

APPENDICES

APPENDIX A

The Utterances on the Teaching Learning Activities of Teacher A

APPENDIX A1: The Utterances at the First Observation

- Class: IC
 - Topic: Camping
1. **Teacher:** Good morning!
 2. **Students:** Good morning Mam!
 3. **Teacher:** Okay(.) what have we discussed on the last meeting(.) do you still remember?
 4. **Students:** ((Do not respond))
 5. **Teacher:** *Hei! apa saya ini lagi ngomong sama tembok(.) ya?(2) What have we discussed on the last meeting? [Hei! Am I speaking with the wall?(.) am I?(2) What have we discussed on the last meeting?]*
 6. **Students:** about past tense!ya about past tense((some of them answer, but some of them make a noise))
 7. **Teacher:** *Hengki!(.)David!(.) Jangan ribut sendiri!(1) Sampai dimana pelajaran kita kemarin?(3) [Hengky!(.) David!(.) Don't be noisy! (1) what have we learned yesterday?(3)]*
 8. **Students:** ((the two students do not respond))
 9. **Teacher:** *Heh!(.) rameo terus ya!(1) David what have we discussed on the last lesson(1) kemarin mbahas apa terakhir(4)((approach David)) Oke! sampai mana pelajaran kita yang terakhir(.) Hengki?(3)((waiting for the answer)) [Heh!(.) stop talking!(1) David what have we discussed on the last lesson(1)what have we discussed yesterday(4) ((approach David)) okay! What is our last lesson?(.) Hengki?((waiting for the answer))]*
 10. **Teacher:** *Nah! So that's why please don't talk to each other when I am explaining! Ya Hengki David!Harus piro kali sih saya ini mesti ngasih tau kalian rek mulut saya ini udah capek negur kalian ini(.) Jadi tolong ya jangan*

banyak bicara lagi dikelas(1) uda ramai sendiri ga bisa jawab lagi! Please pay attention to me when I am explaining! Okay! Jadi(.) sampai mana kita kemarin? [Nah! So that's why please don't talk to each other when I am explaining! Okay Hengki David! How many time should I warn you my mouth is already tired of warning you(.) so please don't talk too much in the class(1) you are noisy and cannot answer my questions! Please pay attention to me when I am explaining! Okay! So(.) what have we discussed yesterday?]

11. **Students:** Simple past tense Mam - past tense!

12. **Teacher:** Oke simple past tense

13. **Teacher:** *Now (.) please open your book on page 103! Kita review sebentar ya! And remember if you make any noise I will ask you to stand in front of the class ya rame temeni saya di depan. OK! [Now please open your book on page 103 we will review it in a second! And remember if you make any noise I will ask you to stand in front of the class yeah you make a noise you should accompany me in front of the class. OK]*

14. **Students:** Oke

15. **Students:** Hm what is the pattern of positive sentence in simple past tense(.) rumus kalimat positif dalam simple past tense (1)apa?- Do you still remember?

16. **Students:** Subject plus verb two plus object((some of the students answer altogether))

17. **Teacher:** Oke(1) who can answer it(.) please raise your hand first and answer

18. **Students:** ((one of them raise her hand))

19. **Teacher:** Ya Wenny!(.)what is the answer?

20. **Student:** Subject plus verb two plus e keterangan

21. **Teacher:** *keterangan compliment atau e objectnya ya. Ya(.) jadi rumusnya adalah [compliment or the object is. Ya, so the pattern is]((explain about simple past tense to the students))*

22. **Teacher:** *Now we will discuss the new lesson. Oh ya (.)Sampai sini ada pertanyaan ? Ehm tentang simple past tense(.) is there any questions? [Now*

we will discuss the new lesson. Oh ya(.) is there any question so far? Ehm about simple past tense?]

23. **Students:** *No no nggak ada*((most of them answer)) [no no questions]

24. **Teacher:** *Ya paling enak memang jawab nono tok ya? Singkat(.)padat tapi nggak jelas. Pokoke awas yo kalo ulangan nanti sampai dapet jelek(.)huh! Tak kasih ini lu!*((acts as if she hits the students)) [Yeah the best answer is no no right? To the point (.) but not clear. I warn you if you get a bad mark on your test later(.)Huh! I will give you this!]

25. **Students:** ((laughing))

26. **Teacher:** *Okay!()**if there is no questions now open page 105(2)**You see there ada beberapa gambar disitu(.)Our topic today is camping. Ya kalian (lihat ini barang-barang yang ada) hubungannnya dengan kamping ((point the the pictures on the book)). Kamu mesti tahu nama-namanya(.) soalnya ini kan yang selalu dibawa saat kamping(.) ya? Kalau nggak tahu namae kebacut. Makane maksude kamu belajar ini biar kamu lebih tau isa nyebutno nama-namae dalam bahasa Inggris. Lho(.) sapa tau suatu saat nanti kamu kamping di Alaska sama orang bule-bule(.) jadi kamu nanti kan bisa ngomong-ngomong hal-hal yang ada hubungane dengan kamping (.) Tapi kamping aja totok Alaska barang ya (.) katuken* [Okay if there is no question now open page 105. You see there are some pictures there. Our topic today is camping. Yeah all of you (look these are the things) that are related with camping ((point the pictures on the book)) You should know the names bacuse all of these always be brought in camping right? So that's why you should learn this part . Lho who knows that someday you are going to camping in Alaska with western people. So you will be able to speak anything that are related to camping. By the way camping at Alaska(.) you will be cold]

27. **Students:** ((laughing))

28. **Teacher:** *Who ever go camping? Adi kamu pernah kamping?* [Adi do you ever go camping?]

29. **Student:** *No*((the student answer))

30. **Teacher** : *Masak?(1) Sungguh? So(.) is there any one who ever go camping?Virgi pernah? [really? So has anyone gone camping before? Virgi have you?]*
31. **Student**: Hm camping at my school yard waktu SD=
32. **Teacher**: =When I was in elementary school!
33. **Student**: Eh(.)ya when I was in elementary school
34. **Teacher**: ((Asks other students who ever go camping))
35. **Students**: ((answer the questions))
36. **Teacher**: ((asks the students to observe the pictures given and name each of them))
37. **Students**: ((observe the pictures and name each of them))
38. **Teacher**: ((check the students' answers and then ask them some triggering questions)) Ella(.) do you like camping?
39. **Student**: Yes, I like camping
40. **Teacher**: Oke so when do you go camping?
41. **Student**: On holiday
42. **Teacher**: With whom do you usually go?
43. **Student**: *With my father(.)tapi dulu cuman sekali aja.*[With my father but only once]
44. **Teacher**: Hmm where did you go camping Ella?
45. **Student**: E at Tretes
46. **Teacher**: *Oh(.) at Tretes!(.) Lho tak pikir kamu kamping di kebunmu sendiri atau ditaman. Bukan ya(.) soale setahu saya kamu punya taman yang besar dirumahmu. Tak pikir kamu camping disitu [oh (.)at Tretes!(.) I thought you went camping at your own garden. Is it right?(.) Because as far as I know you have a big garden at your house. I think you camped there]*
47. **Students**: ((laughing))
48. **Teacher**: ((Ask other students))
49. **Students**: ((Answer the triggering questions))

50. **Teacher:** Oke(.) now please listen to me! I will read the dialogue sekali (.) *ya dan nanti kalian yang gantian mbaca. Oke?* [I will read the dialogue once(.) yeah and later you read in turn. Okay?]
51. **Students:** ya ok((altogether answer))
52. **Teacher:** ((Read the dialogue once))
53. **Students:** ((listen to the teacher))
54. **Teacher:** ((Ask the student to read the dialogue one by one))
55. **Students:** ((read the dialogue in turn))
56. **Teacher:** ((Discuss the dialogue sentence by sentence)) Students always have several holidays at the end of the semester(.) what does it mean?
57. **Students:** ((Answer altogether))
58. **Teacher:** ((Explaining the dialogue, especially for the difficult words))
59. **Students:** ((pay attention to the teacher and some of them ask some difficult words))
60. **Teacher:** *wah(.) kalo kalian sing camping paling-paling bawa makanan sendiri dari rumah wis siap bekal dewe-dewe dari rumah(1)Ndak mungkin kalian akan masak dewe di hutan. Apalagi Adi ya Adi ya?* [Wah(.) if you are camping you bring your own food from home. It is impossible to cook by yourself in the forest. Moreover, you Adi, right Adi?]
61. **Students:** ((laughing))
62. **Teacher:** *.Okay(.) is there any questions? Sudah tahu semua kata-kata sulitnya belum?* [have you known all of the difficult words?]
63. **Students:** ((one of them ask)) comfort (3)comfort Mam?
64. **Teacher:** *comfort? (ada yang tau artinya?) siapa yang tau? (3)(xxx) senang(.) ya artinya kesenangan (2) di buku itu kalau kita baca kan E (3)mana ya ini paragraf two ya(1) enjoying the comfort of modern life(.) it means that menikmati apa(1) menikmati kesenangan dari kehidupan modern(.) jadi comfort disini artinya kesenangan. [Comfort(does anyone know the meaning?) who knows?(3)(xxx) senang(.) yeah the meaning is kesenangan(2) on your book if we read e(3) where is it paragraph two ya (1)*

enjoying the comfort of modern life(.) it means that enjoying what(1) enjoying the fun of modern life(.) So comfort here means kesenangan]

65. **Students:** oh

66. **Teacher:** *wis nggak ada lagi sing tanya(4) saya anggap sudah mengerti. Hm 2) coba sih(.)(survive) what is survive?((Check the students' understanding)) [no one ask more(4) I consider you have understood. Hm(2) What is survive?]*

67. **Students:** bertahan hidup!((some of them answer))

68. **Teacher:** OK(.)next what does admire means?

69. **Students:** kagum((altogether answer))

70. **Teacher:** ((Ask other difficult words))

71. **Students:** ((answer the questions given))

72. **Teacher:** ((Ask the students to do the exercise based on the dialogue. She goes around the class awhile when the students do the exercise))

73. **Teacher:** ((Check the students' exercise))

74. **Students:** ((Check the exercise altogether))

75. **Teacher:** now(.) listen to me(2) *Rabu depan ada tugas buat sebuah dialog in pairs. Tugasnya berdua-dua ya(1) kalian tentukan sendiri pasangan kalian! The topic is about your first camping. Lalu hari Rabu nanti you should practice it in front of the class(.)(kalian paraktekan dialognya di depan kelas lalu saya nilai. Oke?(1) Pertanyaan? [Now listen to me(2) next Wednesday there is a task for you. Make a dialogue in pairs. You may choose your own partners! The topic is about your first camping. Then on next Wednesday you should pratice it in front of the class then I will give you mark. Okay? Questions?]*

76. **Students:** ((Some of them yield)).*Ha aduh Mam ga usah dipraktekan lah Mam! In English lagi Mam! Sulit Mam! [Ha aduh Mam don't ask us to practice it! Especially in English mam! It's very difficult!]*

77. **Teacher:** *Ya tentu saja in English(1) ini kan pelajaran bahasa Inggris! Justru itu I want you to practice your English. (.)(Lek nggk pernah mbok pake Inggrismu(.)(ya percuma rek! Karna itu mesti sering mbok praktekno!. Inggris itu sangat penting lho(.)(coba aja lihat semua orang sekarang ini pake*

Inggris. Dimana-mana kalau mau cari kerja mampu berbahasa Inggris itu selalu jadi syarat . Yo nggak? (1)Lha(.) ini baru tugas gini aja uda jerit-jerit. Kalau kalian ndak belajar dari sekarang mana bisa kalian bersaing di dunia kerja nantinya. Ya to? Lagipula banyak buku-buku ilmu pengetahuan yang pakai bahasa Inggris, internet, majalah-majalah, koran-koran, semuanya aja wis akeh sing pakai Inggris. Ya to? (.)Untuk itu dengan tugas seperti ini saya pengen nglatih kalian supaya kalian terbiasa dan berani ngomong Inggris. Biar kalian nggak canggung. Nah so that's why you should make the dialogue and practice it. Oke [ya ofcourse in English(1) this is English subject! That is why I want you to practice your English(.) if you don't practice it it won't be usefull! So you should always practice your English. English is very important. Lho(.) you see nowadays every one uses English. Every where if you are looking for a job able to practice English is needed. Right? Lha it is just a task you have complained. If you don't learn starting from now how can you compete on the work field late on. Right? Moreover, a lot of sience books, internet, magazines, newspaper, almost uses English. right? So by doing this task I want you to practice your English so that you will be accustomed and be brave in practicing English. Okay so that is why you should make the dialogue and practice it. Okay]

78. **Students:** oke

79. **Teacher:** *ngerti?* [do you understand?]

80. **Students:** *ya mam ya tapi mam pendek-pendek aja ya Mam dialognya ya Mam(.) ya? Mam((some of them yield))* [Yeah Mam but, in a short diaodue ya Mam(.) ya? Mam]

81. **Teacher:** explains more detail about the task

82. **Students:** ((Listen to the teacher))

APPENDIX A2: The Utterances at the Second Observation

- Class: ID
- Topic: Camping

1. **Teacher:** *Yak(1) sudah siap maju ke depan ya?* [*ya(1) are you ready to come in front?*]
2. **Students:** ((some of them answer)) *ha!maju apa Mam? - ngapain?* [*ha! Come in front? – what for?*]
3. **Students:** ((others complained)) *belum mam*
belum siap.[*not yet Mam*]
4. **Teacher:** *Nggak ada kata belum! (.)Apa ada yang belum ngerjakan? (2)Have you done your homework?(1) All of you(.) have you done your homework. Prmu sudah dibuat?* [*No one say not yet!(.) is there anyone who hasn't done the task? Have you done your homework? Have all of you done your homework?*]
5. **Students:** *Sudah! Sudah* ((some of them do not answer)) [*Finish! finish*]
6. **Teacher:** *Oke(.)let's start now(.) Setiap pasangan maju satu-satu sambil mraktekno dialogognya masing-masing. Oke Hendra(.) who is your partner?* [*Okay(.) let's start now(.) each pairs come in front and practice the dialogue. Okay Hendra(.) who is your partners?*]
7. **Student:** *Yongky Mam*
8. **Teacher:** *Ya Hendra and Yongky you get the first turn. Please come in front and give your dialogue to me dialogmu mana?! Ndak boleh mbawa kerpekan didepan!*
9. **Student:** *Ehm(.) Mam we we*((Hendra said)) [*Ya Hendra and Yongky you get the first turn. Please come in front and give your dialogue to me where is your dialogue? You are not allowed to bring your dialogue*]
10. **Teacher:** *Why? You didn't do your homework(.) Nggak mbuta tugase ya? Ha!(.) Yongki?*
11. **Student:** *E ya*
12. **Teacher:** ((Reprimanded the two students who did not make the dialogue))
13. **Teacher:** *yang lain ada yang belum ngerjakan?(.) Raise your hand(.) angkat tangan yang belum!* [*anyone else who hasn't done the task? Raise your hand!*]
14. **Students:** ((There are six students raise their hand))

15. **Teacher:** *Heh (.)masih ada ae yang nggak ngerjakan tugas! Coba sing ndak ngerjakno tadi itu(1) semuanya maju sini! [Heh there are still some students who did not do the task! All of you who did not do the task please come here!]*
16. **Teacher:** *seperti yang sudah kita sepakati siapapun yang tidak mengerjakan tugas dari saya(.) will get a punishment Ya toh?! So, each of you you should make a dialogue individually(1) ya buat tugasnya lagi sendiri-sendiri not in pairs but Individually! Buat dua halaman penuh(2) Dua halaman penuh! Oke! Dikertas seperti seperti ini! ((showed her students the example of the paper)) [as what have we agreed everyone who did not do the homework will get a punishment. Ya toh?! So each of you you should make a dialogue individually(1) ya make the task individually not in pairs. Make two pages okay! Make it on this paper!]*
17. **Teacher:** *Now let's continue the lesson! Siapa yang mau maju dulu? Silakan! (2)Novi!?(.) ayo! Anyone siapapun? Oke you! Hilda! [Now let's continue the lesson! Who wats to be the first? Please! Novi! Common anyone? Okay you! Hilda!]*
18. **Students:** ((The students practice their dialogue in front of the class in turn))
19. **Teacher:** *ya! Sisanya besok ya gilirannya! Now we are going to discuss the next lesson karena nanti ndak nututi bahane! (.)Ya!? You will have a test toh? [Ya! The rest turns for tomorrow! Now we are going to discuss the next lesson because the material is still a lot!]*
20. **Teacher:** *open your book on page 108! Language study! There are some sentences. Ada beberapa kalimat disana [there are some sentences there]((Ask the students to read the sentences given))*
21. **Students:** ((read the sentences))
22. **Teacher:** *ya can ini termasuk modals [ya, can belongs to modals]. And remember! After can(.) the following verb should be verb one! Kalimat yang [the sentence]((Explains the language study about can and can't))*
23. **Teacher:** *ya misale((write the example on the blackboard)) The students can't play in the classroom because it can disturb the lesson. Ya here we use can't.*

bacanya can't! ya! Singakatan dari cannot. The students cannot play(.) ya! jadi the students can't play. We can just say can't! Repeat after me! Can't!

