}{87.5} \times 100\% = 8.57\%$$

Direct Teacher Talk Ratio (DTT)

$$\text{DTT} = \frac{C5+C6+C7}{N} \times 100\%$$

$$\text{First Meeting} = \frac{24}{90} \times 100\% = 26.67\%$$

$$\text{Second Meeting} = \frac{48}{99.5} \times 100\% = 48.24\%$$

$$\text{Third Meeting} = \frac{37.5}{120} \times 100\% = 31.25\%$$

$$\text{Fourth Meeting} = \frac{22.5}{73.5} \times 100\% = 30.61\%$$

$$\text{Fifth Meeting} = \frac{35.5}{69} \times 100\% = 51.45\%$$

$$\text{Sixth Meeting} = \frac{28}{67.5} \times 100\% = 41.48\%$$

$$\text{Seventh Meeting} = \frac{31}{87.5} \times 100\% = 35.43\%$$

Indirect Teacher Talk Ratio (ITT)

$$\text{ITT} = \frac{C1+C2+C3+C4}{N} \times 100\%$$

First Meeting $= \frac{33}{90} \times 100\% = 36.67\%$

Second Meeting $= \frac{26.5}{99.5} \times 100\% = 26.63\%$

Third Meeting $= \frac{45.5}{120} \times 100\% = 37.92\%$

Fourth Meeting $= \frac{26.5}{73.5} \times 100\% = 36.05\%$

Fifth Meeting $= \frac{14.5}{69} \times 100\% = 21.01\%$

Sixth Meeting $= \frac{22.5}{67.5} \times 100\% = 33.33\%$

Seventh Meeting $= \frac{31.5}{87.5} \times 100\% = 36.00\%$

The Correlation Coefficient of Observer and Co-Observer at VIIIE by Teacher B

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X)^2\} \cdot \{n.\sum Y^2 - (\sum Y)^2\}}}$$

No.	Observation Item		Teacher B				
			X	Y	X ²	Y ²	XY
1	Teacher Indirect Talk	1. Accepting Feeling	3	0	9	0	0
2		2. Praise or Encouragement	48	48	2304	2304	2304
3		3. Accepting or Using Ideas of Students	3	4	9	16	12
4		4. Asking Question	144	150	20736	22500	21600
5	Teacher Direct Talk	5. Lecturing	137	36	18769	1296	4932
6		6. Giving Direction	121	68	14641	4624	8228
7		7. Criticizing or Justifying Authority	60	31	3600	961	1860
8	Students Talk	8. Students Talk Response	169	167	28561	27889	28223
9		9. Students Talk Initiation	7	4	49	16	28
10	Silence	10. Silence	7	7	49	49	49
Sum (Σ)			699	515	88727	59655	67236

$r_{xy} = \frac{10(\sum 67236) - (\sum 699)(\sum 515)}{\sqrt{\{10.\sum 88727 - (\sum 488601)\} \cdot \{10.\sum 59655 - (\sum 265225)\}}} = 0.86$. It meant that the correlation of coefficient of observer and co-observer was very strong.

Appendix 13

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Saturday/ April 12, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 1

Material : Descriptive Text

[illegible]

Teacher Support

$$: 1 = \frac{1}{2} = 0.5$$

$$= \frac{0.5}{100.5} \times 100\% = 0.50\%$$

Content Cross

$$: 53 = \frac{53}{2} = 26.5$$

$$= \frac{26.5}{100.5} \times 100\% = 26.37\%$$

Teacher Control

$$: 43 = \frac{43}{2} = 21.5$$

$$= \frac{21.5}{100.5} \times 100\% = 21.39\%$$

Students Participation

$$: 53 = \frac{53}{2} = 26.5$$

$$= \frac{26.5}{100.5} \times 100\% = 26.37\%$$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Tuesday/ April 15, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 2

Material : Descriptive Text

[illegible]

Teacher Support

$$: 1 = \frac{1}{2} = 0.5$$

$$= \frac{0.5}{111.5} \times 100\% = 0.45\%$$

Content Cross

$$: 41 = \frac{41}{2} = 20.5$$

$$= \frac{20.5}{111.5} \times 100\% = 18.39\%$$

Teacher Control

$$: 22 = \frac{22}{2} = 11$$

$$= \frac{11}{111.5} \times 100\% = 9.87\%$$

Students Participation

$$: 98 = \frac{98}{2} = 49$$

$$= \frac{49}{111.5} \times 100\% = 43.95\%$$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Saturday/ April 19, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 3

