

APPENDIX 1

The Transcript of the Teacher Candidates' Verbal Expressions during the Teaching Practice

APPENDIX 2

- (1) English Verbal Expressions Uttered and Classroom Situations Used by the Teacher Candidates in the Three Stages of Classroom Instruction**
- (2) Analysis of Classroom Verbal Expressions Uttered by the Teacher Candidates**
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(1)

**English Verbal Expressions Uttered and Classroom
Situations Used by the Teacher Candidates in the Three
Stages of Classroom Instruction**

(2)

**Analysis of Classroom Verbal Expressions Uttered by the
Teacher Candidates**

(3)

**Analysis of Classroom Verbal Expressions Uttered by the
Teacher Candidates**

APPENDIX 3

Mistakes in Classroom Verbal Expressions Made by the Teacher Candidates

Transcript of the Teacher Candidate A's Verbal Expressions during the Teaching Practice

Ok, good morning, students.

Well, uh, yesterday, Monday, you had your examinations, didn't you?

Yes. How did you feel at that time?

Ok, last time you learned about modal perfect or perfect modal. So, today we will learn about elliptical sentences.

Actually there is one more chapter in your book that is about conjunction, but today we just jump it first, we just skip it first. So, today we will discuss about elliptical sentences.

Who knows what elliptical sentences are?

No? So, elliptical sentences...yeah, that is the definition. Now, let's see the example first.

You see these sentences. Are they long or short?

So so...

They are quite long, right?!

So, if you want to combine those sentences, if I say that I will go to hand his birthday party on Saturday next week together with Maria and her sister and you will also hand to his birthday party on Saturday, bla bla bla... is it wrong?

Is it wasting time?

Yes! Ok, that's why in this kind of sentences, we can combine using the rule of elliptical sentences.

So, these two sentences can be combined into one. Like this...

I will go to hand his birthday party on Saturday next week together with Maria and her sister, and you will too.

So, in elliptical sentences, we just omit those, the information which is the same with the first sentence. So, what's the difference between this sentence and this sentence?

The subject, yes. Only **you** yang different, the rest is the same. That's why we can combine it into one. Using **too**. An elliptical sentence is the combination of two or more equal sentences using an appropriate conjunction by omitting the same or unnecessary elements.

Why I gave the sign equal here?

Because in order that two sentences can be combined into one, those sentences have to be equal.

Meaning to say that those sentences have to be both positive or negative.

So, we cannot combine two sentences in which one is positive and the other one is negative. So, both of them have to be positive or negative.

Let's see the conjunction here. There are four conjunctions can be used in elliptical sentences.

Not so-to ya.

So... not so-to. I know you are hungry.

Ok, **so, so, too either, and neither**. Sometimes native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/.

I prefer that we pronounce it /iθə:/.

Now let's see the rule. So, not all conjunctions can be used in elliptical sentences. We divide it into one: positive elliptical sentences, and then negative. Positive sentence can use the conjunctions **too** and **so**. If you use **too**, the subject of the second sentence comes first, and then the auxiliary, and then **too**. If you use **so**, the word **so** comes first, and then the auxiliary, the last is the subject.

You see the example, the first:

You have money and I do too.

The second, you have money and so do I. so, what is the auxiliary here?

Too, yes.

Shall I continue?

Now let's see, the second. Negative elliptical sentences. If you use **either**, you use... the subject comes first, and then the auxiliary, and then plus **not** and **either**.

But if you use **neither**, the **neither** comes first, and then auxiliary, and then subject.

You please pay attention to this. If you have used **neither**, you don't have to put **not** again. Because **neither** means **not either**. So that's the example.

You do not have money, and I do not either.

You do not have money, and neither do I.

Any questions so far?

Now let's see, what are the auxiliaries. These are the auxiliaries. **Do, does, did, have, has, had**, and then you can use the to be **am, is, are, was, were**, and then modals.

I'm not angry, I'm not angry.

Ok now, since you have, it seems that you have understood this very well, so I want you to do these exercises.

How many? One? So, wait a minute.

Have you got it?

Who hasn't got it?

Oya, thanks.

Ok, please do it in 5 minutes. Ok, 7 minutes.

It's too easy for you.

So you're going to do it with a marker?

Uh, you see the first modal of the first sentence.

Yes, then you use the same.

Finish?

Finish! I know because it is too easy for you.

Ok, let's check it.

Number one, Steven is an easy-going person ... and? So is Stanley. So the answer is 'i'. And then, the second?

Steven can play soccer very well, and Stanley? Can too. The answer ... 'f'.

The third, Steven(s) likes listening to pop songs, and Stanley ...? Does too. Ok!

Number 4. Ok, Steven does not understand mathematic very well, and...

Neither does Stanley. 'I'.

Number 5, Steven can't stop talking about politic, and Stanley ... cannot ... Either. 'g'.

Number 6, Steven went to Texas 3 months ago, and? So he did. Answer 'd'.

Number 7, Steven could not attend the lecture last week because of headache, and Stanley ... Could not either. 'h'.

The last, Steven has just bought a new cell phone, and Stanley? Has too. Good! Yeah.

Not yet.

Now, more exercises.

No. because the first is too easy for you. Now, let's move to the second.

Not enough? How many people? Two more pieces. How many pieces? One... yeah, thank you. One more.

Ok, for this one please do it in 10 minutes. Ten minutes.

Yes! It mean just end.

Um, actually, sometimes uh, other conjunctions can be used such as **but**, or ... but **and** is the most common one.

If you use, uh the rule is that I mean if you use **and**, if the sentence is long you have to use *comma*.

Yes? Yes, because it is past? Per...? What is the tenses of the Past Perfect? This is past perfect.

Actually there should be more information added like [] past perfect must use this simple past. For example like this, Andi had never been to Hawaii before *bla bla bla*. I just skipped the sentence because it will be too long.