24. **Students:** can't

25. **Teacher:** *Contoh lain this year Indonesia can't get thomas and uber cup. Ya toh ? Baru-baru ini kan Thomas Uber cup(.) tapi satupun ndak ono sing berhasil dapat piala. Ya?(1) Ada yang nonton ndak waktu di TV? (2) a Kalau Yongki saya jamin nggak nonton. Ya Yong ya Paling-paling waktu itu kamu nontone film Kehormatan ya? ((the students laugh))ya sapa sing nonton pertandingan kemarin? Apa si siapa itu?(2)si taufik ((Discuss awhile about Thomas and Uber cup with the students for refreshing)* [Another example this year Indonesia can't win Thomas and Uber cup. Right? Recently there was Thomas Uber cup right? But Indonesia could not get any cup. Yeah is there anyone who watched it on TV? hm if Yongki I belive he did not watch the game ya yong? You must watch "Kehormatan" film Ya? ((the students laugh)) okay who wacthed the game? Who is it? Taufik]

26. **Teacher:** *Oke(.) kembali ke contohnya. Here Indonesia can't get thomas and uber cup. Can't ((continue explaining the lesson))* [okay we back to the example. Here Indonesia can't get Thomas and Uber cup. Can't]

27. **Students:** ((listen to the teacher))

28. **Student:** ((there is a student looks sleepy during the explanation))

29. **Teacher:** *hmm(2)contoh lain Chandra can't follow the lesson well today because he is sleepy. Ya! Chandra ya?! ((warn a student who getting sleepy during the lesson)). Sudah mbuat peta pulau apa saja kamu? Duh(.)enake rek! Yang disini mati-matian nerangno, yang disana malah enak-enakan tidur* [hm another example Chandra can't follow the lesson well today because he is sleepy. Ya Chandra? What island have you already made? Duh it's nice ya? Here I explain seriously, but you are sleeping.]

30. **Students:** ((laughing))

31. **Teacher:** *saya masih inget waktu dulu masih di SMA. Waktu itu (lagi pelajaran Bahasa Inggris) kayak gini(3)gurunya waktu itu laki-laki dan kalau sampe ada salah satu muride sing ketahuan angop(2)ya menguap(1) murid itu*

pasti diamuki atau (disuruh ke wc) cuci muka(3)orange keras kalu ngajar, tapi enak(2). Justru gara-gara orang ini saya jadi suka Inggris. Waktu pelajaran gitu ya (1) hoo!(.) pasti semangat saya ini, rasane (uenak) kalau denger orange ngomong Inggris itu(.)wes ewes ewes lancar pokoke(.) dari situ itu(.) e(2) tapi saya nggak pernah les lho(.)saya belajar-belajar dewe kalau nggak ngerti baru tanya guru itu. Ya saya suka baca-baca buku dalam bahasa Inggris, liat film atau ndengerno lagu-lagu barat(3) Sampai akhire(.) waktu kuliah saya ngambil jurusan bahasa Inggris. Dan enak wis sambil kuliah sambil ngelesi(1)wis pokoke masuk Inggris itu enak mau kerja dimana saja bisa. Kalau bingung mau kerja apa(.) wis paling gampang ngelesi ae enak.kalau nggak ya jadi guru seperti saya ini. Ya to?(.)santai ga usah diamuki bos [I still remember when I was in Senior High school. At that time when I was studying English like this, the teacher was a man. And if there was anyone getting sleepy he would ask the student to wash his face. He was a strict person, but he was good in teaching and because of him I like English. At that time I must be motivated in learning English. I felt enjoyed if I heard he spoke English bla bla bla It was so smooth. Since that I never took a course I learned by my self If I found a difficulty I would the teacher. ya I liked to read books in English. watching TV, or listening to the music in English. And at least I took English Department when I was in college. I gave a course while I was in college. It was enjoying to learn English. you can work at any field later on after you graduated. You don't have to be confused in choosing a job. It is easy you can give a course. It is fun, if not you can be teacher like me. Right? It is relax, no bos will be angry at me]

32. **Students:** ((listen to the teacher))

33. **Teacher:** ((Continue her explanation about the language study))

34. **Students:** ((pay attention to the teacher))

35. **Teacher:** Yah (.)now look at the exercise below! And do it now! (2)*Sudah ngerti kan pemakain can and can't? ada yang belum jelas? (1)Is there any question?(.) David? Gunawan?:((ask the students whether they have understood the lesson or not)) [ya now look at the exercise below! And do it*

*now! Have you understood the use of can't and can! Is there any question?
David? Gunawan?]*

36. **Students:** ((no one ask and they do the task))

37. **Teacher:** ((Check the exercises orally))

38. **Students:** ((check the exercises with the teacher))

APPENDIX A3: The Utterances at the Third Observation

- Class: IA

- Topic: Shopping

1. **Teacher:** *Inget ya!(.)* Next week you'll have a test!((Reminds the students about the next test)) [*remember next week you will have a test*]

2. **Students:** ((Ask the teacher about the material of the text))

3. **Teacher:** *bahannya tetep seperti yang saya kasih tahu kemarin. Unit eight and Nine(.) ya! All! Yang paling penting pelajari tenses semua sing wis tak ajari. Ini yang paling penting lho ya! Jadi kamu mesti belajar betul-betul kalo mau dapet nilai apik! (1)Seharusnya sih: kalian bisa ngerti dewe ya bagian-bagian mana yang paling penting: yang harus dipelajari(.)* Jadi kalian itu punya kesadaran sendiri nggak perlu mesti terus dikasih tahu yang ini dipelajari yang ini nggak usah dan lain-lain(1) Kamu itu wis gede sudah punya kesadaran sendiri gitu lho untuk belajar(.) kan semuanya itu untuk kamu. Bukan untuk saya kok! Untuk kebaikanmu dewe!(.) Ya toh? Jadi kamu ini nggak perlu harus dipaksa dulu baru mau belajar. Ya! [the material is the same as what I have said. Unit eight and nine ya all! The most important is studying all the tenses that you have got. You should study seriously if you want to get a good mark. You should understand by yourself that which one is the most important to be studied, so you have your own awareness, you don't have always to be told this one should be learned that one doesn't need to be learnt no you don't have to. You are not children anymore. You already have awareness to learn. That is for your own goodness. Not for me. Ya? So you don't have to be forced before you learn. Okay?]

4. **Students:** ((listen to the teacher))

5. **Teacher:** oke(.) now let's open the last unit! Unit ten page 111(5) ((Ask the students some triggering questions that related to the topic)) Who likes shopping?
6. **Students:** ((do not answer))
7. **Teacher:** Ee Shierly(.) do you like shopping?
8. **Student:** yes
9. **Teacher:** Yes! (.)Why? (.)Why do you like shopping?
10. **Student:** Because I like to buy clothes
11. **Teacher:** *and how about you Rio? Ee kalau Rio sih saya yakin dia suka shopping. Soalnya dia saben pagi kepasar nemani mamae belanja sayur ikan asin tempe ya?(.) Eh(.)nggak ya? O berarti saya salah lihat itu yang kemarin yang dipasar itu!((make a joke))* [and how about you Rio? E if Rio I am sure that he likes shopping because every morning he goes to market with his mother buying vegetables, salty fish, tempe right? Eh no? O so it means that I was wrong yesterday I saw a wrong person at market!]
12. **Students:** ((laughing))
13. **Teacher:** So(.)Rio!(1) Do you like shopping?
14. **Student:** e no
15. **Teacher:** ((continue asking other students))
16. **Teacher:** now let's see the paragraphs below!(4) Starting from Marlin(.) baca paragraf satu!
17. **Students:** ((read the paragraph one by one))
18. **Teacher:** next(1) Yuli!
19. **Student:** ((Read the text very slowly and softly))
20. **Teacher:** *sing banter rek! keras sedikit! I cannot hear you* [louder please! I cannot hear you]
21. **Student:** ((still read slowly))
22. **Teacher:** *Aduh!(.) Halus sekali suaramu Yul! Kayak semut sing lagi bisik-bisik merdu. Sampai-sampai sebelahmu ngantuk itu(.) //lihat! Yang keras dong// Yuli!* [Aduh! How smooth is your voice Yul! It's like an ant that is whispering. You make your neighbor sleepy. Look! Louder Yuli]

23. **Student:**

//((laughing))//

24. **Teacher:** Why?(3) Are you afraid with me(.) *takut ta sama saya?*(3) *Ga usah takut salah ya kalau membaca! It's okay salah dalam membaca itu lumrah. Ndak semua orang pasti selalu bener ya dengan pronounciationnya*(4) *Sometimes I also make a mistake in pronouncing a word*(1) *Setiap orang pasti pernah mbuat salah! Itu:normal!()* *Justru dari kesalahan itu kita mesti belajar nggak mbuat kesalahan lagi sing sama. So Yuli tolong baca yang keras ya!()* *Biar saya tahu waktu salah mbaca nanti tak benerno*(2) *Dan biar teman-temanmu yang lain juga dengar dan belajar sama-sama dari kesalahan yang ada* [Are you afraid with me? Ya? Don't be afraid if you are wrong in reading okay! It's okay if you make a mistake in reading, it's normal. Not everyone can be always right with his pronunciation. Sometimes I also make mistakes in pronouncing a word. Everyone makes a mistake! It's normal. From the mistake we should learn not to reply the same mistake. So Yuli please read it louder okay! Let me know when you make you make a mistake in reading, I will give you the the correction and let your friends also hear and learn together from the mistakes that happen.]

25. **Student:** ((read the text louder))

26. **Teacher:** ((Read the text for the students))

27. **Teacher:** ((Explain the text and give the students some questions related to the text to check the students' understanding)) yeah(2) what did Mira do last Sunday?

28. **Students:** ((answer the questions))

29. **Teacher:** *Merry! Are you sick?*(3) *Sakit tah?()* *Saya liat dari tadi kok kelihatan murung terus dan lemes gitu?*((Ask one of the students who looks sad during the lesson)) [Merry! Are you sick? I noticed you look sad and week?]

30. **Student:** *nggak mam* [no Mam]

31. **Teacher:** *Yakin gak papa?* (2)*You can go to UKS* (.) *kalau sakit ke UKS aja!* [are you sure that you okay? You can go to UKS if you are sick just go to UKS!]

32. **Student:** ((Do not say anything, just shake her head))
33. **Teacher:** *Ya udah kalau gitu*((Continue her explanation of the text)) [It's okay then]
34. **Teacher:** now (2) Benny!(.) Suppose you are asked to buy some meat, sugar and vegetables and you also need some books, *toko mana yang akan kamu kunjungi? (2)Kamu akan kemana enaknya? Ke toko apa atau supermarket mana kira-kira? [which store you will be visited? Where are you going to? What store or supermarket?]*
35. **Student:** I go to Bonnet
36. **Teacher:** *Oke(.) Bonnet!(2) Rumahmu dekat Bonnet ya?* [Okay! Bonnet! is it near from your house?]
37. **Student:** *lumayanlah(2) lumayan dekat [it's quite near]*
38. **Teacher:** *Ya!(.) Memang lengkap ya: kalau belanja di Bonnet(.) Semua ada lengkap disana(3) daging(.) sayur alat-alat sekolah Bahkan baju-baju juga ada ya!Bagaimana dengan tempat yang lain?(1) Where can we find meat vegetables books and clothes? Desy(.) coba kasih tau saya!* [ya! It is convenient to shop at Bonnet. Everything is complete there meat, vegetables, stationary, even clothes also available there. How about the other place? Where can we find meat vegetables books and clothes? Desy tell me!]
39. **Student:** e Bilka,Indomart
40. **Teacher:** *Indomart? Emang ada ya disana jual baju-baju? (.)Karena setahu saya ndak pernah ada jual baju saya nggak pernah liat [Indomart? Ya are there clothes available there? As far as I know I never see clothes are sold there.]*
41. **Students:** ((respond to the teacher's question))
42. **Teacher:** *ya(.) memang ya ada buanyak shopping center di Surabaya ini(.) Dimanapun kita tinggal, sangat gampang buat kita mencari tempat-tempat untuk shopping. Contohe TP Galaxi Mall, Delta, Pasar atom: apa lagi?(1) There is a new one? (.) Yang baru itu apa? E Supermal and (.)there are still many more supermarket and hypermarket ya! Coba sebut, apa aja? Giant apa lagi? [Ya there are a lot of shopping center in Surabaya. Wherever we live it's*

so easy to look for a place for shopping. Like TP, Galaxi Mall, Delta, Pasar Atum, what else? There is a new one? What's that? E Supermall and There are still many more supermarket and hypermarket ya! Mention it! Giant what else?]

43. **Students:** ((mention some shopping centers in Surabaya))

44. **Teacher:** *now let's see part B! (2)Answer the questions! Emm ada pertanyaan? Sampai sini ngerti?* [emm is there any question? Do you understand so far?]

45. **Students:** ((do not respond))

46. **Teacher:** If there is no question(.) now let's do the exercise!(3) Vera(.) number one! Baca pertanyaannya dulu baru jawabannya! Tolong yang lain dengarkan! (2)Jangan ramai dewe-dewe!((Ask the students to answer the questions orally based on the text))

47. **Students:** ((Answer the questions orally))

48. **Teacher:** ((Ask the students to do the next exercises))

49. **Students:** ((do the exercise))

50. **Teacher:** ((Check the exercises with the students))

51. **Teacher:** ((At the end of the lesson the teacher calls the students who look sad during the lesson)) *Oke(.) jangan lupa Selasa test lho ya!(!) Merry! (Coba kamu sinio!)(4) Kamu kenapa?* [Okay don't forget Next Tuesday there will be a test ya! Merry!(come here please)]

APPENDIX A4: The Utterances at the Fourth Observation

- Class: IB

- Topic: Question Words

1. **Teacher:** Oke (2)how many questions words are there on your paper(.) I give last week?

2. **Students:** ((do not answer))

3. **Teacher:** Ten or nine? (1)Ten or nine? ((Reminds the students))

4. **Students:** ten

5. **Student:** Mam(1) saya belum(dapet kertasnya)saya(XXXX) [*Mam I haven't got the papers*]
6. **Teacher:** *ndak bawa?! Kok bisa ndak bawa?(2)ya gitu lho!(.) Gak masuk kok ndak minta kemarin-kemarin?* ((Reprimand one of the students who does not bring a copy of the lesson)) [you don't bring the paper? How come? If you were absent why didn't you asked me yesterday?]
7. **Teacher:** *yang lainnya(1) bawa ndak?!(3) Bawa ndak?* [the others? Do you bring the papers?]
8. **Students:** *bawa* [Yes]
9. **Teacher:** *Yang saya berikan disitu(2) there are ten kinds of question word. Ten questions itu(1) Minggu lalu kan saya sudah suruh mempelajari toh?(2) Itu hanya artinya and dan beberapa e examples(.) The easy one. Kemudian (.)yang akan kita kerjakan itu adalah please (1)turn you paper! Tolong balik papernya!(1) Yang akan* ((Explain about question words)) [I give you ten kinds of questions word. The ten questions last week I have told you to learn at right? That's only the meaning and some examples. The easy one. Then, what we will do is please turn your paper!]
10. **Teacher:** *minggu lalu sudah saya bilang(.) tolong pelajari ini dirumah. Ada pertanyaan? (1)Silahkan bertanya! (.)Tapi kalian gak mau Tanya* [last week I told you please study at home. Is there any question please ask, but you did not want to ask]
11. **Students:** ((do not respond))
12. **Teacher:** *kemudian(.) tolong perhatikan disini* ((continue explaining the lesson)) [then pay attention to this]
13. **Teacher:** ((gives the students some questions while she is explaining question word in order to check the students' understanding)) *kalimat yang ditulis(.) yang digaris bawahi termasuk apa?(1) Merupakan apa? (.)Merupakan apanya dari question word?* [the sentence that is underlined includes what? What does it include]
14. **Students:** *kalimat jawaban* [the answers sentence]
15. **Teacher:** ((Continue explaining the lesson))