Material : Descriptive Text

[illegible]

Teacher Support : $4 = \frac{4}{2} = 2$

$= \frac{2}{197} \times 100\% = 1.02\%$

Content Cross : $130 = \frac{130}{2} = 65$

$= \frac{65}{197} \times 100\% = 32.99\%$

Teacher Control : $32 = \frac{32}{2} = 16$

$= \frac{16}{197} \times 100\% = 8.12\%$

Students Participation : $151 = \frac{151}{2} = 75.5$

$= \frac{75.5}{197} \times 100\% = 38.32\%$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Tuesday/ April 22, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 4

Material : Procedure text

[illegible]

Teacher Support

$$: 0 = \frac{0}{2} = 0$$

$$= \frac{0}{130} \times 100\% = 0\%$$

Content Cross

$$: 174 = \frac{174}{2} = 87$$

$$= \frac{87}{130} \times 100\% = 66.92\%$$

Teacher Control

$$: 14 = \frac{14}{2} = 7$$

$$= \frac{7}{130} \times 100\% = 5.38\%$$

Students Participation

$$: 102 = \frac{102}{2} = 51$$

$$= \frac{51}{130} \times 100\% = 39.23\%$$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Saturday/ April 26, 2014
Teacher's Name : Teacher B
Meeting : 5
Material : How to Make a Cheese Omelette

[illegible]

Teacher Support

$$: 8 = \frac{8}{2} = 4$$

$$= \frac{4}{302} \times 100\% = 1.32\%$$

Content Cross

$$: 386 = \frac{386}{2} = 193$$

$$= \frac{193}{302} \times 100\% = 63.91\%$$

Teacher Control

$$: 20 = \frac{20}{2} = 10$$

$$= \frac{10}{302} \times 100\% = 3.31\%$$

Students Participation

$$: 174 = \frac{174}{2} = 87$$

$$= \frac{87}{302} \times 100\% = 28.81\%$$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Tuesday/ April 29, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 6

Material : Procedure Text

[illegible]

Teacher Support

$$: 1 = \frac{1}{2} = 0.5$$

$$= \frac{0.5}{96} \times 100\% = 0.52\%$$

Content Cross

$$: 47 = \frac{47}{2} = 23.5$$

$$= \frac{23.5}{96} \times 100\% = 24.48\%$$

Teacher Control

$$: 35 = \frac{35}{2} = 17.5$$

$$= \frac{17.5}{96} \times 100\% = 18.23\%$$

Students Participation

$$: 66 = \frac{66}{2} = 33$$

$$= \frac{33}{96} \times 100\% = 34.38\%$$

Matrix of Flander Interaction Analysis by Observer and Co-observer

Day/ Date : Tuesday/ May 13, 2014

Teacher's Name : Teacher A

Class : VII C

Meeting : 7

Material : Procedure Text

[illegible]

Teacher Support

$$: 4 = \frac{4}{2} = 2$$

$$= \frac{2}{138} \times 100\% = 1.45\%$$

Content Cross

$$: 174 = \frac{174}{2} = 87$$

$$= \frac{87}{138} \times 100\% = 63.04\%$$

Teacher Control

$$: 44 = \frac{44}{2} = 22$$

$$= \frac{22}{138} \times 100\% = 15.94\%$$

Students Participation

$$: 52 = \frac{52}{2} = 26$$

$$= \frac{26}{138} \times 100\% = 18.84\%$$

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 10, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 1

Material : Recount Text (My Wonderful Experience)

[illegible]

Teacher Support

$$: 3 = \frac{3}{2} = 1.5$$

$$= \frac{1.5}{90} \times 100\% = 1.67\%$$

Content Cross

$$: 97 = \frac{97}{2} = 48.5$$

$$= \frac{48.5}{90} \times 100\% = 53.89\%$$

Teacher Control

$$: 8 = \frac{8}{2} = 4$$

$$= \frac{4}{90} \times 100\% = 4.44\%$$

Students Participation

$$: 64 = \frac{64}{2} = 32$$

$$= \frac{32}{90} \times 100\% = 35.56\%$$

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 16, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 2