Yeah, it's correct that.

Yes! So, for every problem, there are two possibilities.

Yes, if you use **too**? My sister ...?

Must not **did**, but? This is a present per... fect. So, my father has had a breakfast, and my sister has?

Has too. If you use **so**? So has my sister.

Have you finished?

Ok, have you finished?

Yes! Ok, please write your answer.

Number 1, number 6.

Come on, sit well.

You are handsome too...

Number 2.

Come on, sit well.

Number 7, please.

The others, please be quiet! And check your friends' answer, whether they are correct or not.

Number ... thank you, thank you.

Number 3, please.

Please, number 8 please. Number 8.

Hi, class... Please be quiet and just check your friends' work, whether they are correct or not.

Quiet, please. Check your friends' answer.

Hi, class ... stop talking please.

Number 9, please. Nine.

Number 4, please.

Number 10, I give you an honor.

I will choose later, you number 5.

Thank you. Number ... ok, class. number ...

Number number ... number 5.

Thank you.

Heey... don't sit like this, come on.

Ok, class, come on, let's check together.

Pay attention, please. Number 1, I don't like playing tennis, and neither does Marco. Is it correct or not?

Correct!

So, every problem has 2 possibilities. How if use **either**?

Yeah, yes. And Marco does not either. Number 2, she is not a perfect person, and neither are you.

Correct?

Yeah. Using **either**? You are not either. Yes.

Number 3, John could do the test well, and so could Alex. Correct?

Yes. *Erek-erek?! Using too...?*

Yes, Alex could too.

Number 4, Maria will go to Ohio next week, and Sarah will do. Correct?

Correct! Using **so**? So will Sarah.

Number 5 ... come on behave yourself, behave yourself! My father has had a breakfast, and so has my sister.

Correct! Using **too**? My sister ...? Has too.

Ok, Hi, class. Come on.

Arnold was reading a book, Danny and Larry? Were too.

So were Danny and Larry.

Number 7, Andy had never been to Hawaii, neither... had Jackie. Using **either** ...?

Jackie had not either. Ok, good!

Number 8, the boys should wear uniforms, and the girls should too. Correct?

And so, should... the girls.

Number 9, I always learn English seriously, and so do my classmates. Correct or not?

Yes! Using **so** ...? Eh, using **too** ...? My classmates ...? My classmates do too.

The last, Jane did not watch the show yesterday. And Jane's friends ...? didn't either.

Using **neither** ...? Neither did Jane's friends.

Ok, good! So, perfect!

Ok, let's review. So what, so what are the conjunctions used in positive elliptical sentences?

So and **too**. How about the negative?

Either and **neither**.

Ok, I think that's all for today.

Oh, yes. Thank you for reminding me.

Transcript of the Teacher Candidate B's Verbal Expressions during the Teaching Practice

Please...Uhh...Can you please erase the blackboard first?

Thank you.

Okay...Good morning all

How are you today?

That's good

Oohh...so, today I see the seats are full so there is no one...

Okay Tiffany, please sit down.

There is no one who is absent today, right?

I think..ouw one. Sorry, one..Uhh..the number, please?

Four.

Okay...so just one? Okay...

Okay..uhhh...What you have learned last time? About...uuhh..I mean, do you still remember about analytical exposition text? Do you still remember about analytical?

Okay... Analytical is a kind of text which yeaah you have some of arguments in it...there are some of arguments and then...

Directly yeah..what is..what are the..the generic structures of analytical? First is? What?

Thesis and then...?

Arguments.

That's good.

And then? Re-...?

Reiteration.

Thesis is a kind of sentence which...? Which what? Which show? Show what?

Bintoro...Show what?

Show your position, right? Your position whether you are agree or not with the...the issue in the text...okay.

And then, at least, uhhh..you have how many arguments at least you have in... at least 3.

Okay..no less than 3 but you can add more..okay..at least 3 arguments.

And then reiteration..what..what is re..reiteration? Hermawan...what is reiteration?

Is a kind of uhhh...conclusion or uuhh in re..reiteration, you can... what's that? Uuhh..Give underline or uhhh *menegaskan*..kind of *menegaskan* your...your arguments..your...your thesis in the..in the first paragraph yeah..okay

Now, I will ask... Do you know about fast food?

Yes, of course you know.

Yeah..fast food is what?

A kind of food.

The other name is what?

What?

Junk food..that's good junk food..junk food.

So, uuhh is fast food good for us?

Of course no.

Why? Why is it not good?

Yeah? Yes? Uuhh..It's not healthy.

And then ...? Ya..because it's not healthy. Why it's not healthy?

Chicken is healthy, right? So, what? What? Rich of what?

Preservative?

Bahan-bahan pengawet.

You know *bahan pengawet*? Ya..so fast food is not healthy.

Now, I have a text. This text talks about fast food.

Please, give it to your friends because you will talk about fast food.

Please read first silently

And then uuhh..if you want to ask uuhh the vocabularies there, you may ask.

Read silently first...try to understand...what uhhh? Yeah.

Name? uuhh...no need...up to you.

It is a...a kind of just exercise...no need to submit...no need to uuhh give something like that.

It's a kind of exercise for you to read, to answer questions, to comprehend a passage. Please do it.

I think yeah...It is short and easy to understand.

But yeah...you may ask whether you...you don't understand.

Is there any difficulties?

No.

Short, right?

Where is the thesis? I mean..uuhh..paragraph one? What is it? Fast food nowadays is considered a normal in venture.

That's good.

So what is venture? Venture is a kind of activities which takes risk, right? So fast food yeah it's not good.

Yeah..okay..okay okay it's okay..finish?

Two minutes more.