16. **Teacher:** *Kalau jawabannya we Pertanyaannya menggunakan apa?*((asking the students while explaining)) [if the answer is we, the question uses what?]
17. **Students:** I
18. **Teacher:** *kalau jawabannya you(.) all of you(1) maka pertanyaannya menggunakan* [if the answer is you, all of you, the question uses what?]
19. **Students:** we
20. **Teacher:** ((Continue the explanation)) ((there is a student who come to the class during the lesson and gives a piece of paper to the teacher))
21. **Teacher:** *satu C no 14! Dipanggil Bu Puji di BP*((Call one of her students who is called by other teacher)) [one C no 14! Called by Bu Puji at BP]
22. **Teacher:** *kamu lagi(.) kenapa lagi? Kenapa kamu?* ((Ask the student who is called)) [you again what happen again? What's up with you?]
23. **Student:** ((do not answer))
24. **Teacher:** *Ayo! Gimana?* ((continue the lesson by writing some examples on the blackboard)) [common how?]
25. **Teacher:** *Ya(.) Jumat ulangannya banyak yang keluar seperti ini* [ya Friday the test is like this]
26. **Student:** ((one of them ask)) *tenses pakai mam?* [is tenses used ?]
27. **Teacher:** *jangan tanya tenses pakai apa nggak(1) Nanti kamu akan diajarkan(reporting speech) Jangan tanya tenses itu dipakai apa nggak!()* *Kalau kamu nggak percaya tolong kamu tanya sama Miss Syenti! (3)Tanya(.) dalam bahasa Inggris itu(.) yang paling besar pengaruhnya itu apa* ((Ask the students to ask a senior student who is in the class at that time)) [don't ask tenses is used or not. You will be taught (reporting speech don't ask tenses is used or not! If you don't believe please ask miss Syenti! Ask in English what material that has a big influence]
28. **Teacher:** *Silahkan tanya!(2) Silahkan tanya! Kalau sungkan panggil Miss(.) panggil cece.* [please ask! If you are shy call her miss call her "cece"]
29. **Students:** ((laughing))
30. **Teacher:** ((Ask the senior students to tell the students about her experiences in learning English))

31. **Students:** ((listen to the senior student))
32. **Teacher:** ((After the senior students tells her experience)) *Wis hayo!*
 (1)*Percaya? (.) Kalau nggak percaya sama saya(.) saya tadi nggak janji sama Syenti. Syen nanti omong ini ya* (2)*kaget kan kamu saya suruh?* ((Ask to the senior student))*Saya ini ndak sandiwara [Do you believe now? If you don't believe with me I did not make an appointment with Syenti. Syen please say like this okay. You were surprised when I asked you right? ((ask the senior students)) I did not make a play]*
33. **Teacher:** *ini lho rek (.) nanti sampai kelas SMA kelas tiga itu kamu nanti kelas SMA kelas satu saja (.)kamu sudah diburu sama tenses 12 biji [later on when you are in senior high school in the first year you will be hunted by 12 tenses]*
34. **Students:** *ha!*
35. **Teacher:** *SMA kelas satu lho(.) anak-anak SMA itu lho sampai minta saya siapkan tenses untuk difoto copy sama mereka. Mam tolong buat fotokopian tenses*(2) *Ini sampai saya buat rangkuman ini lho*(2)*Anak SMA kelas 3: Nanti ini mau UNAS: mereka masih minta fotokopian tenses sama saya.*(3) *Ya sudah kalau kamu bilang saya bohong*(1) *kamu nggak percaya sama apa yang saya omongkan*(.)*ah: paling Mam uda janji sama Miss Syenti*(.) *Terserah! Up to you! Up to you!**Nanti kalau kamu kelas 2 yak apa?* (2)*Nanti kamu kelas dua yang pertama kali ulangan apa? (.)Ulangan tenses*(1)*Tanyao Bu Agus (.)ndak percaya ya wis* (3)*Tanyakan sama anak kelas 2 sama anak SMA*(.) *di SMA itu tenses ada nggak (.)di SMA diajarkan tenses apa ndak* (3) *that's why kalian itu mulai dini itu jangan pernah bosan-bosan untuk belajar tenses*(.) *Kalau yang sederhana saja ndak bisa*(.) *bagaimana dengan yang sulit nanti yang akan kalian temui di kelas 2, 3 dan SMA?* [The senior high school students asked me to make tenses to be copied by them. Mam please give me a copy of tenses. I have made the summary. Hoe if you are in the second grade? Later on what kind of test that you will have? Tenses test. Please Bu "B" if you don't believe. Ask the students of the second grade ask the senior high school students whether in senior high school will be taught tenses or not. That's why starting from early you don't ever be

bored to learn tenses. If the simple one you cannot master how with the complex one that you will face in the second and third grade and in senior high school later on?]

36. **Teacher:** ((Continue the explanation of the lesson))

37. ((there is a student who does not pay attention. He disturbs his friend during the lesson))

38. **Teacher:** *hey! Lukas! (1)Sini kamu!(1) Didepan saja sini sama saya!(3) Kamu kalau ndak ndak mau ndengarkan saya (.)ngak apa-apa! Tapi jangan mengganggu teman yang lain((Ask the student to stand in front if the class during the lesson))* [Hey ! Lukas! Come here! Accompany me in front of the class. If you don't listen to me it's okay, but don't disturb the others]

39. **Teacher:** ((Explain the lesson again)) *nah(.) ini apa jawabannya? What do you?Atau what did? Yang mana?* [What is the answer? What don you? Or What did? Which one?]

40. **Students:** ((confused with the answer))

41. **Teacher:** *ngomong yang pasti dong(.)sayang!(2) Do atau did(.)did atau do?(.) do?(.) Did? Did? Do(.)hayo! Bingung* [give me the sure answer honey do or did did or do? Did? Did? Do? Confused?]

42. **Students:** ((laughing))

43. **Teacher:** *oke(.) sekarang saya beri kesempatan.(3) Buat who which(.) dan yang lainnya ini apa yang tidak kamu mengerti? (2) Please ask me your question!(1) Saya tidak mau kejadian seperti kemarin lagi* [okay now I give a chance for who, which and the others is there anything you still don't understand? Please ask me your question. I don't want the same thing happen like yesterday]

44. **Students:** ((no one ask))

45. **Teacher:** *Pertanyaan?(4) Ada 2. From this exescise and I give you yesterday* [questions? There are two from this exercise and I give you yesterday]

46. **Students:** *which(1) Which(.) Mam.((one of the students ask))*

47. **Teacher:** *oke(.) which! Which itu((explains once again))*

48. **Teacher:** *for example Gunung Agung!(3) Gunung Agung kan nggak cuman di Delta(1) Ayo!Gunung Agung kalian bilang banyak. Dimana lagi? –di [for example Gunung Agung! Gunung Agung you said many. Where else?- at]*
49. **Students:** Galaxi mall!
50. **Teacher:** *di galaxi mall(.) satu lalu [at Galaxi Mall one then]*
51. **Students:** ((answer the questions))
52. **Teacher:** ((Continue her explanation))

APPENDIX A5: The Utterances at the Fifth Observation

- Class: IE
 - Topic: Review the Material
1. **Teacher:** *besok ulangan to? [tomorrow you will have a test right?]*
 2. **Students:** *bahannya apa? [what is the material]*
 3. **Teacher:** *Suka suka saya(.) wong saya yang mbuat soal kok(3)Bahannya terutama juga termasuk question words(.) juga kamu pelajari [as what I like. I am the the maker. The materials first also includes question words you also study]*
 4. **Students:** *Ha! Untuk apa Mam? [ha! What for mam?]*
 5. **Teacher:** *Untuk apa!?(with aloud voice, and almost angry)) [what for?]*
 6. **Students:** *Mam(.) sabar Mam sabar [Mam be patient patient mam]*
 7. **Teacher:** *Sabar?(2) Lho (.)saya ini sabar tapi kalau liat hasil ulangan tensesmu(.) 8 8 57 65 4 92 2 64 32235((Mention the students' mark)) [Patient? Lho I am patient, but if look your tenses score 8 8 57 65 4 92]*
 8. **Students:** ((laughing))
 9. **Teacher:** *Ngono lho (.)dikongkon sabar itu lho(.) carane yok opo? (3)Heh (.) Tenses sudah dikasih tau(.) ulangan tenses(.) Empat tenses yang sudah diajarkan(1) Sabar mam Lho sabar (.) saya ini sabar cuma saya tanya kalau nilainya seperti ini tolong ajari saya untuk bersabar (.)bagaimana? Ya anak anak ulangan kalian bagus(2) berapa Mam (.) dibawah 50. [you ask me to be patient, how how to be patient? Heh Tenses I have already told you there will*

be tenses test. Four tenses that have been taught. Patient Mam lho I am patient, but how if the scores are like these please teach me to be patient, how? Okay guys your test are good. How are the scores Mam? Under 50]

10. **Students:** ((laughing))

11. **Teacher:** *sekarang saya tanya(.)bagaimana? Tolong! (.)Kalian minta saya bersabar(.)ok! Tapi dengan nilai seperti ini(.) bagaimana?93) Ya kalau saya tidak pernah sama sekali memberi latihan. Ya lek latihane dikasihi tok(.) gak pernah dibahas(2) hayo!.kamu kira saya ini ndak kepengen ta jadi wong sabar(.) kepengen yo(.) Timbang ngamuk tok bludrek suwe-suwe [now I ask how? Please! You ask me to be patient okay, but these kind of scores how? It's okay if I never give you exercises. It's okay if I only give you exercises but never discuss it, common. Do you think I don't want to be a patient person I do]*

12. **Students:** ((laughing))

13. **Teacher:** *Kamu kira mulut saya ini nggak capek ta ngomel? (1)kalau kamu nilainya elek itu rek sing nggak munggah iku sopo?(.) Saya? Dari dulu saya guru kelas satu. Lho(1)kamu mau ngikuti saya? Ndak papa(.) terserah! (.)Sing mbayar kamu kok. Ya: saya masih terlalu cinta sama Mam isa kok(1) Trimakasih!(2) Saya tidak suka Mam naik kelas(.) Saya kepengen terus dikelas satu(.) enak Mam suasanaanya. Lho gak papa(.) koncomu wis kuliah(.) lho kamu masih SMP kelas satu(1) Koncomu wis kelas tiga lho(.)kamu masih SMP kelas satu(2) gak popo koncomu wis SMA pake seragam abu-abu(.) kamu masih clono ndek-an [do you think that my mouth is not tired warning you. If your score always bad the one who is not promoted in school is you. Since a long time ago I am the teacher of the first grade students. If you want to follow me it's okay, up to you! You pay the school not me. Ya I love mam "A" very much. Thank you. I don't like to be promoted in school I want to be the first grade student all the time. It's okay. Your friends have already been in college you still in the junior high school. Your friends have been in the third grade you still in the first grade it's okay your friends have been in senior high school you still use shorts.]*

14. **Students:** ((laughing))
15. **Teacher:** *Lho(.) sing naik kelas itu sing seneng ya sopo(.) Sing bangga ya sopo(2) Lha kalau saya ya memang saya sih ndak kepengen(1) oh anak kelas saya harus jenius jenius(.) Nggak!(1) Sing penting itu naiko kelas titik(5) lha sekarang yak apa(.) Mam Isa ndak pernah memotivasi kita untuk belajar(.) Lha yak apa carane memotivasi lek kamu sendiri ndak mau belajar(.) Wis ngomel wis ndower dewe lha (.)gak dianggep [if you are promoted in school who is proud? If I, I don't wish that oh my students should be genius no, the important one is that you should be promoted in school]*
16. **Students:** ((laughing))
17. **Teacher:** *apa kalian ini perlu ditanyai mendetil wis gak usah sulit-sulit(1) tenses(.) Coba sekarang misalnya ulangan mendadak(.) tuliskan 4 rumus tenses yang kamu ketahui lengkap(.) Bisa? [do you have to be asked in detail okay not too difficult tenses. Now suppose you have a test write down 4 patterns of the tenses that you know. Can you?]*
18. **Students:** ((do not answer))
19. **Teacher:** *saya hanya misalnya (2)atau sebutkan aja wis(.) ga usah banyak-banyak 10 irregular verbs didepan [It's only suppose or mention don't to many 10 irregular verbs in front of the class]*
20. **Students:** ha!
21. **Teacher:** *Hanya bentuk satu dua aja(.) eat ate(.) see saw (1)silahkan(.) silahkan! (5)OK!(.) Saya minta satu anak(.) Benny! [only the first and second form eat ate see saw please! Please! Benny!]*
22. **Student:** (aduh)
23. **Teacher:** Nggak ada aduh-aduh!
24. **Students:** ((laughing))
25. **Teacher:** *Sebutkan rumus simple present continues ! [mention the pattern of simple present continues]*
26. **Student:** Subject tambah to be tambah ving
27. **Teacher:** *Ving?(2) Apa “ving” itu? (1)Verb ing kok ving - kalau [Ving? What is Ving. Verb ing not ving]*

28. **Students:** ((laughing))
29. **Teacher:** *kalau S (1) itu singkatan dari (1)//subject//* [How about S?]
30. **Students:** *//subject//*
31. **Teacher:** *arti simple present continues (2)Ri!(.) Apa artine Simple present continues tense? ((ask some students to review the tenses they have got))*
[what is the meaning of simple present continues tenses?]
32. **Student:** sedang berlangsung
33. **Teacher:** *ya sedang berlangsung lalu (xxxx)kemudian kelas(x) dapat lagi. Kelas dua dapat, kelas tiga dapat, SMA langsung 12* [okay it is happening then(xxxx) then]
34. **Students:** ha!
35. **Teacher:** *Lho(.) saya sudah menyiapkan tenses 12 ini yang minta kakak-kakakmu SMA (4)Ini lho(.) kenapa setiap hari saya ondong ondong kesana kemari terus(1) Mana ini?(4) (she takes out some papers from her bag that consist of tenses) Ini lho(.)Ini bab 1simple present tense(.) dua present continues((mention all the tenses))* [I prepared the twelve tenses is for your senior in senior high school. This is why I always bring these paper. Where are they? These. This is chapter 1 simple present tense 2 present continues]
36. **Teacher:** *ya(.) sekarang(1) selama ini saya ngomong apa? Tenses(.) itukan paling penting toh?(2) kebetulan hari ini saya ada teman(2) Kalau kamu ndak percaya(.) wis tanya tanyao mbek dee(.) saya nggak ngurus(2) Kamu mau nanya silahkan! ((ask the students to ask the senior student in the class about the important material in English))* [ya what I have told you that tenses is important right? By chance today I have a friend, if you don't believe please ask her If you want to ask please!]
37. **Students:** ((no one ask))
38. **Teacher:** *Tanyakan!(2) I will not(1) I will never ever angry with you(.) I will not(1) I will never ever forever angry with you!*
39. **Students:** ((laughing))
40. **Teacher:** *saya tidak akan marah(.) tanyakan!(1)benar ndak mis* [I won't be angry please ask]

41. **Students:** ((no one ask))
42. **Teacher:** *Ri! (.)Tanyako! Ri!(1) Disuruh nanya kok mukae merah* [Ri! Ask her! Why is your face getting red?]
43. **Students:** ((laughing))
44. **Teacher:** *siapa tadi yang seperti anjing kecepit pintu (.)Kok seperti anjing belum menyusui pada induknya* [Who was laughing like a sandwiched dog like a puppy that hasn't suckled on the breast]
45. **Students:** ((laughing)) Nina mam!((some of them yield))
46. **Teacher:** *Ya(.) besok ulangan bahasa Inggris(.) - tolong perhatikan* ((tell the students about the material for the test)) [ya tomorrow you will have a test- please pay attention to me]
47. **Students:** hi ya ulangan ya aduh
!((some of them respond))
48. **Teacher:** *tenses penting ya(1) juga question word belajar semua(.)saya harap kamu belajar serius biar bisa dapat nilai yang bagus karena nilai akan saya ambil untuk menutup nilai yang kurang.* [tenses is important ya and also question word you study all. I hope you study seriously so that you can get a good mark because I will take the score to cover your bad mark]
49. **Students:** soalnya maximum berapa Mam? (.)10? ((one of them ask))
50. **Teacher:** *“(xxxx) soal buat kalian(.) Ini pilihan ganda 50 100 juga ada(.) Lalu readingnya ada banyak macam soal reading(.) saya sudah siap(.) Ini (xxxxxxx) Pilihan ganda ada(.) soal bacaan ada(.) Sekarang ini lho(.) saya siap(ngasih kamu test) itu siap(1) Jangan ngetest saya kamu.)(dipikir) saya ndak siap(.) Saya selalu menyiapkan soal soal seperti ini(1) nanti tinggal pilih mana yang mau di pakai(2) Ini soal isian juga ada,.)he masih ada lagi(.) Ini liat berapa soalnya? 120* [the questions is for you. Here is double questions 50 100 problems also available then the reading there are many kinds of reading questions. I prepared this(xxxxxx) There are double question, reading problems. Right now I am ready to give you a test) Don't test me! (Do you think) I haven't prepared. I always prepare with these kind

os problems. Later you can choose which one do you want to be tested. There are also some short answer questions, he there are still more]