Material : Recount Text (My Wonderful Experience)

[illegible]

Teacher Support

$$: 0 = \frac{0}{2} = 0$$

$$= \frac{0}{99.5} \times 100\% = 0\%$$

Content Cross

$$: 167 = \frac{167}{2} = 83.5$$

$$= \frac{83.5}{99.5} \times 100\% = 83.92\%$$

Teacher Control

$$: 7 = \frac{7}{2} = 3.5$$

$$= \frac{3.5}{99.5} \times 100\% = 3.52\%$$

Students Participation

$$: 48 = \frac{48}{2} = 24$$

$$= \frac{24}{99.5} \times 100\% = 24.12\%$$

Matrix of Flander Interaction Analysis by Observer

Day/Date : Thursday, April 17, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 3

Material : Recount Text (My Wonderful Experience)

[illegible]

Teacher Support

$$: 1 = \frac{1}{2} = 0.5$$

$$= \frac{0.5}{120} \times 100\% = 0.42\%$$

Content Cross

$$: 165 = \frac{165}{2} = 82.5$$

$$= \frac{82.5}{120} \times 100\% = 68.75\%$$

Teacher Control

$$: 14 = \frac{14}{2} = 7$$

$$= \frac{7}{120} \times 100\% = 5.83\%$$

Students Participation

$$: 72 = \frac{72}{2} = 36$$

$$= \frac{36}{120} \times 100\% = 30\%$$

Matrix of Flander Interaction Analysis by Observer

Day/Date :Wednesday/April 23, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 4

Material : Notice

[illegible]

Teacher Support

$$: 0 = \frac{0}{2} = 0$$

$$= \frac{0}{73.5} \times 100\% = 0\%$$

Content Cross

$$: 100 = \frac{100}{2} = 50$$

$$= \frac{50}{73.5} \times 100\% = 68.03\%$$

Teacher Control

$$: 9 = \frac{9}{2} = 4.5$$

$$= \frac{4.5}{73.5} \times 100\% = 6.12\%$$

Students Participation

$$: 47 = \frac{47}{2} = 23.5$$

$$= \frac{23.5}{73.5} \times 100\% = 31.97\%$$

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Thursday/ April 24, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 5

Material : Recount text

[illegible]

Teacher Support

$$: 0 = \frac{0}{2} = 0$$

$$= \frac{0}{69} \times 100\% = 0\%$$

Content Cross

$$: 67 = \frac{67}{2} = 33.5$$

$$= \frac{33.5}{69} \times 100\% = 48.55\%$$

Teacher Control

$$: 19 = \frac{19}{2} = 9.5$$

$$= \frac{9.5}{69} \times 100\% = 13.77\%$$

Students Participation

$$: 36 = \frac{36}{2} = 18$$

$$= \frac{18}{69} \times 100\% = 26.09\%$$

Matrix of Flander Interaction Analysis by Observer

Day/ Date : Wednesday/ April 30, 2014

Teacher's Name : Teacher B

Class : VIII E

Meeting : 6

Material : Narrative text

[illegible]

Teacher Support	$: 3 = \frac{3}{2} = 1.5$ $= \frac{1.5}{67.5} \times 100\% = 2.22\%$
Content Cross	$: 80 = \frac{80}{2} = 40$ $= \frac{40}{67.5} \times 100\% = 59.26\%$
Teacher Control	$: 15 = \frac{15}{2} = 7.5$ $= \frac{7.5}{67.5} \times 100\% = 11.11\%$
Students Participation	$: 32 = \frac{32}{2} = 16$ $= \frac{16}{67.5} \times 100\% = 23.70\%$

Matrix of Flander Interaction Analysis by Observer

Day/Date : Wednesday, May 14, 2014

Teacher's name : Teacher B

Class : VIII E

Meeting : 7

Material : Narrative Text

[illegible]