Yes? Caffein...Cafeein. Caffeine is a kind of a strong desire..I mean uuhh...strong desire to eat there because it is *yaa..uuuhh..suatu keinginan yang lebih, jadi rakus ato yaa pokoknya ngebet gitu.*

Alter...Alter..Do you know uuhh alter? What is alter? *Apa itu alter artinya?* Alter is...?

Change.

That's good..change.

*Ini...ini yang ini..*You're welcome.

Okay...Now, let's check together.

So at first uuhh what is the main idea of the passage?

I mean..fast food...what? Is not...?

Is not healthy food.

That's right.

And then uuhh the arguments are first? Why it is not healthy? The first is..is highly process with a wide range of additive..Additive is a kind of yeah *bahan pengawet.*

And then also..what the other one..*kenapa kok dibilang nggak sehat? Penyebabnya eh apa?*

It can...?

It can damage health and waistline.

It means that it can uuhh it can uuh it can caused obesity and cancer. Waistline is a kind of *lingkar pinggang..*so, it can damage health and waistline. I mean obesity and cancer.

And then the reiteration is? What? So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and fatty.

Okay let's come to the questions. What the bad effects of fast food? First...?

Obesity, cancer.

Okay. Is there any other..other opinions for number 1? No?

Obesity and...?

That's right.

How long has a fast food existed to be consumed?

Since 1940.

So, if you count, how many years? How many years?

Sixty (60)?

Seventy (70).

Seventy (70) years. So, it has existed for seventy (70) years. So long *ya*?

Fast food is altered from its original healthy fo...form..What does it mean?

Alter..A a..Alter *itu kan change jadi* fast food is changed from its original healthy form..*artinya?*

Please any one? Who can answer? Abern or Monica or Hermawan? Onix? *Artinya apa?*

Do you have...*kenapa kok dibilang berubah? Yang berubah apa? Apanya?*

Ingredients?

No.

Nutrition.

Nutrition. That's good.

Because actually, fa..uuhh..uuhh.. What's that? The food in..in the beginning is fresh but when you give so many additives yeah it be...it will become uuhh yeah become unhealthy, become not yeah not fresh yeah.

Uuhh fast food lose...looks fresh but it is not fresh. Yeah the nutrition is yeah maybe gone. There is no nutrition more.

Is there any questions? No?

Come to number 4. Do you agree that fast food simply feeds hunger and fatty? Why? Please justify your answer.

Yes? They are MSG. More...? Yeah...it is also a good answer but please make it become to the point.

Do you agree that fast food simply feeds hunger and fatty?

Jadi istilahnya cuma mengenyangkan tapi...ya..okay.. So, do you agree with that? Just..just make you full but not uuhh will not give any nutrition at all..maybe just little but yeah I don't know because I am not a doctor.

And then according to you should fast food be banned. Why?

Because you like it.

Yes? Why?

Okay...please listen to your friends.

Why? Unhealthy. Yes it can be.

So, some say no some say yes yeah..that is un uuhh debate uuhh debatable.

And then..do you love debate?

Now, I will uuhh..I I have 4 envelopes..I have 4 envelopes here..not uuhh not money but puzzle..puzzle. So, there are 4...4...4... uuhhh 4 pictures which show a kind of issue.

What I want you to do is yeah.. at first I will divide first yeah..this is group A, this is group B, group C, and then group D. There 4 groups..Each of you have your own, have your own picture.

Ssttt...okay...please listen to me first...what you have to do is try to argue, show your position, do you agree or not...give at least 3 arguments. Please stand in front.

But just yeah...but each group I will choose just 1, maybe just 1, if there is..there is more time, I will choose more. Okay?

So, please all of you prepare for just 1 person in a group.

No, I will choose by myself.

And then...okay...Please think critically.

A, B, C, D.

Okay, please pay attention.

These are your topics so you don't need to yeah the puzzle is just a kind of uhhh dice for you to come to this topics.

Group A, what is your topic? Abortion; Group B, what is your topic? What is your topic? Gays;

Group C, what is your topic? Euthanasia.

This is for group...?

Please you look for some arguments at least 3, at least 3.

I will give you 5 minutes to prepare your arguments, your position whether you are agree or not.

Are you ready? Finish?

Not yet.

3 arguments.

The time is up.

Okay...now please...now please sit down...sit down in your own seat...sit down please, come back to you seat, please come back to your seat...come back to your seat.

Thank you.

Okay... Now, uhhh the first one what you..what you have to do in front is explain what is your issue, for example what is gays mean is, what is abortion, what is euthanasia, what is bio-diesel?

And then come to the arguments...yes.

Is there any questions? No?

So, now I will choose one.

Fasty, please.

Oouuww..really? Okay...I will choose the other. Okay...what's your name? Vincent, please.

Okay..this is your yeah your topic and please explain to your friends.

And, then? Is that all?

Is there any questions? Do you agree with it?

Yes?

All of you say yes...No, so why? Please listen to her..Why? *Setuju?* Uhhh why?

It is made of corn..It can be plant again, again and again yeah..okay.

That's good.

So, thank you Vincent.

Ooh sorry sorry..

Or do you want say something? Do you want say something to ti..tackle tackle?

No? No no no no? Yes or no? Do you want to say something? Yes.

Yeah maybe it just..it just debatable yeah...but it is a good good uhhh what is that...a kind of opinion from you and from Vincent yeah.

Give big applause for them.

Let's come to the second.

From this group Bintoro, explain first what is euthanasia then yeah.

And then? Is that only 3? Already..I mean 3 arguments..Do you wanna add more? No? So, do you agree that euthanasia not be banned? You also say yes..why? You can also say no..you may..you may have another opinion, right? You are uuhh 11 science students youth..you have what's that? Uuuhh critical thinking..no? Is there any questions? Is there any opinions?

No?