51. **Students:** ((listen to the teacher and look surprised with the teacher's words))
52. **Teacher:** *oke(1) masih ada sisa waktu sedikit(3) e dari seluruh materi mulai dari simple e dari pronoun sampai yang terakhir question word(.) mana yang paling sulit(.) kecuali tenses(2) Kasih tau Mam! (.)Mana yang sulit?(5) ndak ada ya?* [Okay there are still more time, from all the material staring from simple e pronoun up to the last question word which one is the most difficult except tenses. Tell !me]
53. **Teacher:** ((remind the students about the material for final exam))
54. **Teacher:** *dan nanti David(.) Billy(.) Jonatan Ari Edwin ati-ati ya(1) sudah jelas dipelupuk mata hati hati kena her!* ((warn the students who always get a bad mark on their test)) [and later David Billy Jonatan be careful okay! It's cleary seen that you will have hair.]
55. **Teacher:** *Kalau Dion kena her itu namanya mbleset! (.)Lek Dion kena her itu berarti kebacut! Apalagi Dion setia kawan sama teman teman kelas IB(.) ya Dion ya! (1)Jadi sumatife ga digawe kabeh(.) ya Dion ya(.) Iku jenenge Dion rodo gendeng!* [if Dion get an improvement test it's called slipped. If Dion get a hair test that means going too far, so the test are not made all ya Dion? That's called crazy!]
56. **Students:** ((laughing))

APPENDIX B

The Utterances on the Teaching Learning Activities of Teacher B

APPENDIX B1: The Utterances at the First Observation

- Class: IIE
 - Topic: Language Focus (Present Perfect Tense)
1. **Teacher:** Good morning everyone
 2. **Students:** Good morning Mam
 3. **Teacher:** Today we'll continue the lesson(.) yang kemarin punya ya! (1)ya open your book(2) ((open the book)) disini ada beberapa kalimat ((Explain the sentences about present perfect)) all of these sentences are in the form of present perfect tense
 4. **Students:** ((Listen to the teacher, but some of them talk to each other during the explanation))
 5. **Teacher:** ((Explain the use of present perfect tense)) we use the present perfect tense to show a past action continuing into the present
 6. ((there are some students are chatting))
 7. **Teacher:** *yeah(.) Sonny! Wilson!(1) Sudah pintar kok ya? (.)Sudah nggak perlu lagi mendengarkan penjelasan saya(.) Dari tadi ngobrol terus!(1) Terakhir saya menjelaskan apa?(3) Sampai dimana tadi yang terakhir?* ((Warn the students who talk to each other during the lesson)) [you are noisy. What did I explain?]
 8. **Teacher:** ((Continue the lesson))
 9. ((there are some students look sleepy during the lesson))
 10. **Teacher:** now open page 108!(.) There are some exercises(1) do it now! I give you ten minutes to do it!
 11. **Students:** ((do the exercise))
 12. **Teacher:** ((Round the class awhile when the students do the exercises))
 13. **Students:** ((there are some students who keep talking while doing the exercises))

14. **Teacher:** *E Diana!(.) Sudah selesai?* ((Warn a student who make a noise)) [Diana have you finished?]
15. **Student:** *Belum*((keep talking with other student)) [not yet]
16. **Teacher:** *Diana!(.) Arif!(1) Sini bawa bukunya!* ((check the students' book whether they have done the task or not)) [Diana! Arif! Bring your book here!]
17. **Students:** ((Diana and Arif show their book to the teacher))
18. **Teacher:** *masih banyak yang kosong begini lho(.) kok ya ngobrol terus!(1) Sana kembali!(.) Kerjakan!* [there are still empty spaces why did you always talk to each other? Back to your seat!]
19. **Teacher:** ((Sit on her desk while waiting for the students doing the exercises))
20. **Students:** ((Some of them do the exercises, some of them cheat other students, and some of do not do the exercises))
21. **Teacher:** oke number one(.) what is the answer? (3)ya
22. **Students:** have arrived
23. **Teacher:** Number two? (2)//has gone//
24. **Students:** //has gone//
25. **Teacher:** ((checking the answer with the students))
26. **Teacher:** ya(.) Now I will give you some more exercises - Write down at your exercises book! ((Write down some questions on the blackboard))
27. **Students:** ((Some of them respond)) *Ha! Cukup Mam* [enough Mam]
28. **Teacher:** *hey(.)Cukup? (1)Apanya yang cukup?(.) Kalian ini saya kasih latihan latihan seperti ini kan biar kalian ini lebih pintar (.) nanti kalau ulangan biar lancar ngerjakannya!(2) Dulu aja waktu saya masih sekolah (.)saya juga banyak mendapat latihan latihan seperti ini dari guru Inggris saya(3) Saya sangat senang dulu kalau pelajaran tenses atau grammar seperti ini e pokoknya saya paling senang kalau disuruh ngerjakan soal-soal seperti ini(3) Memang banyak yang ndak suka sama tenses(.) ya?(1) Saya tahu itu!(.) Mereka mikirnya sulit!(.) Aduh sulit!(1) Padahal kalau mau banyak latihan aja(.) gampang kok* ((Tell her experiences in learning English)) [Hey enough? What is enough? I give you the exercises is to make you be smarter, so you will be able to do your test smoothly later on. When I was in school

also get a lot of exercises like these from my English teacher. I was really happy when I get tenses or grammar. I liked doing the exercises given. I know that there are many people do not like tenses ya? I know that. They think that tenses is difficult. It's so difficult! Actually if you want to do a lot of exercises it's very easy]

29. **Students:** ((listen to the teacher))

30. **Teacher:** *you should know that by doing a lot of exercises(.) ya dengan latihan latihan itu kamu akan terbiasa dan lancar nantinya(2) Asalkan kalian niat dan kalian mau aja(.) gampang kok(.) Ya(.) kalau nggak ada keniatan(.) ya percuma! (3)Ada beberapa faktor ya(.) that can influence your success in learning English(.) Yang mempengaruhi berhasil tidaknya kalian dalam belajar(.) salah satunya yaitu kemauan kalian sendiri: kesadaran kalian sendiri untuk maju untuk mau belajar (3) Selain itu nggak cuman dari buku saja kok kalian bisa belajar(.) Ada yang suka liat TV atau mendengarkan musik musik dalam bahasa Inggris?(2) Itu juga bisa(.) kalian sambil ndengarkan sambil belajar bahasa Inggrisnya.Ya(.) kan? Jadi dari menghafal lagu-lagunya(1) kalian otomatis sudah belajar Inggrisnya belajar tensesnya! Pokoknya ada kesadaran dari dalam diri kalian saja untuk maju sudah gampang!(1) Gampang bahasa Inggris itu(.) begitupun pelajaran lainnya ((Tell the students about some factors that influence them in learning English)) [you should know that by doing a lot of exercises ya you will be accustomed and do the exercises smoothly later on. If you want to do it it's easy. Ya. If you don't have a desire it won't be usefull. There are some factors that influence your success in learning English. One of the factors is your own desire your awareness to learn. Besides reading books you can also learn English from watching TV, listening to the music in English. so while listening you can also automatically learn the English. right? You learn the tenses. It' will be easy to learn if you have awareness in learning.]*

31. **Teacher:** ((Continue writing down the questions on the blackboard))

APPENDIX B2: The Utterances at the Second Observation

- Class: IIB
 - Topic: Recreation
1. **Teacher:** Is there any homework? (2) Ada pr(.) ya?
 2. **Students:** *ada* [yes]
 3. **Teacher:** kalau gitu(2) let's discuss the homework first! ((ask the students to take out their homework))
 4. **Teacher:** ya(.)number one!(.) We (.) that film already (1) What is the answer for number one? We
 5. **Students:** We have seen ((answer the question orally))
 6. **Teacher:** ((check the homework with the students))
 7. **Teacher:** *Em (1) sampai disini ada pertanyaan? Sudah bisa semua ya?(2) Oke no questions? (2)Jimmy? Yohanes?* ((Ask the students whether they have any questions so far that related to the homework about present perfect tense)) [is there any question so far? Okay no questions? Jimmy? Yohanes?]
 8. **Students:** ((no one ask))
 9. **Teacher:** *kalau gitu kita lanjutkan! (1)Open your book on page(1) e ini sudah selesai ya?(.) Sudah kan? - Oke open page 111! [then let's continue! Open your book on page e it's already done right? Okay open page 111]*
 10. **Students:** *sudah* [it was done]
 11. **Teacher:** ya!(.) Who like to take a trip during vacation? Hendra!(.) Do you like to take a trip during vacation?
 12. **Student:** ha?
 13. **Teacher:** Do you like to take a trip(2) *suka bepergian nggak selama liburan?*
 14. **Student:** *suka* [I like it]
 15. **Teacher:** and how about you(.) Evy?(.) Where do you usually go during vacation? ((Ask some questions that related to the topic to arouse the students' interest in the given topic))
 16. **Students:** ((answer the questions))
 17. **Teacher:** Nyoman!(.) What is the most interesting place in Bali?
 18. **Student:** *e nggak tau mam*= [I don't know Mam]

19. **Teacher:** =*Lho! (.) You are from Bali(.) right? (1) Lha kok ndak tahu sih? Oh I know you are from Bali Surabaya. Ya? (2)Balinya Surabaya! Rumahmu kan ada disana! (3)Ya ada pantai Kutanya lagi. Eh! (.)bukan ya? (1) Itu pantai Kenjeran ya? Ya(.) rumahmu di Kenjeran toh? (3) Lha! (.)Gimana orang Bali tahunya Kenjeran tok (4) – Common(.) mention some interesting places in Bali!* [*lho! Yo are from Bali right? How can't you know? Oh I see you are from Bali Surabaya. Ya? The Balinese of Surabaya. Your house is there right? there is Kuta beach. Eh no? That's Kenjeran right? Your house is there right? Lha How come Balinese only know Kenjeran? – Common mention some interesting places in Bali!*]
20. **Students:** ((laughing))
21. **Teacher:** ((Read the text))
22. **Teacher:** ((Ask the students to read the text in turn))
23. **Students:** ((read the text))
24. **Teacher:** ((Explain the text, paragraph by paragraph. Ask some questions that related to the text given)) Last week was the first term holiday(.) with whom did Sely go to Bali?
25. **Student:** with her family
26. **Teacher:** In Denpasar they joined a tour guide(1) what does it mean?((ask some questions to the students))
27. **Students:** ((answer the questions))
28. **Teacher:** ((in the middle of reading, the teacher tells a story to the students)) then Sangeh to see the monkey forest. *Ya(.) kalau kalian pernah ke Bali pasti pernah ke Sangeh. Disana banyak apa? (2) Banyak monyetnya ya?(.) So you should be careful with your things if you visit Sangeh(.) If you are walking in the forest(.) ya! Because the monkeys are naughty. Jadi hati-hati dengan barang yang kamu bawa. Ya(.) jangan kaget kalau sewaktu lagi jalan-jalan tiba tiba kamu lihat ada seekor monyet yang bergelantungan sambil memakai kaca mata. Eh ternyata itu adalah kacamataanya salah seorang turis yang diambil sama monyet itu((the students laugh)) lho ini kejadian beneran lho* [if have visited Bali you must have gone to Sangeh. What kind of things that

available a lot there? There are many monkeys there. So you should be careful with your things if you visit Sangeh. If you are walking in the forest ya! Because the monkeys are naughty. So be careful with your stuffs that you bring. Don't be surprised when you are walking then suddenly you see a monkey wearing glasses at a tree. And in fact the glasses belong to a tourist that is taken by the monkey.] ((Tell her experiences in Bali)) jadi Roy(1) you should be careful with your glasses (.)*kalau perlu kasih tali begini*= [if it's needed give a rope like this]

29. **Students:** ((laughing))

30. **Teacher:** ((Continue explaining the text))

31. **Teacher:** I give you five minutes to answer the questions! (.) *Kalau masih ada kata-kata sulit silahkan tanya!* [if there are still some difficult words please ask!]

32. **Students:** ((Some of them do the exercise, some of them chatting))

33. **Teacher:** ((Discuss the exercise stated on the text with the students))

34. **Teacher:** ((Ask the students to answer the next exercise orally)) now find the synonyms of these words! Langsung saja, Evelin! Number one!

35. **Students:** ((answer the questions orally))

36. **Teacher:** ((Give the students a clipping task that related to recreation)) for next week I want you to make a clipping! *Tugas membuat klipng, ya! Buat dalam kelompok. Okay, listen to me! Each group terdiri dari 5-6 orang. Find some pictures of tourism objects. Cari beberapa gambar tentang object wisata di Indonesia, terserah mau gambar pemandangan for example in Bali, in Sengkaling , danau Toba, up to you! Biasanya ada dikalender banyak ya. Minimal tiga tempat wisata. And then, glue on a carton, kalian tempel pada karton manila putih itu ya. Then, beside of the pictures disamping gambar, you give some information about the pictures. Kalian bisa kasih keterangan, misalnya Danau toba, letaknya dimana, kalian ceritakan sedikit pemandangan disana. It is a beatiful place for picnic and so on. Jadi mirip seprti membuat brosur,tapi sederhana saja. In English lho keterangannya, ya!* [make a clipping in a group. Okay, listen to me! Each group consists of 5 or 6 people.

Find some pictures of tourism objects. Find some pictures of tourism in Indonesia, up to you, you can choose any picture of scenery like scenery of Bali, Sengkaling, Toba lake up to you! Usually at calendar s there are many pictures. At least three pictures. Then you glue on a carton, manila carton ya. Then, beside of the pictures give some information about the pictures. You can give information like Toba lake where does it place, tell the scenery there. It's a beautiful place for picnic and so on. So, it's like making a brochure, but it's the simple one. The text is in English okay!]

37. **Students:** *wah mam! Angele!* ((some of them respond)) [wow it's so difficult]

38. **Teacher:** *Ya! (.)Questions?(2) Ada yang mau ditanyakan mungkin masih kurang jelas?* [ya is there any question?]

39. **Students:** ((Some of them ask about the task for details))

APPENDIX B3: The Utterances at the Third Observation

- Class: IIA

- Topic: Modern Games

1. **Teacher:** *Sampai mana kemarin yang terakhir? //Unit ten kan?//* [what did we discuss on the last meeting? was it unit ten?]

2. **Students:** *//sekarang Part D!bagian D mam!//* [now part D Mam]

3. **Teacher:** *oh(.) ya(.) Part D (2) ini ya?* ((Ask the students to open the lesson)) [oh ya part D this right?]

4. **Teacher:** *lho(.) where is Aris? (1) Nggak masuk ya hari ini? Makanya kok ada yang kurang rasanya(.) ternyata Aris ndak masuk (2) Biasanya nggak sesepe ini* [is he absent today? That's why I feel that there is something lost here. It's Aris. Usually it's not silaent like this.]

5. **Students:** ((laughing))

6. **Teacher:** *Oke (.) look at your book! There are six pictures(2) Decide what kind of game for each pictures!*

7. **Students:** ((Give a name of game for each pictures given))

8. **Teacher:** Ya!(.) E picture one! What kind of game is it? ((Discuss the pictures given with the students))
9. **Teacher:** we go on to speaking practice! (.)Look at your book! (3) There is a picture and a dialogue (1)Who is on the picture? –
10. **Students:** Budi!
11. **Teacher:** Budi(.) ya! Budi is telephoning his friend(2) Now listen to me! (.) I will read the dialogue first and then repeat after me! Oke! ((read the dialogue))
12. **Teacher:** Now I want you to read the dialogue! (2) The girls become Herry(.) and the boys become Budi
13. **Students:** ((read the dialogue))
14. **Teacher:** ((explain the dialogue))
15. **Students:** ((Listen to the teacher, but some of them chatting))
16. **Teacher:** now(.)answer the questions below! (3) You should make a question and an answer from the words given (2) you can see the example First (.)you make the question(.)then the answer I give you 5 minutes to do it!
17. **Students:** ((answer the questions))
18. **Teacher:** ((check the answer)) sudah selesai ya! (2) Let's check together! (.)Ehm starting from Nadia(.) number one please
19. **Students:** ((answer the questions))
20. **Teacher:** *Lho(.) masak what is he doing? Disini(1) verbnya apa(.) do atau play?(3) Ya?(.) Nadia?* ((waiting for Nadia's answer))[lho. Really? What is he doing? Here(1) what is the verb(.) do or play(3)? YA(.) Nadia?]
21. **Student:** Oh ya(1) what is he playing (.) he is playing badminton
22. **Teacher:** Ya! (.)What is he playing He is playing badminton (.) Next!
23. **Student:** E what ((The next student cannot answer))
24. **Teacher:** Ya (.) ayo!(.) What bla bla bla ya?
25. **Student:** What is (2) e what (2)e ((cannot answer))
26. **Teacher:** Yeah common! (1)What is the answer?(1) Make the question first! Buat kalimat tanya dulu (.) how?(.) What are
27. **Student:** ((do not answer))