Teacher Support

$$: 1 = \frac{1}{2} = 0.5$$

$$= \frac{0.5}{87.5} \times 100\% = 0.57\%$$

Content Cross

$$: 120 = \frac{120}{2} = 60$$

$$= \frac{60}{87.5} \times 100\% = 68.57\%$$

Teacher Control

$$: 10 = \frac{10}{2} = 5$$

$$= \frac{5}{87.5} \times 100\% = 5.71\%$$

Students Participation

$$: 48 = \frac{48}{2} = 24$$

$$= \frac{24}{87.5} \times 100\% = 27.43\%$$

Appendix 15

Schedule of the Research

No.	Teacher's Name	Observation	Time
1	Teacher B	1	Day : Thursday Date : April 10, 2014 Time : 07.20-08.10 08.10-08.50 Class : VIII E
2	Teacher A	2	Day : Saturday Date : April 12, 2014 Time : 13.00-13.40 13.40-14.20 Class : VII C
3	Teacher A	3	Day: Tuesday Date: April 15, 2014 Time: 15.55-16.35 16.35-17.15 Class: VII C

4	Teacher B	4	Day: Wednesday Date: April 16, 2014 Time: 11.20-12.00 12.00-12.40 Class: VIII E
5	Teacher B	5	Day : Thursday Date : April 17, 2014 Time : 07.20-08.10 08.10-08.50 Class : VIII E
6	Teacher A	6	Day : Saturday Date : April 19, 2014 Time : 13.00-13.40 13.40-14.20 Class : VII C
7	Teacher A	7	Day: Tuesday Date: April 22, 2014 Time: 15.55-16.35 16.35-17.15 Class: VII C
8	Teacher B	8	Day: Wednesday Date: April 23, 2014 Time: 11.20-12.00 12.00-12.40 Class: VIII E
9	Teacher B	9	Day : Thursday Date : April 24, 2014 Time : 07.20-08.10 08.10-08.50 Class : VIII E
10	Teacher A	10	Day : Saturday

			Date : April 26, 2014 Time : 13.00-13.40 13.40-14.20 Class : VII C
11	Teacher A	11	Day: Tuesday Date: April 29, 2014 Time: 15.55-16.35 16.35-17.15 Class: VII C
12	Teacher B	12	Day: Wednesday Date: April 30, 2014 Time: 11.20-12.00 12.00-12.40 Class: VIII E
13	Teacher A	13	Day: Tuesday Date: May 13, 2014 Time: 15.55-16.35 16.35-17.15 Class: VII C
14	Teacher B	14	Day: Wednesday Date: May 14, 2014 Time: 11.20-12.00 12.00-12.40 Class: VIII E



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Laman: www.fkip.unib.ac.id email: dekanat.fkip@unib.ac.id

SURAT REKOMENDASI MENGIKUTI PROGRESS REPORT

Yang beranda tangan di bawah ini menerangkan dengan sesungguhnya bahwa mahasiswa:

Nama : Febby Garetsa Putri

NPM : A18010009

Program Studi : Pendidikan Bahasa Inggris

telah menyelesaikan proposal penelitian dengan judul:

An Analysis of Classroom Interaction by Using Flander
Interaction Analysis Category System (FIACS) Technique
at SMPN 1 Kota Bengkulu in 2013/2014 Academic Year

Sehubungan dengan hal tersebut yang bersangkutan dapat mengikuti Progress Report (Laporan
Kemajuan).

Pembimbing I,

Dra. Rosnasari Pulungan, MA
NIP 19540323 198903 2 001

Bengkulu, 26 Januari 2014

Pembimbing II,

Drs. Barnabas Sembiring, M.Si
NIP 19541126 198601 1 002



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Telp./Faksimile (0736) 21186

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SURAT IZIN PENELITIAN

Diberitahukan bahwa mahasiswa yang tertulis dibawah ini :

Nama : Febby Garetsa Putri
NPM : A1B010004
Prodi : Pendidikan Bahasa Inggris
Judul : An Analysis of classroom interaction by using
Flander Interaction Analysis Categories System
(FIACS) Technique at SMPN 13 Kota Bengkulu
in 2013 / 2014 Academic Year

Telah melaksanakan seminar progress pada tanggal 7 Maret 2014 , dan telah selesai
perbaikan proposal.

Penguji,

NO	NAMA DOSEN	TANDA TANGAN
1	Dra. Rosnasari Pulungan, M.A.	1.
2	Drs. Harnawati, M.A.	2.
3	Esti Ambaratsari, S.S., M.Pd	3.

Demikian surat pernyataan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu

Kepua Penguji,

Drs. Syafrizal S., M.A.