Is that all, Bintoro? Or you wanna say something again to convince.

No?

Okay...Give him applause.

Who else? Albert, please.

Abortion...what is abortion? Please listen.

Yes? It's a sin and then what? The second? Criminal and then? The gift from God..Is that all from your..from your arguments? Okay.

Did you hear what he has said? The first one is why abortion should be banned.

First one? Criminal. And then second? Sins

And then what? Doesn't what... respect the gift from God, right?

So, do you agree? Do you agree with him?

No? Why?

Listen first Onix..okay.

Damage...do you agree? Do you wanna say something?

Handicapped..cacat..handicapped handicapped..pake -ed.

Difficult what? Do you wanna say something? Okay... Okay..do you still in your position?

It's because it is a gift from God and then yeah you may not kill anybody although it is handicapped.

Okay...uuhh students, this kind of uuhh debate uuhh what's that..issue which is con..controversial..when the baby is handicapped uuhh you will..you will think twice to have the baby to care or take care the baby, ok. Or if the mother uuhh uuhh will will will die because of yeah..they have to give..give birth..if if she gives birth uuhh she will die..yeah..what you have to do..this kind of debate yeah until now..okay

Because we don't have much time. So..yeah..thank you.

Okay..give big applause. Very good Albert. Very good.

And then the last one...uuhh please you...

Man and woman? Just one? I guess three, right?

Really? I think uuhh some church have.

So, have any questions? Do you agree? Do you agree that uuhh church still uuhh don't have any what's that? Any...statement about gay marriage whether it is a sin or not. I think some churches has..some religion?

Abern, do you wanna say something?

Do you wanna say something again? So, you agree? Agree? How about your group? Your group? Do you agree with Abern? Yes? Okay..okay...good..Is that all?

Students...okay...Because the bell is ringing, thank you very much.

So what have..so what what..what have you learned today? What have you learned today? Analytical exposition first because we have yeah. we have fast food text.

And then the second is you try to giving some opinions, yeah defend yourself with opinions. You did so perfect... I mean yeah...maybe you...you have to practice more, but yeah at this time good.

And then give big applause to your friends.

Thank you very much..Good bye.

And also just just info uhhh just information that today is the last time for me to teach.

**Classroom Verbal Expressions Uttered by Teacher Candidate A in the Three Stages of
Classroom Instruction**

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
Pre – Instructional Activities	1.	OK, good morning, Students.	Everyday Greetings
	2.	Well, uh, yesterday, Monday, you had your examination, didn't you?	Making Classroom Small Talk
	3.	Yes.	Repeating Students' Utterance to Confirm
	4.	How did you feel at that time?	Making Classroom Small Talk
	5.	OK, so last time you learned about Modal Perfect or Perfect Modal.	Reviewing Previous Lesson
Whilst – Instructional Activities	6.	So, today we will learn about Elliptical Sentences.	Introducing New Topic
	7.	Actually there is one more chapter in your book that is about conjunction, but today we just jump it first. We just skip it first.	Introducing New Topic
	8.	So today we will discuss about Elliptical Sentences	Introducing New Topic
	9.	Who knows what elliptical sentences are?	Giving Triggering Questions
	10.	No? Elliptical Sentences.	Repeating Students' Utterance to Confirm
	11.	Yeah, that's the definition	Saying Yes
	12.	Now, let's see the example first. You see these two sentences. Are they long or short?	Giving Triggering Questions
	13.	So so.	Repeating Students' Utterance to Confirm
	14.	They are quite long, right?	Giving Triggering Questions
	15.	So, if you want to combine those sentences, if I say that I will go to Henry's birthday party on Saturday next week together with Maria and her sister and you will also go to Henry's birthday party on Saturday, bla bla bla... Is it long?	Giving Triggering Questions
	16.	Is it wasting time?	Giving Triggering Questions
	17.	Yes.	Repeating Students' Utterance to Confirm
	18.	OK, that's why in this kind of sentences, we, we can combine using the rule of elliptical sentences.	Explaining
	19.	So, these two sentences can be combined into one, like this: I will go Henry's birthday party on Saturday next week together with Maria and her sister, and you will too.	Explaining
	20.	So, in elliptical sentences, we just omit those, the information which is the same with the first sentence.	Explaining
	21.	Only you <i>yang</i> different, the rest is the same.	Explaining
	22.	That's why, we can combine it into one, using too.	Explaining
	23.	So, let's see. An elliptical sentence is the combination of two or more equal sentences using an appropriate conjunction by omitting	Explaining

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
		the same or unnecessary elements.	
	24.	Why I gave the stress equal here?	Questioning
	25.	Because in order that two sentences can be combined into one, those sentences have to be equal, meaning to say that those sentences have to be both positive or negative.	Explaining
	26.	So, we cannot combine two sentences in which one is positive and the other one is negative. So, both of them have to be positive or negative.	Explaining
	27.	Let's see the conjunction here. There are four conjunctions can be used in elliptical sentences.	Explaining
	28.	Not <i>soto ya</i> . <i>Bukan soto</i> . So...not <i>soto</i> . I know you are hungry.	Making Humor
	29.	Ok. So, so , too either , and neither .	Explaining
	30.	Sometimes a native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/. But, I prefer that we pronounce it /iθə:/.	Explaining
	31.	Now let's see the rule.	Giving Instructions
	32.	So not all conjunctions can be used in elliptical sentences.	Explaining
	33.	We divide it into one: positive elliptical sentences, and then negative.	Explaining
	34.	Positive sentence can use the conjunctions too and so .	Explaining
	35.	If you use too , the subject of the second sentence comes first, and then the auxiliary, and then too .	Explaining
	36.	If you use so , the word so comes first, and then the auxiliary, the last is the subject.	Explaining
	37.	You see the example, the first: You have money, and I do too.	Giving Examples
	38.	The second: You have money, and so do I.	Giving Examples
	39.	So, what is the auxiliary here?	Questioning
	40.	Too , yes.	Repeating Students' Utterance to Confirm
	41.	Shall I continue?	Coping with Problems
	42.	Now let's see the second.	Giving Examples
	43.	Negative elliptical sentences. If you use either , you use... the subject comes first, and then the auxiliary, and then plus not and either .	Explaining
	44.	But if you use neither , the neither comes first,	Explaining