28. **Teacher:** lho!(.) Do you understand what should you do? (1)Ngerti nggak caranya? (2) e make the questionnya first(.) what are Herry and his friends doing (.) *pakai are disini(.) karena subjeknya lebih dari satu* (1) *Ya! Lalu dijawab* (3) *gimana?* [use are because the subject is more than one ya! Then the answer?]
29. **Student:** E Herry and his friends are swimming
30. **Teacher:** *Ya(.) sudah ngerti ya Hen? Ini bentuk present continues tense (.) Oke! (.) I will give another example(3) Ehm for example (3) e gini aja(.) contohnya sekarang ini saja ya (.)Oke (1) sekarang kamu kan sedang belajar Inggris dikelas (.) sekarang ini ((write down some words on the blackboard)) disini ada Hendra study and English(.) ya?! Then we make the question from these(.) Jadinya gimana? (3)What is atau are? ((ask the students))* [ya do you understand Hen? The form is present continues tense. Okay I will give another example ehm for example e this situation ya, okay now you are studying English at the classroom. Here there are Hendra study and English. ya? Then we make the question from these. So how?]
31. **Students:** is
32. **Teacher:** oke Is!(.) What is Hendra studying(.) Apa yang sedang dipelajari Hendra(1) then? The answer is (2) Hendra is studying English ((explain some examples to the students about present tense))
33. **Students:** ((listen to the teacher))
34. **Teacher:** now number three! ((continue checking the exercise))
35. **Teacher:** *sekarang open the next page! (5)Ada gambar ya disitu (1) Ada dua orang laki-laki. Kira-kira sedang ada dimana itu(.) dan sedang apa mereka?* [Now open the next page there are 5 pictures there. There are two boys. What do you think? Where are they? What are they doing?]
36. **Teacher:** *sudah!(.) Sekarang kalian buat a dialogue based on the picture! Make in pairs, oke! ((ask the students to make a dialogue))* [okay, now make a dialogue based on the picture. Make it in pairs, okay!]
37. **Students:** ((Some of them make the dialogue, but some of them chatting and the other look sleepy))

APPENDIX B4: The Utterances at the Fourth Observation

- Class: IID
 - Topic: Modern Games
1. **Teacher:** *hampir lupa saya (.) Next week kalian ulangan lho ya! (.)* The last unit! [I almost forget. Next week you'll have a test. Right?]
 2. **Students:** *ha! ((look surprised))*
 3. **Teacher:** *Inikan ulangan harian kalian yang terakhir selama kelas dua ini(.) so saya harap kalian belajar sungguhan lho ya (2) this is your last chance(1) kesempatan terakhirmu untuk memperbaiki nilaimu(.) to improve your mark (.) Sayangnya kalau tidak mendapat nilai yang bagus(.) ya!(3) Mumpung juga bahannya gampang jadi saya berharap ini dapat membantu kalian menaikkan nilai rata-rata ulangan kalian yang kurang kurang itu! Ya(.) Deni! Saya yakin kok kalau kalian mau belajar sungguh pasti bisa dapat nilai tinggi kali ini.((encourage the students to learn well for the next text))* [this is your last test in the second grade. So, I hope that you will study seriously. Okay! This is your last chance to repair your score. It's a pity if you cannot get a god mark because the material is easy. So I hope it can help you in increasing your score. Okay Deni! I am sure that if you want to study well you must be able to get the a high score this time.]
 4. **Teacher:** *we continue now! Sudah dibuat belum ini part A ini? (1)Arrange the sentences? Kan saya suruh buat dirumah to? [Have you done part A? Arrange the sentences? I told you to make it right?]*
 5. **Students:** *belum! ((many students did not do the homework))* [not yet]
 6. **Teacher:** *kalau gitu(.) saya kasih waktu 5 minutes! [then I give you five minutes]Arrange the sentences now*
 7. **Students:** *((arrange the sentences))*
 8. **Teacher:** *((Check the students' answer))*
 9. **Teacher:** *next Part B!(1) Complete the following story using your own words! Ya(.) lengkapi dengan kalimat kalian sendiri tapi harus nyambung (2) Boleh diskusi tapi jangan rame! [complete with your own words, but it should have a relation. You may discuss, but don't be noisy!]*

10. **Students:** ((Complete the sentences for about five minutes))
11. **Teacher:** Yea Selvi(.) read the paragraph! Paragraph one saja (.)Yang lain please listen to Selvi! ((Check the students' answer and warn the students who make a noise))
12. **Teacher:** next paragraph two, Bertha
13. **Students:** ((discuss the answer with the teacher))
14. **Teacher:** ((Read and discuss the complete story or paragraphs for the students))
15. **Students:** ((Listen to the teacher and check their answer))
16. **Teacher:** *Sampai sini ada pertanyaan?* [is there any question so far?]
17. **Students:** ((no one ask))
18. **Teacher:** look at part C! (2)There are six pictures on your book (.) *Coba sekarang kalian buat a composition (2) Sebuah karangan ya! (.) Pendek saja ndak apa-apa (.) berdasarkan gambar tersebut (.) Oke! (.) Make a story based on the six pictures! Make it in a piece of paper! (3)Kalau sudah selesai kumpulkan di meja saya (3)Any questions? (1)Ada yang belum ngerti?* [Now make a composition ya just a short story based on the pictures. Okay! Make a story based on the six pictures make it in a piece of paper! If you finish please collect it to my desk]
19. **Students:** ((no one ask, and they make the task))

APPENDIX B5: The Utterances at the Fifth Observation

- Class: IIC
 - Topic: Review of all the material
1. **Teacher:** *Kita mulai dengan bacaan (.) ada kata kata sulit yang kamu temui? (3) Have you done it at home? (.) Sudah kamu buat?* [we start with the reading. is there any difficult words? Have you done it at home? Have you?]
 2. **Students:** ((all the students answer)) *belum!* [not yet!]
 3. **Teacher:** *Belum? (3)Karena sudah selesai lalu berarti ndak perlu membuat pr sebelumnya, ya (5) I give you 15 minutes to do (.) Lima belas menit (.) Do it now! Kerjakan sekarang! (1)Jawabanya disitu boleh (.) Yang silang-silang*

aja [not yet? Because it's finished so you don't have to make the homework, right? I give you 15 minutes to do. Do it know! Write the answer on the book, just cross the answer]

4. **Students:** ((Some of them do the exercise, but the other chat to each other))
5. **Teacher:** ((after 15 minutes, the teacher checks the students' answer)) Ya(.) number one : (1) (xxx) number four young street boys are(.) number five have you finished (3)six are you ready
6. **Students:** ((check their answer with the teacher, but some of them do not follow the teacher))
7. **Teacher:** do you like Aceh dances? (3) Aceh kan di Sumatra ya? (3)Minangkabau is in Sumatra barat West Sumatra. Are you from Aceh? ((ask one of the students))
8. **Students:** ((laughing))
9. **Teacher:** Oke(.) who comes from Aceh? (5) *Nggak ada ya? (.) Kalau gitu saya minta lain kali tanya saja sama Veri AFI tentang tarian ini.* [no one from Aceh? So, next time you ask Veri AFI about the dance]
10. **Students:** ((laughing))
11. **Teacher:** number nine(.) what kind of dances is from Java?=
12. **Students:** remo! ((answer altogether))
13. **Teacher:** ((continue checking the exercise with the students)
14. **Teacher:** okay(1) liat C!(.) C! one (.)football(1) two ((checks the next exercises))
15. **Teacher:** *lanjutkan D dan E sekarang!* ((Ask the students to do the next exercise)) [continue to part D and E now!]

APPENDIX C

The Interview with Some Students of Teacher A

APPENDIX C1: Interview with some students of IC

1. The writer : *Menurut kalian enak nggak cara mengajar dari guru bahasa Inggris kalian?* [what do you think about your teacher's way in teaching English, is it good?]
2. Student A & B : *Enak!* [it's good]
3. Student C : *Lumayanlah! Ngajare jelas.*[not bad! The teaching is clear]
4. The writer : And how about you? Menurutmu?
5. Student D : *Ya, enak. Aku suka.*[Ya, it's good I like it]
6. The writer : *Hal apa yang membuat kamu jadi suka sama dia?* [what makes you like her?]
7. Student D : *E ya itu dari cara ngajare. Gurue itu suka nglucu lek ngajar, ya gitulah* [e ya from her ways in teaching. She likes to make a joke when teaching]
8. The writer : *Kalau kamu?* [How about you?]
9. Student A : *Kalau aku sih suka sama Mam "A" soale enak ae lek njelasno, suka guyon masio kadang –kadang keras lek ngajar.* [I like Mam "A" because she is good in explaining, she likes to make a joke eventhough sometimes she is strict in teaching]
10. Student B: *Aku(2) aku seneng soale enak kalau nerangno, orange lucu!* [I like because she is good in explaining, she is funny!]
11. Student C: *Ya, sama. Enak soale suka guyon meskipun orange keras.*[ya, it's same. It's nice because she like to make humor eventhough she is strict]
12. The writer: *E jadi kalau boleh tahu kalian suka nggak dengan pelajaran bahasa Inggris yang diajarkan sama Mam?(.) e maksudku apa kalian ada semangat belajar bahasa Inggris, jadi rasanya seneng gitu kalau belajar bahasa Inggris?* [e if I can know do you like English that is taught by your

- teacher?e I mean do you have a spirit in learning English, so that you enjoy in learning?]
13. Student B : *Iya! Aku seneng lek pelajaran bahasa Inggris.* [yes! I like when I study English]
 14. Student C : *Aku juga! Pokoke enak aja pelajarane, apalagi Mamnya lucu.* [So do I! It's enjoyable during the learning process, moreover the teacher is funny]
 15. The writer : *Kalau kamu?* [How about you?]
 16. Student D : *Ya aku jadi suka sama Inggris, padahal dulu ndak sepiroo suka.* [Ya I Like English now, but before I didn't really like it]
 17. Student A : *Aku sih ya kroso biasa ae.* [I don't feel any difference]
 18. The writer :? *Maksudmu? Biasa ae itu suka nggak atau semangat nggak kalau belajar bahasa Inggris di kelas?* [what do you mean? Do you feel any difference meaning you like it or do you have a spirit in learning English or not?]
 19. Student A : *Ya, biasa! Suka soro ya nggak, dibilang nggak suka ya nggak. Yak apa ya biasalah!* [Ya it's a common! Like it very much, no, if I Say I don't like it, no. ya like that]
 20. The writer : OK thank you!
- (The writer asked the other students of IC)
21. The writer : *Bagaimana pendapat kalian tentang guru bahasa Inggris kalian selama ini. E apakah guru kalian pernah memberi semangat kalian dalam belajar bahasa Inggris? Kalau pernah seperti apa misalnya?* [what do you think about your English teacher?e does she give you a spirit in learning English? if yes like what?]
 22. Student E : *Pernah! Ya, misale kayak ngasih anjuran supaya belajar serius buat ulangan besok apalagi kayak tenses, mesti sering ngomong lek tenses itu penting, tenses itu penting! Kayak gitulah.* [yes she does. For example like giving a suggestion to learn seriously for the test, Especially for tenses. She always says that tenses is important]
 23. Student F : *Ya! Biasae memang gitu. Mam Isa suka gitu.* [Ya usually she she does it]

24. The writer: *Kalau menurut kalian, apakah kalian merasa termotivasi belajar bahasa Inggris atau dengan kata lain apa kalian merasa semangat bila belajar bahasa Inggris sama guru kalian?* [do you think you can be motivated in learning English or with another word do you feel enthusiastic in learning with your teacher?]
25. Student G : *Semangat yak apa maksudte?* [Enthusiastic like what?]
26. The writer: *Ya, maksudnya kalian itu jadi senang gitu kalau belajar bahasa Inggris, jadi semangat. Oh(.) seneng aku kalau pelajaran bahasa Inggris atau sebaliknya, huh males aku Inggris lagi Inggris lagi!* [ya, I mean you become to like English and enthusiastic in learning. Oh I Like English subject or in contrary I am so lazy with the subject]
27. Student G : *Oh! Ya seneng sih! Enak kok pelajaran bahasa Inggris.* [oh! Ya I like it! It's enjoyable during the teaching learning]
28. Student H & I : Ya!
29. The writer: *Hal apa yang membuat kalian suka sama pelajaran bahasa Inggris, e apa yang paling membuat kalian seneng belajar Inggris?* [what makes you like English? e what kind of thing that make you like English most?]
30. Student G: *Enak soale Mam kalau nerangno enak, jelas, suka guyon, jadi pelajaran bahasa Inggris rasae seneng.* [It's fun because when the teacher is explaining it's clear and she like to make a joke, so it makes me feel enjoy to learn]
31. Student I : *Hmm ya, kalau di kelas kadang nerangno serius kadang guyon-guyon. Enak ya kayak kapan hari itu.* [hm, ya sometimes she explains seriously, sometimes she makes humor. It's fun like that day]
32. The writer: *How about you? Dari cara guru kalian ngajar, hal apa yang paling membuat kalian senang belajar bahasa Inggris?* [from the teacher's way in teaching, what makes you feel happy in learning English?]
33. Student F : *Hm, pertama gurue suka humor, suka guyon kalau di kelas, jadine enak. Terus, orange baik, perhatian. Lagian aku juga memang suka Inggris*

- dari kecil.* [hm first the teacher likes to make humor at the class, so it's fun. Then, she is nice and cares . besides I like English since I was a child]
34. Student H : *Aku suka belajar Inggris karena menurutku Inggris itu penting, jadi aku mesti belajar Inggris biar nanti kalau besar bisa pintar Inggris. Lagian Mamnya enak.* [I like to study English because in my Opinion English is important, so I should learn it thus later on I can Speak English. besides, the teacher is nice]
35. The writer: *Enak maksudnya?* [what does nice mean?]
36. Student H : *Ya, kalau ngajar enak, serius tapi santai, ada guyon-guyon.* [ya, in teaching she is good, seriously but relaxed, there are some humor]
37. The writer: *pernahkah kalian diberi cara-cara belajar yang benar atau strategi belajar?* [have you ever been given strategies of how to learn well]
38. Student F : *Nggak tahu ya.* [I don't kow]
39. Student H : *Nggak. Nggak pernah.* [no.no never]

APPENDIX C2: Interview with some students of ID

1. The writer: *Apakah selama ini kalian senang belajar bahasa Inggris?* Do you like to Learn English?]
2. Student A&B: *Senang.* [Yes I do]
3. Student C : *Lumayan!* [not bad]
4. The writer: *Kira-kira hal apa saja yang membuat kalian suka belajar bahasa Inggris?* [what makes you like to study English?]
5. Student A : *Hmm, suka karena gurue enak. Sebenere sih aku nggak terlalu suka Inggris, tapi karena gurunya enak ya jadi lumayan suka.* [hm, I like it because the teacher is nice. Actually I don't like English, but because of the teacher ya I like it]
6. Student C : *Kalau aku suka Inggris karena kalau waktu pelajaran bahasa Inggris itu rasane enak. Soale Mam "A" itu masio kadang –kadang Jahat, keras kalau lagi ngamuk, tapi orange lucu.* [I like English Because it's enjoyable during the teaching learning process. because Mam "A" eventhough sometimes she is mean, strict, but she is funny]

7. Student B : *Ya, sama. Aku suka karena ngajare enak.* [Ya it's same with me. I like It because of her teaching is good]
8. The writer: *Menurutmu adakah atau pernahkah gurumu melakukan suatu hal yang membuat kamu terdorong untuk belajar bahasa Inggris?* [do yo think have your teacher made you feel encouraged to learn English?]
9. Student B: *Pernah! Waktu Mam "A" menceritakan pengalamane dulu waktu masih di SMP. Pertama Mamme itu nggak suka Inggris tapi dia duduknya selalu didepan. Dan setiap pelajaran Mam"A" pasti kena cing, ditanyai terus. Gara-gara itu de e les Inggris, terus dikelas kalau ditanyai terus-terusan de e isa njawab terus. Dari itu Mam jadi pinter Inggris.* [she has. When she told about her experiences when she was in junior high school. First she did not like English, but she was used to sit in front. And during the teaching learning she always got a turn to answer questions. Because of that she took a course then. So during the class when she was questioned she could answer all. Since that she is good in English]
10. Student A&C: *Oh, ya-ya waktu itu pernah cerita.* [oh yes yes I she had told it]

(The writer interviewed the other students of ID)

11. The writer: *Bagaimanakah menurutmu cara mengajar guru bahasa Inggris?*[how do you think your English teacher's way in teaching?]
12. Student D : *Lumayan enak!* [not bad]
13. Student E : *Ya, enak! Ngajare jelas nerangnoe enak.* [ya, it's good! she teaches Clearly and well]
14. Student F&G: *Iya, seperti itulah!* [yes, like that]
15. The writer: *Pernahkah gurumu memberimu semangat atau pernahkah dia melakukan sesuatu yang membuat kamu terdorong untuk belajar bahasa Inggris?* [has your teacher ever given you a spirit or done something that made you feel encouraged to study English?]
16. Student F : *Pernah sih, ee kadang-kadang Mamnya suka nakut-nakuti. Bilang kalau nanti kelas dua tiga itu sulit, kelas satu ini masih lumayan gampang. Jadi disuruh belajar beneran mesti serius.* [she has, e, sometimes she likes to

frighten. She said that if later on in the second and third grade will be difficult, first grade is still easy. So she ask to study well and seriously]

17. Student G : *Iya iya, suka nakut nakuti gitu. Kadang juga ngomong kalau Nanti ulangane kayak gini-gini, nah gampang toh nggak angel angel kok asal kamu selalu ndengerkan, merhatikan saya waktu saya nerangkan apa ya itu nanti sing keluar.* [yes, I she likes to frighten us sometimes, she also says the test is like this, it's easy right. It's not so difficult if you want to listen and pay attention to me when I explain]

18. Student D&E: *Iya, biasae suka gitu.* [yes, she likes to do that]

(The writer ask other students)

19. The writer: *Pernahkah guru Inggrismu melakukan suatu hal yang membuat kamu terdorong untuk belajar Inggris atau hal apa yang paling kamu sukai dari gurumu yang membuat kamu jadi suka bahasa Inggris?* [has your teacher done something that make you feel Encouraged I learning English or what makes you like your teacher Most that makes you like English?]