NIP 19570603 198803 1 006



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email: dekanat.kip@unbh.ac.id

Nomor : 85/UN30.3/ING/PP/2014
Perihal : Izin Penelitian

24 Maret 2014

Yth. Wakil Dekan Bidang Akademik
FKIP Universitas Bengkulu

Dengan hormat,

Dengan ini kami mohon bantuan Bapak/Ibu untuk memberikan izin mengadakan penelitian kepada mahasiswa:

Nama : Febby Garcia Putri
NPM : A1B010004
Program studi : Pendidikan Bahasa Inggris
Tempat Penelitian : SMPN 13 Kota Bengkulu
Judul Penelitian : An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 13 Kota Bengkulu in 2013/2014 Academic Year
Waktu Penelitian : 07 April s.d 10 Mei 2014

Atas bantuan dan kerja sama yang baik, kami ucapkan terima kasih.



Mei Hardaly, S.S., M.A.
NIP. 19800503 200801 2 017



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Nomor : 156 /UN30.5/PL/2014
Lamp : 1 (satu) Expl Proposal
Perihal : Izin Penelitian

25 Maret 2014

Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu
Di Bengkulu

Dituk kelancaran dalam penulisan Skripsi mahasiswa, bersama ini kami mohon bantuan Saudara
untuk dapat memberikan izin melakukan penelitian / pengambilan data kepada:

Nama : Febby Gareisa Putri
NPM : A1B010004
Program Studi : Pendidikan Bahasa Inggris
Tempat penelitian : SMP Negeri 13 Kota Bengkulu
Waktu Penelitian : 07 April s.d 10 Mei 2014

dengan judul : An Analysis of Classroom Interaction by Using Flander Interaction
Analysis Categories system (FLACS) Technique at SMPN 13 Kota
Bengkulu in 2013/2014 Academic Year." Proposal terlampir

Atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.



Wakil Dekan Bidang Akademik

Proktor Bambang Sahono, M.Pd
NIP.195910151985031016

Tembusan :
Yth. Dekan FKIP sebagai laporan



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Nomor : 156 /LN30.3/PL/2014
Lamp : 1 (satu) Expl Proposal
Perihal : Izin Penelitian

15 Maret 2014

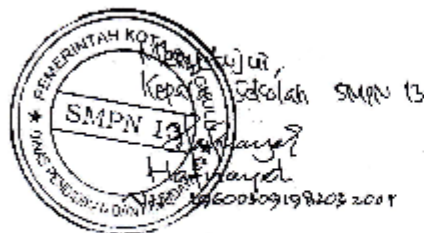
Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu
Di Bengkulu

Untuk kelancaran dalam penulisan Skripsi mahasiswa, bersama ini kami mohon bantuan Saudara untuk dapat memberikan izin melakukan penelitian / pengambilan data kepada:

Nama : Febhy Garetsa Putri
NPM : A1B010004
Program Studi : Pendidikan Bahasa Inggris
Tempat penelitian : SMP Negeri 13 Kota Bengkulu
Waktu Penelitian : 07 April s.d 10 Mei 2014

dengan judul : An Analysis of Classroom Interaction by Using Flander Intraction
Analysis Categories system (FLACS) Technique at SMPN 13 Kota
Bengkulu in 2013/2014 Academic Year." Proposal terlampir

Atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.



Tembusan :
Yth. Dekan FKIP sebagai laporan



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Mahoni Nomor 57 Kota Bengkulu 38227
Telp. (0736) 21429 FAX (07360 345444.

SURAT IZIN PENELITIAN

Nomor : 421.2/ 969 /IV.Dikbud

Dasar : Surat Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bengkulu Nomor : 1515A/UN30.3PL/2014 tentang Izin Penelitian.

Mengingat untuk kepentingan penulisan ilmiah dan pengembangan Pendidikan dalam wilayah Kota Bengkulu, maka dapat memberikan izin penelitian kepada:

Nama : Febby Gareisa Putri
NPM : A1B010004
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories system (FLACS) Technique at SMP Negeri 13 Kota Bengkulu in 2013/2014 Academic Year."

Dengan ketentuan sebagai berikut :

1. a. Tempat penelitian : SMP Negeri 13 kota Bengkulu
b. waktu penelitian : 07 April s/d 10 Mei 2014
2. Penelitian tersebut khusus dan terbatas untuk kepentingan studi ilmiah tidak untuk di publikasikan
3. Setelah selesai penelitian untuk menyampaikan laporan ke Dinas Pendidikan dan Kebudayaan Kota Bengkulu.