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
		and then auxiliary, and then subject.	
	45.	You please pay attention to this.	Giving Instructions
	46.	If you have used neither , you don't need to put not again, because neither means not either .	Explaining
	47.	So that's the example. You do not have money, and I do not either. You do not have money, and neither do I.	Giving Examples
	48.	Any questions so far?	Checking Students' Understanding
	49.	Now let's see what are the auxiliaries. These are the auxiliaries: Do, does, did, have, has, had , and then you can use the to-be: am, is, are, was, were , and then modals.	Explaining
	50.	I'm not angry, I'm not angry.	Responding to Students' Utterances
	51.	Ok now, since you have, it seems that you have understood this very well, so I want you to do these exercises.	Setting an Exercise
	52.	The first <i>dulu</i>	Giving Instructions
	53.	One person gets one. Pass it to your friend.	Distributing Handouts / Copies
	54.	Copies? How many? One?	Checking Handout Distribution
	55.	So, wait a minute. Have you got it? Who hasn't got it?	Checking Handout Distribution
	56.	Ok, please do it in 5 minutes. Ok, 7 minutes.	Making Things Clear
	57.	It's too easy for you	Encouraging
	58.	So you're going to do it with a marker? No, I'm just kidding.	Making Humor
	59.	Uhh, you see the first modal of the first sentence. Yes, then you use the same.	Monitoring
	60.	Finished?	Checking Progress
	61.	Finished!	Repeating Students' Utterance to Confirm
	62.	I know because it is too easy for you.	Encouraging
	63.	Ok, let's check it. Number one, Steven is an easy-going person... and so is Stanley. So the answer is 'I'.	Going Through the Answers
	64.	And then, the second? Steven can play soccer very well, and Stanley can too. The answer 'f'.	Going Through the Answers
	65.	The third, Steven likes listening to pop songs, and Stanley does too.	Going Through the Answers

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	66.	OK, number 4. Ok, Steven does not understand mathematics very well, and neither does Stanley. 'L'.	Going Through the Answers
	67.	Number 5, Steven can't stand talking about politics, and Stanley cannot either. 'G'.	Going Through the Answers
	68.	Number 6, Steven went to Texas 3 months ago, and so did ... Answer 'D'.	Going Through the Answers
	69.	Number 7, Steven could not attend a lecture last week because of a headache, and Stanley could not either. 'H'.	Going Through the Answers
	70.	The last, Steven has just bought a new cell phone and Stanley has too.	Going Through the Answers
	71.	Good! Yeah.	Saying Yes
	72.	Not yet?	Repeating Students' Utterance to Clarify
	73.	Now, more exercises, because the first is too easy for you.	Setting an Exercise
	74.	Now, let's move to the second.	Sequencing Activities
	75.	Not enough? How many people? Two more pieces. How many pieces? One, yeah. Ok, Thank you. One more.	Checking Handout Distribution
	76.	Ok, for this one please do it in 10 minutes. Ten minutes.	Making Things Clear
	77.	Yes! You may use and . Um, actually, sometimes uh, other conjunctions can be used such as but , or , nor , but and is the most common one.	Monitoring
	78.	If you use, uh the rule is that when you use and , if the sentence is long, you have to use <i>comma</i> .	Explaining
	79.	Yes? Yes, because it is Past Per...	Giving Clues
	80.	What is the tenses of the Past Perfect?	Questioning
	81.	This is past perfect. Actually there should be more information added like we show past perfect is used with Simple Past. For example like this: Andi had never been to Hawaii before <i>bla bla bla</i> but I just skipped the sentence because it will be too long.	Explaining
	82.	Yeah, it's correct.	Saying Yes
	83.	Yes. So, for every problem, there are two possibilities.	Explaining
	84.	Which sentence?	Responding to Students' Utterances

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	85.	Yes. If you use too ?	Checking Students' Understanding
	86.	My sister ...?	Giving Clues
	87.	Not so did , but ...	Giving Clues
	88.	This is a Present Per. fect. So, My father has had a breakfast, and my sister has has too.	Checking Students' Understanding
	89.	If you use so ?	Checking Students' Understanding
	90.	So has my sister.	Repeating Students' Utterance to Confirm
	91.	Have you finished? Ok, have you finished? Yes?	Checking Progress
	92.	Ok, please write your answer.	Giving Instructions
	93.	Number 1. Number 6.	Giving Turns
	94.	Come on, sit well.	Coping with Problems
	95.	You are handsome, too.	Responding to Students' Utterances
	96.	Number 2.	Giving Turns
	97.	Come on, sit well.	Coping with Problems
	98.	Number 7, please.	Giving Turns
	99.	The others, please be quiet and check your friends' answer, whether they are correct or not.	Gaining Attention
	100.	Number ... thank you, thank you.	Classroom Etiquette (Thanking)
	101.	Number 3, please.	Giving Turns
	102.	Please, number 8 please. Number 8.	Giving Turns
	103.	Hi, class... Please be quiet.	Gaining Attention
	104.	And just check your friends' work, whether they are correct or not.	Giving Instructions
	105.	Quiet, please.	Gaining Attention
	106.	Check your friends' answer.	Giving Instructions
	107.	Hi, class stop talking, please.	Gaining Attention
	108.	Number 9, please. Nine.	Giving Turns
	109.	Number 4, please.	Giving Turns
	110.	Number 10, I give you an honor.	Giving Turns
	111.	I will choose later, you number 5.	Giving Turns