20. Student H : *Oh! Itu e gurue enak kalau nerangkan dan jelas. Kadang-kadang sering guyon, jadi nggak tegang di kelas itu, jadi nrima pelajaran isa enak, masuk.* [oh! That's e the teacher is good in teaching and it's clear. Sometimes she makes jokes, thus the situation is not tense. So that we can accept the learning well]

21. Student I : *Aku jadi terdorong belajar Inggris karena Mam "A" itu memang orange lucu, tapi ya keras apalagi kalau lagi ngamuk hi ya itu karena Mam itu keras, kalau ndak mbuat pr pasti kena marah atau lek parah ya ada hukumane kalau nakal. Terus nanti kalau nilainya jelek nilainya pasti dibacakan didepan kelas, jadi kan malu kalau elek. Lha dari itu aku takut, aku jadi pengen belajar Inggris bener- bener, biar gak malu atau kena marah.* [I become motivated to learn English because the teacher is funny, but she is also strict if she is angry hi ya that's why she is strict. If you did not make a homeworkshe will be angry or she will give a punishment if you are naughty. Then, if the score is bad it will be read in front of the class, so you will be you

will be ashamed if you got a bad mark. So, that's why I am afraid I want to learn English well if I don't want to be ashamed]

22. Student J : *Kalau aku suka pelajaran bahasa Inggris karena memang Mam "A" itu enak kalau ngajar, lucu ya suka guyon masio keras.* [I like English because the teacher is good in teaching, she is funny, likes to make humor eventhough she is strict.]

APPENDIX C3: Interview with some students of IA

1. The writer: *Apakah kalian pernah merasa termotivasi atau dengan kata lain apakah guru Inggris kalian pernah melakukan suatu hal yang membuat kalian jadi suka belajar bahasa Inggris, mungkin dari cara mengajarnya atau apa?* [do you feel motivated or in another word did your teacher do something that makes you like English, maybe by her way in teaching or what?]
2. Student A : *Hmm, dari cara nerangkannya enak, jelas.* [hm, the way she explains Is good, clear.]
3. Student B : *Ya, Mam "A" itu kalau ngajar kadang-kadang suka guyon jadi enak.* [ya Mam "A" is god in teaching. Sometimes she like to joke.]
4. The writer: *Lalu bagaimana cara gurumu menyemangatiimu untuk belajar?* [then, In what way she motivates you to learn?]
5. Student A: *Ngasih semangat, ya itu kayak tadi waktu dikelas, ee Mam ngasih semangat sama Yuli supaya de e mbaca keras, nggak usah takut salah mbaca, ndak apa-apa nanti Mam mbantu mbetulan.* [motivating for example like what happened today Mam encouraged Yuli to read the loudly. She asked her not to be afraid in making a mistake in reading because she will correct her.]
6. Student C : *Hmm! Mam itu juga tahu bilang kok kalau salah itu ga papa nggak usah takut, soale salah itu lumrah.* [hmm! She also said that making a mistake is normal so don't be afraid.]
7. The writer: *Mungkin ada yang lain? Yang membuat kalian terdorong atau jadi senang dengan pelajaran bahasa Inggris?* [Maybe is there any else? Something that encouraged you in learning English?]
8. Student C : *Ya itu tadi, sudah ya.* [Ya that's all]

9. Student A : *Ya, ya gurue enak pokoke. Suka cerita cerita pengalamane yang lucu-lucu.* [ya, she likes to talk her funny experiences]

(The writer asked the other students of IA)

10. The writer: *Apa yang dilakukan gurumu kalau sampai ada murid yang nakal? atau ramai sendiri dikelas?* [what will she do if there is a naughty student who makes noises in the class?]

11. Student D: *Ya kalau rame kadang kadang ada sing dijewer telingae, kalau masih tetep rame biasae disuruh maju di depan.* [ya if you are noisy sometimes she will pull your ears or ask you to come in front.]

12. The writer: *Pernah tidak gurumu melakukan sesuatu yang membuat kamu jadi senang belajar bahasa Inggris atau pernah tidak menyemangati murid-murid untuk belajar?* [has your teacher done something that made you feel happy in learning English or has she encouraged you?

13. Student E : *Pernah. Ya, biasanya ngomongi, “belajaro rek, belajaro! Nilaimu ini lho rek elek-elek, sampai bosen aku ngomongi kamu bolak-balik”. Ya, pokoknya marah marah kalau muridnya banyak yang dapat jelek.* [she has. Usually she says, “ study please! Your score is bad, I am bored warning you”. Ya, she will be angry if the students get bad mark.]

14. Student F : *Aku suka Inggris soale gurue enak kalau ngajar. Mamnya suka suka guyon kalau dikelas.* [I like English because the teacher is nice. She likes to make jokes in the class.]

15. Student G : *Mam “A” itu enake kalau pas lagi guyon-guyon lho enak. Tapi aku memang suka kalau kalau pelajaran Inggris ya, karena tadi itu Mamnya ndak terus seriuusss kalau nerangno, jadi ndak stress.* [Mam “A” is interesting when she makes a joke. Actually I like English because the teacher is not always too serious in teaching, so that we are not stressed.]

16. The writer: *Bagaimana biasanya cara gurumu memberimu semangat untuk belajar? Apakah kamu merasa terdorong untuk belajar setelah apa yang dilakukan oleh gurumu?* [How did she motivate you in learning? Are you motivated after all that she has done?]

17. Student H : *Biasanya guruku suka ngingetin suruh belajar buat ulangan. Ngasih tahu yang keluar soal semacam ini-ini, pokoknya apa yang diajarkan ya itu yang keluar nantinya. Jadi enak, kalau belajar jadi semangat, nggak usah bingung mana yang mesti dipelajari. Point- point sing penting dikasih tahu. Kalau ada sing belum jelas diterangno lagi. Ya rasae itulah sing mbuat aku suka.* [usually she likes to riminds us to study for the test. She tells the material that will be tested. Everything she has taught it will be tested. That's why it makes us be more motivated in learning, we don't have to confused which one should be learnt. The important point will be told. If there is anything unsolved, it will be discussed again. That makes me like it.]
18. The writer: *Apakah gurumu pernah memberikan strategi-strategi belajar?* [has she ever given you strsteies how to learn?]
19. Student H : *Ndak! Cuman ngasih semangat belajar aja ya seperti tadi itu.* [no she just given a spirit to learn.]

APPENDIX C4: Interview with some students of IB

1. The writer: *Pernahkah guru Inggrismu memberimu semangat atau dorongan dalam belajar bahasa Inggris? Kalau pernah, bagaimana caranya memberimu semangat atau membuat kamu jadi suka belajar bahasa Inggris?* [has your teacher ever given you support in learning English? if yes, how did she do it?]
2. Student A : *Pernah. Caranya ya, biasanya Mamnya suka cerita tentang tentang pengalamannya dulu dulu dengan bahasa Inggris, cerita cerita ini itu banyak dan lucu lucu, jadi aku jadi suka sama Inggris. Soale kok rasane enak isa bahasa Inggris kayak Mam "A".* [yes she has. Usually she likes to tell her experience In learning English. tell the funny experiences, so it makes me like English. because I think it will be nice if I can speak English like Mam]
3. Student B : *Lek aku sih, suka pelajaran bahasa Inggris soale gurue enak pas lagi nerangno, suka guyon kadang kadang.* [I like the subject because the teacher is good in teaching, she likes to joke]

4. Student C : *Ya, lagian Mam e kalau ada sing belum ngerti, misale njelasno apa gitu ya, kalau jek belum ngerti pasti dijelasno lagi. Biasae nanyai uda ngerti belum, uda jelas nggak.* [ya, the teacher likes to explain more if there is someone still doesn't undertand. Usually she asks do you undertand, is it clear.]
5. The writer: *Apakah menurutmu guru bahasa Inggrismu sudah cukup memotivasi kamu dalam belajar bahasa Inggris?* [do you think your teacher has motivated you enough in learning English?]
6. Student D : *Memotivasi yak apa?* [like what?]
7. The writer: *Maksudnya, apakah gurumu itu dalam mengajar di kelas membuat kamu jadi suka belajar bahasa Inggris atau sebaliknya? Apa dia pernah memberi semangat murid-muridnya untuk belajar?* [I mean when she was teaching did she make you like to study English or not? Has she given you support to learn?]
8. Student D&E: *Ee, pernah!* [e, yes she has]
9. The writer: *Bagaimana ya caranya dia menyemangati murid-muridnya?* [how she did it?]
10. Student E : *Dengan ee, misalnya ee, gimana ya aku lupa?* [by e, for example,e I forgot]
11. Student D : *Itu lho nyemangatine biasae dengan cara ngomongi. Ngomongi Kita kita soal ulangan atau ujian-ujian. Kan Mamnya suka bilang “ini lho ya penting, pelajari baik-baik, perhatikan nilaimu itu lho rek !” gitu- gitu itukan nyemangati muridte suruh belajar .* [she supported us by telling the students. She told us about the material of the test. She told the important material that should be learnt. She liked to say: “ this is the most important thing to be learnt, wacth out to your score”]
12. The writer: *Apakah dengan cara seperti itu kamu terdorong untuk belajar?* [does it motivate you to learn?]
13. Student D : *Iya. Kan biar nilainya nggak elek lagi, jadi nyoba belajar lebih lagi. Jadi biar nilainya naik.* [yes. In order to make the score not too bad.]

14. Student E : *Apalagi di kelas Mam "A" itu suka tanya-tanya. Apalagi soal soal tenses pasti sering, lagi nerangno gitu moro moro nanti sambil nanyai murid sering gitu itu. Jadi mesti belajar apa sing wis diterangno kemarin-kemarin.* [in the class mam "A" like to ask especially about tenses. While explaining suddenly she asks the students. So we should be prepared with the material that has been taught.]
15. The writer: *Tapi apakah kalian suka dengan cara ngajar guru kalian itu?* [but do you like your teacher's way in teaching?]
16. Student D: *Suka! Mam kalau ngajar enak, diseling-selingi guyon. Malah pernah seharian satu jam pelajaran itu guyon terus sama Mam "A".* [I like it. She is very good in teaching, sometimes she adds jokes. one day in one meeting she made humor with us.]
17. Student E : *Enak memang, tapi ojok lagi wayahe mam ngamuk ae. Jangan pernah nggarai, huh pasti abis diamuki nanti. Apalagi kalau ada sing ndak mbuat tugas, kalau sampai batas waktue belum ngumpul no, hii pasti kena amuk.* [it's interesting, but not at the time when she gets angry. Don't even disturb her, you will be reprimanded. Especially when there is a student who did not make a task, she would angry]
18. The writer: *Apa gurumu pernah memberi hukuman bagi mereka-mereka yang nakal?* [has ever she given a punishment to them who are naughty?]
19. Student E: *Pernah. Biasae sing rame terus, disuruh maju depan, sing ndak mbuat tugas hukumane lain-lain ya macem-macem sesukae Mam.* [she did. Usually the noisy student will be asked to come in front. The one who did not do a task will get a punishment as she wants.]
20. Student F: *Ya, biasanya kayak gitu. Aku takut kalau kena hukum, jadi wis ndak usah macem-macem, tugas mesti mbuat, jangan nglamun di kelas, nanti ditegur biasae. Aku pernah waktu lagi mikir enak-enak terus dipanggil " Ellen! Ngalamun apa kamu?, padahal aku nggak lagi nglamun lho .* [ya usually is like that. I am afraid if I get a punishment, so I have to do the task, don't daydream at the class you will be called. I ever thought at the class then

the teacher called me “ Ellen! What do you daydream?”, actually I did not daydream]

21. The writer: *Apakah kamu merasa senang belajar bahasa Inggris selama ini?* [do you enjoy learning English so far?]
22. Student G: *Ya lumayan, seneng.* [ya not bad]
23. Student H : *Aku suka kalau pelajaran bahasa Inggris karna Mame enak. waktu di kelas itu rasae nggak kroso kalau lagi belajar, soale Mame kalau ngajar ndak tegang, suka nglucu, guyon-guyon. Pokoke jangan sampai Mam e marah, kalau lagi marah ya guyone titik.* [I like the English subject because the teacher is nice. During the class I don't feel like study, because she doesn't explain tensenly, she she likes to make a joke. Don't ever make her angry, if she is angry she won't make more joke.]
24. Student I : *Iya, iya pernah kapan hari itu masuk masuk moro ngamuk ya Tapi kalau wis reda ya biasa lagi ya, guyonan lagi.* [yes yes, on that she was angry when she came to the class. But when she was not angry anymore, she made jokes.]

APPENDIX C5: Interview with some students of IE

1. The writer: *Apakah selama ini kalian senang belajar bahasa Inggris?* [do you like studying English so far?]
2. Student A : *Bahasa Inggris? Senang.* [English? Yes I like it]
3. Student B : *Seneng, lumayan!* [I enjoy it, not bad]
4. Student C : *Pelajarane sih angel, tapi waktu pelajaran dikelas sih enak, nggak papa. Jadi rasae nggak terlalu beban, daripada matematika.* [The subject is difficult, but during the lesson it's enjoyable. So, it's not a burden subject like Mathematic.]
5. The writer: *Lalu hal apa yang membuat kamu merasa enak ketika pelajaran bahasa Inggris di kelas?* [then, what makes you enjoy learning English?]
6. Student C: *Enak karena waktu pelajaran bahasa Inggris itu santai gitu lho, maksudku nggak usah mesti ngitung-ngitung, mikir. Paling paling cuman menghafal rumus-rumuse apa itu tenses, grammar lah, ya kayak gitu gitu itu*

lagian enak soale Mam-e lek ngajar kadang sambil guyon guyon tapi nanti lek ulangan itu sing soro, aku ini lupa gak isa inge -inget rumus rumus itu, makane aku bilang pelajaran itu benere angel. [I enjoy it because it's relaxed during the lesson. I mean it doesn't need to account. I only need to memorize the patterns of tenses, grammar something like that. It's also fun because the teacher likes to make humor while teaching, but it will be difficult on the test because I forget I cannot memorize the patterns, so that's why I said that this subject is actually difficult,]

7. Student B: *Ya, sama! Aku tuh nggak suka Inggris soale mbingungi. Hari ini misale makan gitu ya Inggris eat, kemarin wis lain lagi ate, besok lain lagi. Jadi mesti nggafal akeh, ya itu sing nggak tak suka. Tapi memang waktu pelajaran sih nyantai, Mam-e enak kalau nerangno. [ya it's same with. I don't like English because it is confusing. Today for example eat, yesterday is ate and tomorrow is different. So, you should memorize a lot, that's what I don't like. But it is so relaxed during the lesson. She is good while explaining.]*
8. Student A : *Heh, lucu ya, Mam "A" itu. Masio ngamuk tapi kadang kadang ya sik mbek nglucu. Ee, nerangnoe enak, kalau masih belum jelas misale, pasti dijelaskan lagi. Biasae mesti tanya "ada pertanyaan?". Nanti diajari lagi, tapi sambil tanya-tanya lagi. [it's funny. Eventhough she is angry, but sometimes she is still funny. E, her explanation is good, so if there is something hasn't been clear, she would explain again. She is used to asked" is there any question?]*
9. The writer: *Hal apa yang paling membuat kamu senang belajar bahasa Inggris? Atau yang membuat kamu nggak bosan belajar? [what makes You feel interested in learning English? or what makes you don't Feel lazy to learn?*
10. Student D : *Yang membuat nggak bosan karena gurunya enak kalau mengajar nggak mbuat ngantuk, karna Mam "A" itu orange keras tapi lucu. Kalau ngajar itu ndak terus-terusan serius, tapi diselingi humor, ada lucue, jadi ndak tegang seperti guru. [something that makes us not feel bored is because*

the teacher is good in teaching, she doesn't make us sleepy, because Mam "A" is funny but strict. In teaching she is not always be serious, but she add humor, so it's not tense.]