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 28 Maret 2014

An. Kepala Dinas Pendidikan dan Kebudayaan
Kota Bengkulu
Kabid Dikbud



GU NAWAN PB, SE

NIB. 14651123 198603 1 007

Tembusan Yth:

1. Walikota Bengkulu (Sebagai laporan)
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMP Negeri 13 Kota Bengkulu



**PEMERINTAH KOTA BENGKULU
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SMP NEGERI 13 BENGKULU**

Alamat Jl. Soekarno Hatta Bengkulu ☎ (0736) 22096 Bengkulu - 38114

Surat Keterangan

NOMOR : 421.1/108/SMPN.13/2014

Kepala Sekolah Menengah Pertama (SMP) Negeri 13 Kota Bengkulu menerangkan bahwa :

Nama : HAFNAYET, S.Pd
Nip : 196003091982032005
Pangkat/Gol : Pembina/IV A
Jabatan : Kepala Sekolah
Alamat : Jl. Soekarno Hatta Bengkulu

Dengan ini menerangkan dengan sebenarnya bahwa :

1. Nama : FEBBY GARESTA PUTRI
NPM : AIB010004
Program Studi : Pendidikan Bahasa Inggris

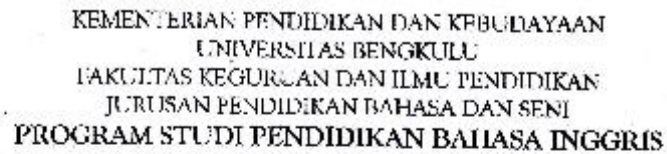
Telah melaksanakan penelitian di SMP Negeri 13 Kota Bengkulu dari tanggal 7 April s.d 10 Mei 2014. dengan Judul Penelitian " **An Analysis Of Slassroom Interaction by Using Flander Interaction Analysis Categories System (FLACS) Tecquial at SMP Negeri 13 Kota Bengkulu in 2013 / 2014 Academic Year.**"

Demikian surat keterangan ini diberikan, untuk dapat dipergunakan sebagai mana mestinya terima kasih.

Bengkulu, 21 Mei 2014

Kepala Sekolah,





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Yang bertanda tangan di bawah ini:

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

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Hyge

Hengkulu,
Hormat saya,



02/05/2011
Saretsa P.



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SURAT KHITRANGAN PERBAIKAN SKRIPSI

Yang bertanda tangan di bawah ini Tim Penguji Skripsi Mahasiswa :

Nama : FEBBY GARETSA PUTRI
NPM : A1B010004
Prodi : Pendidikan Bahasa Inggris

Menerangkan bahwa mahasiswa tersebut telah melakukan perbaikan skripsi dengan judul :

An Analysis of Classroom Interaction by Using FLANDER
Interaction Analysis Category System (FIACS) Technique
at SMPN 13 Kota Bengkulu in 2013/2014 Academic Year

Dengan demikian skripsi tersebut telah memenuhi syarat untuk dicetak.

Bengkulu,
Yang menguji

Nama
1. Dra. Rosnagari P, M.A
2. Drs. Barnabas S, M.Si
3. Drs. Imranuddin, M.A
4. Drs. Alamsyah H, M.Lib

Tanda Tangan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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SURAT IZIN CHTAK SKRIPSI

Diberitahukan bahwa mahasiswa yang tertulis dibawah ini:

Nama : FEBBY GARETSA PUTRI
NPM : A1B010004
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis Of Classroom Interaction by Using
Flander Interaction Analysis Category System (FIACS)
Technique at SMPN 13 Kota Bengkulu in 2013/2019
Academic Year

telah melaksanakan ujian skripsi pada tanggal 23 JUNI 2019, dan telah selesai
perbaikan skripsi

Penguji,

NO	NAMA DOSEN	TANDA TANGAN
1	Dra. Rosnasari Pulungan, M.A	1
2	Drs. Barnabas Sembiring, M.Si	2
3	Drs. Imranuddin, M.A	3
4	Drs. Alangyah Harahap, M.Lib	4

Ditentukan surat pernyataan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Bengkulu

Kepala Penguji,

Drs. Syafrizal S., M.A.

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