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	112.	Thank you.	Classroom Etiquette (Thanking)
	113.	Number ... Hi, class. Number ... number ... number ... number 5.	Giving Turns
	114.	Thank you.	Classroom Etiquette (Thanking)
	115.	Heey...don't sit like this, come on.	Coping with Problems
	116.	Ok, class. Come on, let's check together.	Giving Instructions
	117.	Pay attention, please.	Gaining Attention
	118.	Number 1, I don't like playing tennis, and neither does Marco.	Going Through the Answers
	119.	Is it correct or not?	Giving Corrective Feedback
	120.	Correct!	Saying Yes
	121.	So, every problem has 2 possibilities.	Explaining
	122.	How if use either ?	Questioning
	123.	Yeah, yes. And Marco does not either.	Going Through the Answers
	124.	Number 2. She is not a perfect person, and neither are you. Correct? Yeah.	Going Through the Answers
	125.	Using either ? You are not either. Yes.	Going Through the Answers
	126.	Number 3, John could do the test well, and so could Alex. Correct? Yes.	Going Through the Answers
	127.	Using too ? Yes, Alex could too.	Going Through the Answers
	128.	Number 4, Maria will go to Ohio next week, and Sarah will do. Correct?	Going Through the Answers
	129.	Using so ? So will Sarah.	Going Through the Answers
	130.	Number 5... Come on. Behave yourself, behave yourself!	Coping with Problems
	131.	My father has had a breakfast, and so has my sister. Correct!	Going Through the Answers
	132.	Using too ? My sister has too.	Going Through the Answers
	133.	Ok. Hi, class. Come on.	Complaining
	134.	Arnold was reading a book, Danny and Larry were too.	Going Through the Answers
	135.	So were Danny and Larry.	Going Through the Answers
	136.	Number 7, Andy had never been to Hawaii, neither... had Jackie.	Going Through the Answers
	137.	Using either ? Jackie had not either.	Going Through the Answers

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	138.	Ok, good!	Saying Yes
	139.	Number 8. The boys should wear uniforms, and the girls should too. Correct?	Going Through the Answers
	140.	And so, should ... the girls.	Going Through the Answers
	141.	Number 9. I always learn English seriously, and so do my classmates. Correct or not? Yes!	Going Through the Answers
	142.	Using so ? <i>Eh</i> , using too ? My classmates?	Going Through the Answers
	143.	My classmates do too.	Going Through the Answers
	144.	The last. Jane did not watch the show yesterday, and Jane's friends didn't either.	Going Through the Answers
	145.	Using neither ? Neither did Jane's friends.	Going Through the Answers
	146.	Ok, good! So, perfect!	Saying Yes
Post – Instructional Activities	147.	Ok, let's review. So what, so what are the conjunctions used in positive elliptical sentences?	Wrapping Up
	148.	So and too . How about the negative? Either and neither .	Wrapping Up
	149.	Ok, I think that's all for today.	Stopping Work
	150.	Oh, yes. Thank you for reminding me.	Classroom Etiquette (Thanking)

**Classroom Verbal Expressions Uttered by Teacher Candidate B in the Three Stages of
Classroom Instruction**

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
Pre – Instructional Activities	1.	Please...Uh...Can you please erase the blackboard first?	Giving Instructions
	2.	Thank you.	Classroom Etiquette (Thanking)
	3.	Okay...Good morning all How are you today?	Everyday Greetings
	4.	That's good	Responding to Students' Utterances
	5.	Oohh...so, today I see the seats are full so there is no one...	Taking the Register
	6.	Okay Tiffany, please sit down.	Dealing With Lateness
	7.	There is no one who is absent today, right?	Taking the Register
	8.	I think ... ouw one ... Sorry, one ... Uh... the number, please?	Taking the Register
	9.	Four	Repeating Students' Utterance to Confirm
	10.	Okay...so just one? Okay.	Taking the Register
	11.	Okay. Uh...What you have learned last time? About ... Uh... I mean, do you still remember about analytical exposition text? Do you still remember about analytical?	Reviewing Previous Lesson
	12.	Okay... Analytical is a kind of text which yeaah you have some of arguments in it ... there are some of arguments and then ...	Reviewing Previous Lesson
	13.	Directly yeah...what is ... what are the ... the generic structures of analytical? First is? What?	Reviewing Previous Lesson
	14.	Thesis and then ...?	Giving Clues
	15.	Arguments.	Repeating Students' Utterance to Confirm
	16.	That's good.	Saying Yes
	17.	And then? Re-...?	Giving Clues
	18.	Reiteration.	Repeating Students' Utterance to Confirm
	19.	Thesis is a kind of sentence which...? Which what? Which show? Show what?	Checking Students' Understanding
	20.	Bintoro... Show what?	Checking Students' Understanding
	21.	Show your position, right? Your position whether you are agree or not with the...the issue in the text...okay.	Reviewing Previous Lesson
	22.	And then, at least, uh... you have how many arguments at least you have in... at least 3.	Reviewing Previous Lesson
	23.	Okay ... no less than 3 but you can add more ... okay... at least 3 arguments.	Reviewing Previous Lesson
	24.	And then reiteration ... what ... what is re... reiteration? Hermawan... what is reiteration?	Checking Students' Understanding
	25.	Is a kind of uh... conclusion or uh in re... reiteration, you can... what's that? Uh... Give underline or uh <i>menegaskan</i> ... kind of <i>menegaskan</i>	Reviewing Previous Lesson