11. Student E : *Inggris sih aku nggak terlalau suka benere, tapi Mam e enak kalo di kelas. Ya itu tadi, Mam "A" lucu, jelas ngajare. Aku jadi lumayan suka akhire sama Inggris.* [I don't really like English, but Mam "A" is funny, and explains clearly]
12. The writer: *Pernah tidak kamu merasa terdorong untuk belajar karena sesuatu hal yang telah dilakukan oleh guru Inggrismu? Maksudnya, mungkin gurumu pernah menyemangati kalian entah melalui tindakan apapun sehingga kalian itu termotivasi belajar?* [do you ever feel motivated to learn because something that the teacher did? I mean maybe your teacher has encouraged you by her behavior or others so that you are motivated to learn?]
13. Student E: *Rasanya pernah. Memberi semangat itu misale melalui cerita cerita dari pengalamane Mam-e waktu dulu belajar bahasa Inggris. Ya dari situ biasae habis cerita terus mbilangi arek arek suruh belajar karna dulu waktu jamane Mam masih sekolah itu mau apa-apa nggak segampang sekarang ndapetnoe tapi sekarang kan mudah, jadi kita kita ini mesti bersyukur, mau belajar ini isa itu isa.* [I think I do. She gives support by telling the story from her experiences studying English. After telling the story she told the students to learn because when she was studying at that time everything was difficult to be get, it's not same with now. So we should be grateful because we can learn anything.]
14. Student F: *Iya, ngasih tau juga kalau ee, apa itu, bahasa Inggris itu penting apalagi kalau kerja, semua kebanyakan butuh orang yang isa berbahasa Inggris gini gitu gara gara gitu aku jadi pengen isa ngomong Inggris sing lancar.* [yes, she also told that English is important when working. Everyone needs someone who is able to speak English. That's why I want to be able to speak English fluently.]
15. The writer: *Bagaimana dengan tugas-tugas yang diberikan, apakah sering?* [how About the task that is given. Is it often?]

16. Student D,E& F: *Oh, sering!* [oh yes!]
17. The writer: *Misalnya seperti apa?* [like what?]
18. Student D : *Wah ya nggak mesti, macem-macem ya.* [wow it's varied]
19. Student F : *Iya, kadang disuruh ngrangkum, kadang disuruh cari klipping dari koran, terus pernah.* [yes, sometimes she asks us to summarize, sometimes we are asked to make a clipping from newspaper.]
20. Student G : *Itu disuruh mbuat surat, dialog, sing paling sering ya mbuat latihan-latihan dari Mam-e uakeh biasae.* [she asking us to make a letter, the most often is making the exercises from the teacher.]
21. The writer: *Pernah tidak gurumu memberitahu kalian bagaimana cara belajar yang benar atau strategi strategi belajar yang benar?* [has she ever told you how to study well or strategies of how to learn?]
22. Student I : *Tidak.* [no]
23. Student G : *Nggak pernah kalau strategi, kalau nyuruh belajar sering.* [no never, she tells us to learn.]

APPENDIX D

The Interview with Some Students of Teacher B

APPENDIX D1: Interview with some students of IIE

1. The writer: *Bagaimanakah menurut pendapatmu mengenai cara mengajar guru bahasa Inggris, khususnya dalam hal memotivasi siswa untuk belajar bahasa Inggris?* [what do you think about your teacher's way in teaching English, especially in motivating the students to learn?]
2. Student A : *Biasa. Ya, biasa saja.* [nothing special]
3. Student B : *Memurutku kaku kalau ngajar.* [I mean it's stiff when she is teaching]
4. The writer: *Kaku? Maksudnya kaku itu bagaimana?*[stiff? How come?]
5. Student B : *Kaku, maksudnya itu kalau ngajar itu ya monoton gitu-gitu aja, mbuat ngantuk jadine.* [stiff, means when she is teaching it's monotonous, it makes sleepy]
6. The writer: *lalu bagaimana dalam hal memotivasi tadi?* [so how about motivating the students?]
7. Student B : *Ndak pernah rasae.* [I think she never motivates]
8. Student C : *Ya, nggak pernah kok. Ya wis ngajar biasa, memotivasi yak apa sih memange?* [yes, she never does it. What kind of motivate?]
9. The writer: *Maksudnya, apa pernah gurumu itu melakukan suatu hal yang membuat kamu jadi terdorong untuk belajar bahasa Inggris, atau membuat kamu jadi suka gitu belajar bahasa Inggris?* [it means has your teacher done something that made you be encouraged in learning English?]
10. Student C : *Ndak! Ndak pernah.* [no never]
11. Student D : *He-eh! Ndak pernah prosoku.* [yes never I think }
12. The writer: *Lalu, apakah dalam mengajar guru itu selalu serius atau ada diselingi humor-humor sedikit?* [Then, is she always serious in teaching or she add some jokes in her teaching?]
13. Student B : *Ada sih kalau humor, kadang-kadang.* [humor yes, yes sometimes]

14. Student A : *Ya, ada pernah nglucu tapi jarang.* [yes but it's seldom]
15. The writer: *Bagaimana bila ada murid yang nakal atau tidak membuat tugas?*
[how If there is a naughty student who did not make a task?]
16. Student B : *Kalau ada murid yang nakal biasanya Mam-e ngamuki, ya dimarahi pokoknya. Terus kalau nggak mbuat tugas, e ya nggak papa. Biasae cuman diperingati terus dikasih waktu suruh mbuat lagi.* [if there is a naughty student usually she reprimand him. Then, if he did not make a a task she only warn him to make it]
17. The writer: *Apakah kamu senang dengan pelajaran bahasa Inggris selama ini?* [do You like English so far?]
18. Student E : *Aku nggak terlalu suka sama pelajaran Inggris.* [No not really]
19. Student F : *Lihat lihat, kalau gampang aku suka. Tapi kalau pas sing uangel ya nggak suka.* [It depends. If it's easy I like, but if it's difficult I don't]
20. Student G : *Aku biasa saja. Suka ya ndak, ndak suka ya ndak, biasalah!* [it cannot be said that I like it or it cannot be said that I don't like it.]
21. The writer: *Ok! Lalu pernahkah gurumu menyemangatimu atau murid-murid yangyang lain untuk belajar bahasa Inggris? Jadi dari omongannya entah dari tindakannya yang lain itu dapat memberi kalian semangat atau rasa suka, tertarik untuk belajar bahasa Inggris?* [Okay! So has your teacher ever supported you to learn English?]
22. Student E : *Nggak pernah!* [no never]
23. Student G : *Apa ya? Pernah nggak ya?* [has she?]
24. Student H : *Oh! Paling dari omongane. Misal cerita pengalamane dulu. Nahh, dari situ sambil ngasih contoh contoh hal hal sing pernah dialami Mam e kadang ngasih tahu yak apa carane de-e dulu belajar Inggris, ngasih tau kalau Inggris benere gampang kalau mau diniati kayak tadi barusan di kelas itu lho.* [Oh! Maybe from her speech. For example she told her experiences. From it, it can give some examples of what she has experienced. Sometimes she told how she studied English, she told that English is actually easy if you want to learn seriously.]
25. Student G : *Oh, yaya.* [oh ya]

26. The writer: *Mungkin ada hal lain lagi yang mbuat kalian semangat belajar?*
[maybe there are still another things that make you enthusiastic in learning?]
27. Student E : *Hehe nggak tahu!* [hehe I don't know]

APPENDIX D2: Interview with some students of IIB

1. The writer: *Pernahkah kamu merasa termotivasi oleh gurumu dalam belajar bahasa Inggris? Atau dengan kata lain dengan cara mengajar gurumu itu kamu menjadi suka belajar bahasa Inggris? Pernah nggak?* [do you feel motivated by your teacher in learning English? or with another word by your teacher's way in teaching do you become to like English?]
2. Student A : *Nggak, nggak pernah!* [no never]
3. Student B&C: *Nggak tahu* [never]
4. The writer: *Masak sih nggak pernah? Satu kalipun aja, masak nggak pernah melakukan sesuatu yang membuat kalian merasa terdorong atau termotivasi untuk belajar?* [really? Once?]
5. Student A : *memang ndak pernah memotivasi.* [she never does it]
6. The writer: *Lalu apakah kalian senang dengan pelajaran bahasa Inggris selama ini atau kalian merasa bagaimana dengan pelajaran bahasa Inggris ini?* [then, do you feel interested with the English subject so far? Or how do you feel with the lesson?]
7. Student A : *Nggak enak, sulit.* [it's not interested]
8. Student B : *Lebih sulit daripada kelas satu dulu ya.* [It's more difficult than the first Grade]
9. Student D : *Memang lebih sulit sih, dan sekarang ini kok rasae mboseni pelajarane. Ngantuk aku kalau dikelas.* [yes it is, and now I feel it's boring. I feel sleepy during the class]
10. Student C : *Iya, bener! Kadang-kadang isa nguantuk ya waktu Mam-e nerangno apa gitu misale, kadang-kadang itu sering nggak konsen aku.* [yes it's right! Sometimes it can feel sleepy when she was teaching. I often cannot concentrate.]

11. The writer: *Bagaimana jika ada murid yang rame sendiri atau nakal di kelas?*
[how if there is a noisy or naughty student at the class?]
12. Student E : *Paling Mam-e negur, ngasih peringatan.* [the teacher will give warning]
13. The writer: *Lalu adakah yang pernah dihukum karena terlalau nakal? Kalau ada hukumannya seperti apa misalnya?* [then, is there anyone who got a Punishment? Is yes what is the punishment?]
14. Student E : *Nggak pernah ada kejadian kayak gitu. Ambek-an Mam-e itu suabar, paling-paling cuman negur arek sing nakal.*[no it never happens. Besides, the teacher is patient she only warns the student.]
15. Student B : *Ya, Mam “B” itu memang sabar orange, nggak tahu ngamuk.* [yes Mam “B” is patient, she is never angry]
16. The writer: *Apakah guru bahasa Inggrismu termasuk guru yang bisa memotivasi siswanya dalam belajar bahasa Inggris?* [is she a teacher who can motivate the students in learning?]
17. Student F : *Nggak, ngak pernah memotivasi.* [No, she never motivates]
18. Student G : *Memotivasi yang gimana sih?* [what kind of motivates?]
19. The writer: *Memotivasi maksudnya bisa membuat siswanya itu terdorong untuk belajar, jadi suka sama bahasa Inggris.* [motivate means that the teacher can make the students be encouraged to learn English]
20. Student G : *Nggak, nggak tahu rasae. Pokoknya dikelas itu ya sudah biasa aja. Ngajar ya ngajar biasa, nggak pernah aneh-aneh.* [no never I think. She teaches in common way]
21. Student H : *Iya . Biasa kalau ngajar. Malah ngantuk aku kalau Mam-e lagi nerangno. Ya nggak mesti sih aku kalau ngantuk, liat-liat bahanya sing diterangno.* [yes. I feel sleepy when she is teaching. It depends the material.]
22. The writer: *Bagaiman kalau di kelas, apakah selalu serius kalau mengajar atau ada diselingi humor humor sambil menerangkan sesuatu?* [How if in the class, is she always serious in teaching or is there any humor?]
23. Student I : *Humor ada, tapi lebih banyak seriuse sih.* [there is humor, but it is more serious than humor]

24. Student J : *Iya jarang ya guyon-guyon, tapi Mam-e apik orange, sabar ya.* [yes it's seldom in making humor, but she is a nice person and patient]

APPENDIX D3: Interview with some students of IIA

1. The writer: *Pernahkah guru bahasa Inggris melakukan suatu hal yang membuat kamu jadi terdorong untuk belajar bahasa Inggris atau membuatmu termotivasi untuk belajar?* [has your teacher ever done something that made you motivated to learn English?]
2. Student A&B: *Tidak pernah!* [never]
3. The writer: *Tidak pernah? Lalu apa yang membuat kalian semangat belajar bahasa Inggris selama ini?* [never? Then, what makes you enthusiastic in Learning English so far?]
4. Student A : *Ga ada, kalau ga perhatian ya wis.* [nothing, it doesn't matter if the students do not pay attention]
5. The writer: *Tidak perhatian itu maksudnya dalam hal apa?* [do not pay attention in What way?]
6. Student A : *Kalau misalnya ada murid yang ndak merhatikan waktu gurue nerangno ya wis nggak papa. Kamu mau ndengerno apa ndak ya wis, pokoke ndak ganggu sing lain.* [if there is a student doesn't pay attention to her when she is explaining, it's okay. You want to listen or not is up to you, the important one is don't disturb the other students.]
7. Student C : *Ya, Mam-e soale terlalu sabar.* [yes, because the teacher is too patient]
8. The writer: *Lalu kalau ada yang ramai di kelas?* [then how if there is a noisy student?]
9. Student C : *Ditegur sama Mam Agus.* [the teacher will warn him]
10. Student D : *Paling diomongi tok“Heh, Benny diam! Kamu ngomong terus itu apa sudah selesai pekerjaanmu?” biasae gitu tok ya Mam-e kalau lagi ngerjakan tugas terus ada yang ramai, paling ya uda ditegur gitu aja.* [she

only warns heh Beny shut up please! You keep talking, do you finish with your work?’, she said like that if there is a student who makes a noise]

11. Student A : *Ya, malah kadang kadang pernah kok dibiarno rame dewe.* [yes, is like that, sometimes she let the student keep talking.]
12. The writer: *Sering tidak kamu mendapat tugas dari guru bahasa Inggrismu?* [do Often get a task from your teacher?]
13. Student E : *Tugas? Sering!* [a task? yes I do]
14. The writer: *Seperti apa misalnya?* [like what?]
15. Student E : *Klipping, ngrangkum paling sering.* [clipping, summarizing is often]
16. Student F : *Heeh! Ngrangkum paling sering.* [yes summarizing is often]
17. The writer: *Bagaimana bila ada yang tidak mengerjakan tugas?* [how if there is a Student who did not do a task?]
18. Student E : *Ya ga papa.* [it’s okay]
19. Student G : *Kalo ga ngerjain tugas ya udah.* [it’s okay if he did not do the task]
20. Student H : *Malah kapan hari itu ada lho yang nggak ngumpul ngumpulno tugas sampai satu bulan lho ya ga papa.* [on that day there was a student did not collect a task until one month, it’s okay]
21. The writer: *Hal apa yang paling membuat kamu senang belajar bahasa Inggris?* [what makes you feel interested in learning English/]
22. Student I : *Ga ada!* [Nothing]
23. Student J : *Seneng bahasa Inggris ya biar isa ngomong Inggris. Kan enak kalau bisa bahasa Inggris, tapi Inggris itu angel.* [I like English because I want to be able to speak English. it will be nice if I can speak English, but it’s difficult]
24. The writer: *Pernah nggak guru bahasa Inggrismu menyemangati kamu untuk belajar bahasa Inggris atau melakukan sesuatu yang membuat kamu tertarik untuk belajar?* [has your teacher encouraged you to learn English or made something that made you feel interested in learning?]
25. Student J: *Ngasih semangat? Ndak, ndak pernah.* [Encourage? No, never]

26. Student I : *Ga pernah. Ngantuk aku kalau Mam ngajar, ya kamu ndak ta?* [never. I Was sleepy if she was teaching, were you?]
27. Student J : *Ya kadang-kadang isa nguantuk.* [yes sometimes I was]

APPENDIX D4: Interview with some students of IID

1. The writer: *Hal apa yang paling membuat kamu semangat ketika belajar bahasa Inggris bersama gurumu?* [what makes you be enthusiastic in learning English with your teacher?]
2. Student A, B & C: *Nggak ada!* [no, never]
3. Student D: *Nggak ada, nggak pernah ada!* [never, never]
4. The writer: *Pernah tidak gurumu menceritakan pengalaman pengalamannya dulu yang berhubungan dengan bahasa Inggris ketika sedang mengajar?* [did your teacher tell about her experiences that related to English when she's teaching.]
5. Student B : *Pernah!* [she did]
6. Student C : *Kadang kadang pernah cerita pengalaman-pengalamane dulu.* [some times she tells about her experiences.]
7. The writer: *Nah, dari cerita-cerita itu pernah nggak sih kamu merasa termotivasi Atau jadi semangat dalam belajar bahasa Inggris?* [nah, so that's why from the story are you ever been motivated or become encouraged to learn English?]
8. Student A : *Nggak biasa aja.* [no]
9. Student B : *Nggak pernah mbuat semangat, ngantuk iya.* [never make us become motivated, but make us sleepy]
10. StudentC : *Memang kadang-kadang sampai bosan ya.* [yes, sometimes makes us feel bored]
11. The writer: *Dari cara mengajar guru bahasa Inggrismu, hal apa yang paling kamu sukai, yang membuat kamu senang belajar bahasa Inggris?* [from your teacher's way in teaching, what makes you feel interested in learning]

12. Student E : *Ga ada. Biasa saja.* [no nothing]
13. Student F : *Aku malah ga suka sama pelajaran Inggris.* [I don't like English subject]
14. Student G : *Iya, bosen, ngantuk.* [yes it's boring, makes me sleepy]
15. The writer: *Saat mengajar di kelas apakah pernah ada guyon guyon atau humor?* [during the class is there any jokes or humor?]
16. Student F : *Ada, tapi sedikit.* [yes, but only a little]
17. Student G : *Jarang. Pokoknya kalau ngajar ya serius, ngantuk aku.* [it's rare. She is serious when she is teaching, makes me feel sleepy]
18. Student I : *Suarae pelan soale kalau ngajar mam "B" itu, jadi mbuat ngantuk. kalau ngajar ya wis gitu ae monoton, makane mbuat ngantuk ya to.* [the voice is too small when she is teaching, so it makes us feel sleepy. She monotonous in teaching, right?]