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
Whilst – Instructional Activities		Your ... your arguments ... your ... your thesis in the ... in the first paragraph yeah ... okay	
	26.	Now, I will ask ... do you know about fast food?	Introducing New Topic
	27.	Yes, of course you know.	Saying Yes
	28.	Yeah... fast food is what?	Giving Triggering Questions
	29.	A kind of food.	Confirming
	30.	The other name is what?	Giving Triggering Questions
	31.	What?	Clarifying
	32.	Junk food ... that's good junk food ... junk food.	Repeating Students' Utterance to Confirm
	33.	So, uh is fast food good for us?	Giving Triggering Questions
	34.	Of course no.	Repeating Students' Utterance to Confirm
	35.	Why? Why is it not good?	Giving Triggering Questions
	36.	Yeah? Yes? Uh... It's not healthy.	Repeating Students' Utterance to Confirm
	37.	And then? Ya... because it's not healthy ... Why it's not healthy?	Giving Triggering Questions
	38.	Chicken is healthy, right? So, what? What? Rich of what?	Giving Triggering Questions
	39.	Preservative?	Checking Vocabulary
	40.	<i>Bahan-bahan pengawet.</i>	Responding to Students' Utterances
	41.	You know <i>bahan pengawet</i> ? Ya... so fast food is not healthy.	Checking Students' Understanding
	42.	Now, I have a text. This text talks about fast food.	Showing the Materials
	43.	Please, give it to your friends because you will talk about fast food.	Distributing Handouts/ Copies
	44.	Please read first silently	Giving Instructions
	45.	And then uh... if you want to ask uh the vocabularies there ... you may ask.	Checking Progress
	46.	Read silently first...try to understand...what uh? Yeah.	Giving Instructions
	47.	Name? Uh... no need ...up to you.	Responding to Students' Utterances
	48.	It is a...a kind of just exercise...no need to submit...no need to uh... give something like that.	Making Announcements
	49.	It's a kind of exercise for you to read, to answer questions, to comprehend a passage. Please do it.	Making Announcements
	50.	I think yeah...It is short and easy to understand.	Encouraging
	51.	But yeah...you may ask whether you...you don't understand.	Checking Progress
	52.	Is there any difficulties?	Checking Progress
	53.	No.	Responding to Students' Utterances
	54.	Short, right?	Encouraging
	55.	Where is the thesis? I mean ... uh... paragraph one? What is it? Fast food nowadays is considered a normal in venture.	Checking Students' Understanding
	56.	That's good.	Saying Yes
	57.	So what is venture? Venture is a kind of activities which takes risk, right? So fast food yeah it's not good.	Checking Vocabulary
	58.	Yeah... okay... okay, okay it's okay... finish?	Checking Progress
	59.	Two minutes more.	Checking the Time
	60.	Yes? Caffeine ... Caffeine. Caffeine is a kind of a strong desire ... I mean uh...strong desire to eat there because it is yaa... uh... suatu keinginan yang lebih, jadi rakus ato yaa pokoknya ngebet gitu.	Responding to Students' Utterances

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	61.	Alter ... Alter ... Do you know uh alter? What is alter? Apa itu alter artinya? Alter is ...?	Checking Vocabulary
	62.	Change.	Repeating Students' Utterance to Confirm
	63.	That's good ... change.	Saying Yes
	64.	Ini ... ini yang ini ... You're welcome.	Classroom Etiquette (Responding to Thanking)
	65.	Okay...Now, let's check together.	Starting to Check an Exercise
	66.	So at first uh... what is the main idea of the passage?	Going Through the Answers
	67.	I mean ... fast food...what? Is not...?	Giving Clues
	68.	Is not healthy food.	Repeating Students' Utterance to Confirm
	69.	That's right.	Saying Yes
	70.	And then uh... the arguments are first? Why it is not healthy? The first is ... is highly process with a wide range of additive ... Additive is a kind of yeah bahan pengawet.	Going Through the Answers
	71.	And then also ... what the other one ... kenapa kok dibilang nggak sehat? Penyebabnya eh apa?	Going Through the Answers
	72.	It can ...?	Giving Clues
	73.	It can damage health and waistline.	Repeating Students' Utterance to Confirm
	74.	It means that it can uh... it can uh... it can caused obesity and cancer. Waistline is a kind of lingkaran pinggang ... so, it can damage health and waistline. I mean obesity and cancer.	Explaining
	75.	And then the reiteration is? What? So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and fatty.	Going Through the Answers
	76.	Okay let's come to the questions. What the bad effects of fast food? First...?	Going Through the Answers
	77.	Obesity, cancer.	Repeating Students' Utterance to Confirm
	78.	Okay. Is there any other ... other opinions for number 1? No?	Checking Progress
	79.	Obesity and ...?	Giving Clues
	80.	That's right.	Saying Yes
	81.	How long has a fast food existed to be consumed?	Going Through the Answers
	82.	Since 1940.	Repeating Students' Utterance to Confirm
	83.	So, if you count, how many years? How many years?	Questioning
	84.	Sixty (60)?	Repeating Students' Utterance to Clarify
	85.	Seventy (70).	Repeating Students' Utterance to Confirm
	86.	Seventy (70) years. So, it has existed for seventy (70) years. So long ya?	Explaining
	87.	Fast food is altered from its original healthy form...form ... What does it mean?	Going Through the Answers
	88.	Alter ... A a... Alter itu kan change jadi fast food is changed from its original healthy form ... artinya?	Checking Vocabulary
	89.	Please any one? Who can answer? Abern or Monica or Hermawan? Onix? Artinya apa?	Giving Turns
	90.	Do you have ... kenapa kok dibilang berubah? Yang berubah apa? Apanya?	Questioning
	91.	Ingredients?	Repeating Students' Utterance to Clarify
	92.	No.	Saying No