APPENDIX D5: Interview with some students of IIC

1. The writer: *Dari cara mengajar guru bahasa Inggrisimu hal apa yang paling membuat kamu jadi senang atau semangat dengan pelajaran bahasa Inggris?* [from your teacher's way in teaching, what makes you feel interested in learning English?]
2. Student A : *Rasae ga ada.* [nothing]
3. Student B : *Nggak ada.* [nothing]
4. The writer: *Lalu bagaimana menurutmu cara mengajar guru bahasa Inggrisimu?* [then how is your teacher's way in teaching?]
5. Student B : *Ya, e datar. Ee, maksudku kalau ngajar kurang semangat, terlalu kalem. Memang Mam-e itu orangnya sabar, tapi terlalu kalem jadi kadang itu mbuat arek-arek ngantuk .* [ya it's flat. ehm I mean she has no spirit in teaching, she is too calm. She is patient, but too calm so sometimes it makes us feel sleepy]
6. The writer: *Apakah dia termasuk guru yang perhatian dengan murid?* [is she a teacher that cares about her students?]

7. Student B : *Oh, ya. Mam-e perhatian kok, kalau ada sing ndak ngerti gitu boleh tanya. Selalu dikasih kesempatan kalau mau tanya.* [oh, ya. She cares about the students, if there is someone doesn't understand he may ask. She always gives a chance to ask]
8. Student C : *Biasanya juga merhatikan muridte sapa aja sing ndak masuk. Tanya-tanya kok kenapa sudah lama ndak masuk ada apa.* [usually she asks about her student who is absent. She asks why the student is absent?]
9. Student A : *Ya Mam "B" itu baik, sabar, nggak isa ngamuk. Paling cuman negur-negur di kelas.* [yes she is nice, patient and cannot be angry. She only warns the students during the class]
10. The writer: *Pernahkah guru bahasa Inggrismu menyemangatimu atau melakukan sesuatu yang membuat kamu tertarik atau senang dengan bahasa Inggris?* [has she ever encouraged you or did something that made you feel interested in learning English?]
11. Student D : *Nggak pernah mbuat semangat, ngantuk iya.* [no never, she makes us feel sleepy]
12. Student E : *Lho iya lho ce, memange. Wong arek arek itu ngoceh ngoceh ngak merhatikan ya wis dibiarno kok.* [yes she does. She lets some students who are talking during the class]
13. Student F : *Ya, karna Mam "B" itu kesabaren orange.* [yes, she too patient]
14. Student G : *Nggak gitu tok, lek ngomong kalem* [not only that, she is also calm when she is speaking.]
15. The writer: *Bagaimana dengan tugas-tugas yang diberikan, seringkah?* [does she often gives you a task?]
16. Student H : *Oh, setiap hari ada pr!* [oh, there is a homework everyday]
17. Student D : *Pasti ada pr biasae, dari buku kadang dari latihan-latihan sing kasih dewe sama Mam.* [it must be a homework usually, it's from the book sometimes from the exercises that she given]
18. The writer: *Selain pr, ada ndak tugas-tugas yang lain seperti.* [besides homework is there any task like]
19. Student H : *Ada, pernah ya apa itu.* [yes, it's like what is it]

20. Student F : *Itu lho ngrangkum sing sering.* [summarizing is often]
21. The writer: *Apakah cukup jelas selama ini cara gurumu dalam memberi tugas?* [is it clear when she gives you a task?]
22. Student F : *Ya jelas sih, tapi pernah mbingungi. Sing terakhir ini lho tugas kliping, aku ndak jelas disuruh apa, arek-arek tak tanyai ya akeh sing nggag ngerti.* [yes, but sometimes it's confusing. On the last clipping task, I was confused with her explanation. I asked the other students, they also did not understand]
23. The writer: *Pernah nggag memberi pujian pada murid-murid kalau misalnya bisa menjawab suatu soal?* [has she given you a reward if you could answer a question?]
24. Students : *Nggag! Gak pernah!* [no never]
25. The writer: *Bagaimanakah cara gurumu mengajar dikelas, khususnya dalam hal memotivasi siswa untuk belajar bahasa Inggris?* [how is your teacher's way in teaching, especially in motivating the students in learning English?]
26. Student I : *Cara mengajarnya ya biasa saja, kalau memotivasi ndak tahu aku.* [nothing special, if motivate I don't know]
27. Student J : *Ndak, ndak pernah memotivasi kok.* [no, she never motivates]
28. The writer: *Masak guru kalian ndak pernah melakukan sesuatu hal yang membuat kalian jadi suka belajar bahasa Inggris, satu kalipun? Mungkin dari omongan-omongannya, atau nasihat-nasihat?* [really? Did she never do something that made you like English? or maybe from her utterances or advice?]
29. Student J : *Ya ada sih ngasih tahu supaya naikkan nilai ulangan, suruh belajar sing kalau ndak nanti di raport elek.* [yes she has done it, she told us to increase our mark, told us to study in order to get a good score]
30. Student I : *Iya dari cerita-cerita, ngasih contoh Mam-e dulu belajar Inggris yak apa, tapi aku tetep nggag suka sama Inggris.* [by telling stories how she studied English, but I still do not like English]
31. Student J : *Lho aku sih suka, aku ya les diluar. Tapi pelajaran di sekolah itu lain, rasane itu lain, aku lebih suka di les lesan ngantuk aku kalau dikelas*

Mam "B" itu baik, sabar lho tapi ngajare itu sing kurang semangat, sodok lemes. [lho like it and I also take a course outside school, but the material in school is different. I like to study at a course better than at school. Mam"B" is nice, patient, but she has no spirit when teaching.]

32. Student I : *Heeh.* [yes]

APPENDIX E

THE INTERVIEW WITH THE ENGLISH TEACHERS

APPENDIX E1: Interview with teacher A

1. The writer: Mam may ask something to complete my observation?
2. Teacher "A": It's okay. Please!
3. The writer: How long have you been an English teacher?
4. Teacher "A": Almost seven years
5. The writer: Eee, besides teaching English at St. Agnes do you ever teach other school or give courses to someone?
6. Teacher "A": Giving a course, yes! But I don't teach at other school
7. The writer: Which graduation are you from?
8. Teacher "A": Lho, same with you
9. The writer: Oh! Ya,ya, ya English Department of Widya Mandala, sorry I forgot Now, about your teaching. How do you motivate your students to learn English? Do you have any strategies to motivate them?
10. Teacher "A": Strategy to motivate? Ya, actually indirectly sometimes I have motivated my students in learning English during my teaching process. ya, for example sometimes I tell them about someone who succeeds in learning English. I give them support to learn well, to speak English more
11. The writer: Is there any English extracurricular activity that is given to the students?
12. Teacher "A": Ya, there is an extracurricular activity of English, and ofcourse it is conducted outside school then, we also have some activities in the English laboratory
13. The writer: how about games? Do you usually give them a game during the lesson?
14. Teacher "A": No. Not usually, but I ever give them a play. Why? Because if they are usually given games they will always ask you to play a game on each lesson
15. The writer: Do you ever give them a task in-group or in pairs?

16. Teacher "A": Oh, ya! Sometimes I ask them to make a group in doing their task. Sometimes in pairs. It depends on the task I give
17. The writer: Do you inform the students' parents regularly about their progress
18. Teacher "A": No. Ee, they will know by themselves from the students' report
19. The writer: Do you ever give the students some strategies to learn?
20. Teacher "A": Ee, strategy? No. Ee, if tell them to learn or motivate them, ya, usually...because I think they have their own strategy

APPENDIX E2: Interview with teacher B

1. The writer: How long have you been an English teacher?
2. Teacher "B": Wah, It has been a long time, actually I have been a teacher for about twenty five years, and here at St Agnes I have been teaching for sixteen years
3. The writer: how do you motivate your students in learning English? Do you have any strategies to motivate?
4. Teacher "B": Motivate the students to learn? Ya, usually I tell them to learn, ya sometimes from my story about other people who master English, I motivate them to be that person
5. The writer: In your opinion, do you think that your way in motivating is quite good or can motivate the students enough to learn?
6. Teacher "B": Ya, I think so. I think they are quite good in their lesson eventhough there are some of them cannot get a good mark it can be caused by other reason, maybe because their
7. The writer: Do you ever give them tasks in a group or in pairs?
8. Teacher "B": Ya, usually I ask them to make a group to do a task that I give
9. The writer: Do you ever give the students some strategies how to learn English?
10. Teacher "B": I tell them about my experiences in learning English, so I think automatically I have given

APPENDIX F

Observation Sheets Teacher B

Motivating Strategies	Observation				
	1	2	3	4	5
1. The teacher demonstrates and talks about his/her own enthusiasms for the course material, and how it affects him/her personally.					
Share his/her own personal interest in the L ₂ with the students.		✓			
Show the students that he/she values L ₂ learning as a meaningful experience that produces satisfaction and enriches his/her life.		✓			
2. The teacher takes the students' learning very seriously.					
Show the students that he/she care about their progress.					✓
Indicate his/her mental and physical availability for all things academic.					
Have sufficiently high expectation for what his/her students can achieve.					
3. The teacher develops a personal relationship with his/her students.					
Show students that he/she accepts and care about them.	✓	✓	✓	✓	✓
Pay attention and listen to each of them.	✓	✓	✓	✓	✓
Indicate his/her mental and physical availability.					
4. The teacher develops a collaborative relationship with the students' parents.					
Keep parents regularly informed about their children's progress.					
Ask for their assistance in performing certain supportive tasks at home.					
5. Create a pleasant and supportive atmosphere in the classroom.					
Establish a norm of tolerance.	✓	✓	✓		✓
Encourage risk-taking and have mistakes accepted as a natural part of learning.					
Bringing and encouraging humor.	✓	✓	✓	✓	✓
Encourage learners to personalize the classroom environment according to their taste.					
6. Promote the development of group cohesiveness.					
Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.	✓				
Use ice-breakers at the beginning of the course.					
Regularly use small groups tasks where students can mix.					
Encourage and if possible organize extracurricular activities and outings.					
Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.					
7. The teacher promotes the learners' language-related values by presenting peer role models.					
Invite senior students to talk to his/her class about their positive experiences.				✓	
Feedback to the students the views of their peers, in the form of a class newsletter.					
Associate his/her learners with peers (e.g. in group or project work) who are enthusiastic about the subject.					
8. Raise the learners' intrinsic interest in the L₂ learning process.					
Highlight and demonstrate aspects of L ₂ learning that the students are likely to enjoy.					
Make the first encounters with the L ₂ a positive experience.					
9. Promote the students' awareness of the instrumental values associated with the knowledge of an L₂.					
Regularly remind students that the successful mastery of the L ₂ is instrumental to the accomplishment of their valued goals.				✓	✓
Reiterate the role the L ₂ plays in the world, highlighting its potential usefulness both for themselves and their community.	✓				
Encourage the learners to apply their L ₂ proficiency in real-life situations.					
10. Increase the students' expectancy of success in particular tasks and in learning in general.					
Make sure that they receive sufficient preparation and assistance.					
Make sure they know exactly what success in the tasks involves.					
Make sure that there are no serious obstacles to success.					
11. Make the curriculum and the teaching materials relevant the students.					

Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into the curriculum as much as possible.					
Relate the subject matter to the everyday experiences and backgrounds the students.		✓	✓	✓	
Enlist the students in designing and running the course.					
12. Help to create realistic learner beliefs.					
Positively confront the possible erroneous beliefs, expectations, and assumption that learners may have.					
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.					

Maintaining Strategies

13. The teacher makes learning more stimulating and enjoyable by breaking the monotony of classroom events.					
Vary the learning tasks and other aspects of his/her teaching as much as he/she can.					✓
Focus on the motivational flow and not just the information flow in his/her class.					
Occasionally do the unexpected.					
14. Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.					
Make the tasks challenging.					
Make the tasks content attractive by adapting it to the students' natural interests by including novel, intriguing, exotic, humorous, and competitive or fantasy elements.					
Personalize learning tasks.					
Select test that yield tangible, finished products.					
15. Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.					
Select tasks which require mental and/or bodily involvement from each participant.	✓				
Create specific roles and personalized assignments for everybody.					
16. Present and administer tasks in a motivating way.					
Explain the purpose and utility of a task.					
Whet the students' appetite about the content of the task.					
Provide appropriate strategies to carry out the task.					
17. Use contracting methods with the students to formalize their goal commitment.					
Draw up a detailed written agreement with individual students, or whole groups that specifies what they will learn and how, and the ways by which the teacher will help and reward them.					
Monitor student progress and make sure that the details of the contract are observed by both parties.					
18. The teacher builds the learners' confidence by providing regular encouragement.					
Draw the learners' attention to their strengths and abilities.					
Indicate to the students that he/she believes in their effort to learn and their capability to complete the tasks.					
19. Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.					
Promote cooperation instead of competition.					
Help learners accept the fact that they will make mistakes as part of the learning proces.			✓		
Make tests and assessment completely 'transparent' and involve students in in the negotiation of the final mark.					
20. Build the learners' confidence in their learning abilities by teaching them various learner strategies.					
Teach students learning strategies to facilitate the intake of new material.					
Teach students communication strategies to help them overcome communication difficulties.					
21. Allow learners to maintain a positive social image while engaged in the learning task.					
Select activities that contain 'good' roles for the participants.					

Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.					
22. Increase student motivation by promoting cooperation among the learners.					
Set up tasks in which teams of learners are asked to work together towards the same goals.					
Take into account team products and not just individual products in the assessment.					
Provide students with some 'social training' to learn how best to work in a team.					
23. Raise the students' self-motivating capacity.					
Raise the students' awareness of the importance of self-motivation.			✓		
Share with each other strategies that you have found useful in the past.					
Encourage students to adopt, develop and apply self-motivating strategies.					
24. Offer rewards in a motivational manner.					
Make sure that students do not get too preoccupied with the rewards.					
Make sure that even non-material rewards have some kind of lasting visual representation.					
Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.					
25. Use grades in a motivating manner, reducing as much as possible their demotivating impact.					
Make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views.					
Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.					
Encourage accurate students self-assessment by providing various self-evaluation tools.					

APPENDIX G
Observation Sheets Teacher B

Motivating Strategies	Observation				
	1	2	3	4	5
1. The teacher demonstrates and talks about his/her own enthusiasms for the course material, and how it affects him/her personally.					
Share his/her own personal interest in the L ₂ with the students.		✓			
Show the students that he/she values L ₂ learning as a meaningful experience that produces satisfaction and enriches his/her life.					
2. The teacher takes the students' learning very seriously.					
Show the students that he/she care about their progress.				✓	
Indicate his/her mental and physical availability for all things academic.					
Have sufficiently high expectation for what his/her students can achieve.				✓	
3. The teacher develops a personal relationship with his/her students.					
Show students that he/she accepts and care about them.	✓	✓	✓	✓	✓
Pay attention and listen to each of them.	✓	✓	✓	✓	✓
Indicate his/her mental and physical availability.					
4. The teacher develops a collaborative relationship with the students' parents.					
Keep parents regularly informed about their children's progress.					
Ask for their assistance in performing certain supportive tasks at home.					
5. Create a pleasant and supportive atmosphere in the classroom.					
Establish a norm of tolerance.					
Encourage risk-taking and have mistakes accepted as a natural part of learning.					
Bringing and encouraging humor.		✓			✓
Encourage learners to personalize the classroom environment according to their taste.					
6. Promote the development of group cohesiveness.					
Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.	✓				
Use ice-breakers at the beginning of the course.					
Regularly use small groups tasks where students can mix.					
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Invite senior students to talk to his/her class about their positive experiences.					
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Highlight and demonstrate aspects of L ₂ learning that the students are likely to enjoy.					
Make the first encounters with the L ₂ a positive experience.					
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Regularly remind students that the successful mastery of the L ₂ is instrumental to the accomplishment of their valued goals.					
Reiterate the role the L ₂ plays in the world, highlighting its potential usefulness both for themselves and their community.					
Encourage the learners to apply their L ₂ proficiency in real-life situations.					
10. Increase the students' expectancy of success in particular tasks and in learning in general.					
Make sure that they receive sufficient preparation and assistance.					
Make sure they know exactly what success in the tasks involves.					
Make sure that there are no serious obstacles to success.					
11. Make the curriculum and the teaching materials relevant the students.					

Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into the curriculum as much as possible.					
Relate the subject matter to the everyday experiences and backgrounds the students.			✓		
Enlist the students in designing and running the course.					
12. Help to create realistic learner beliefs.					
Positively confront the possible erroneous beliefs, expectations, and assumption that learners may have.					
Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	✓				

Maintaining Strategies

13. The teacher makes learning more stimulating and enjoyable by breaking the monotony of classroom events.					
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Focus on the motivational flow and not just the information flow in his/her class.					
Occasionally do the unexpected.					
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25. Use grades in a motivating manner, reducing as much as possible their demotivating impact.					
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Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.					
Encourage accurate students self-assessment by providing various self-evaluation tools.					