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
	93.	Nutrition.	Repeating Students' Utterance to Confirm
	94.	Nutrition. That's good.	Saying Yes
	95.	Because actually, fa... uh... uh... what's that? The food in ... in the beginning is fresh but when you give so many additives yeah it be ... it will become uh... yeah become unhealthy, become not yeah not fresh yeah.	Explaining
	96.	Uh... fast food lose...looks fresh but it is not fresh. Yeah the nutrition is yeah maybe gone. There is no nutrition more.	Explaining
	97.	Is there any questions? No?	Checking Progress
	98.	Come to number 4. Do you agree that fast food simply feeds hunger and fatty? Why? Please justify your answer.	Going Through the Answers
	99.	Yes? They are MSG. More...? Yeah...it is also a good answer but please make it become to the point.	Giving Corrective Feedback
	100.	Do you agree that fast food simply feeds hunger and fatty?	Going Through the Answers
	101.	Jadi istilahnya cuma mengenyangkan tapi...ya..okay.. So, do you agree with that? Just ... just make you full but not uh... will not give any nutrition at all ... maybe just little but yeah I don't know because I am not a doctor.	Explaining
	102.	And then according to you should fast food be banned. Why?	Going Through the Answers
	103.	Because you like it.	Repeating Students' Utterance to Confirm
	104.	Yes? Why?	Repeating Students' Utterance to Clarify
	105.	Okay... please listen to your friends.	Gaining Attention
	106.	Why? Unhealthy ... Yes it can be.	Repeating Students' Utterance to Confirm
	107.	So, some say no some say yes yeah ... that is un uh... debate uh... debatable.	Making Announcements
	108.	And then ... do you love debate?	Questioning
	109.	Now, I will uh... I, I have 4 envelopes ... I have 4 envelopes here ... not uh... not money but puzzle ... puzzle. So, there are 4...4...4... uh... 4 pictures which show a kind of issue.	Showing the Materials
	110.	What I want you to do is yeah... at first I will divide first yeah... this is group A, this is group B, group C, and then group D. There 4 groups... Each of you have your own, have your own picture.	Giving Instructions
	111.	Ssttt... okay... please listen to me first ...what you have to do is try to argue, show your position, do you agree or not ... give at least 3 arguments. Please stand in front.	Giving Instructions
	112.	But just yeah...but each group I will choose just 1, maybe just 1, if there is ... there is more time, I will choose more. Okay?	Making Announcements
	113.	So, please all of you prepare for just 1 person in a group.	Giving Instructions
	114.	No, I will choose by myself.	Responding to Students' Utterances
	115.	And then...okay...Please think critically.	Giving Instructions
	116.	A, B, C, D.	Giving Instructions
	117.	Okay, please pay attention.	Gaining Attention
	118.	These are your topics so you don't need to yeah the	Making Announcements

Instructional Stages	No.	Classroom Verbal Expression	Classroom Situation
		puzzle is just a kind of uh... dice for you to come to this topics.	
	119	Group A, what is your topic? Abortion; Group B, what is your topic? What is your topic? Gays; Group C, what is your topic? Euthanasia.	Checking Progress
	120	This is for group...?	Questioning
	121	Please you look for some arguments at least 3, at least 3.	Giving Instructions
	122	I will give you 5 minutes to prepare your arguments, your position whether you are agree or not.	Making Things Clear
	123	Are you ready? Finish?	Checking Progress
	124	Not yet.	Repeating Students' Utterance to Confirm
	125	3 arguments.	Responding to Students' Utterances
	126	The time is up.	Stopping Work
	127	Okay...now please...now please sit down...sit down in your own seat...sit down please, come back to you seat, please come back to your seat...come back to your seat.	Giving Instructions
	128	Thank you.	Classroom Etiquette (Thanking)
	129	Okay... Now, uh... the first one what you ... what you have to do in front is explain what is your issue, for example what is gays mean is, what is abortion, what is euthanasia, what is bio-diesel? And then come to the arguments ... yes ...	Giving Instructions
	130	Is there any questions? No?	Checking Progress
	131	So, now I will choose one.	Making Announcements
	132	Fasty, please.	Giving Turns
	133	Oouuw... really? Okay... I will choose the other. Okay...what's your name? Vincent, please.	Giving Turns
	134	Okay... this is your yeah your topic and please explain to your friends.	Giving Instructions
	135	And then? Is that all?	Encouraging
	136	Is there any questions? Do you agree with it?	Checking Progress
	137	Yes?	Repeating Students' Utterance to Clarify
	138	All of you say yes... No, so why? Please listen to her ... Why? Setuju? Uuhh why?	Giving Corrective Feedback
	139	It is made of corn ... It can be plant again, again and again yeah... okay.	Repeating Students' Utterance to Clarify
	140	That's good.	Saying Yes
	141	So, thank you Vincent.	Classroom Etiquette (Thanking)
	142	Ooh sorry, sorry.	Classroom Etiquette (Apologizing)
	143	Or do you want say something? Do you want say something to ti... tackle tackle?	Encouraging
	144	No? No no no no? Yes or no? Do you want to say something? Yes.	Repeating Students' Utterance to Clarify
	145	Yeah... maybe it just ... it just debatable yeah... but it is a good good uh... what is that...a kind of opinion from you and from Vincent yeah.	Making Announcements
	146	Give big applause for them.	Saying Yes
	147	Let's come to the second.	Sequencing Activities
	148	From this group Bintoro, explain first what is euthanasia then yeah.	Giving Turns
	149	And then? Is that only 3? Already ... I mean 3	Encouraging

Instructional Stages	No	Classroom Verbal Expression	Classroom Situation
		Arguments ... Do you wanna add more? No? So, do you agree that euthanasia not be banned? You also say yes ... why? You can also say no ... you may ... you may have another opinion, right? You are uh 11 science students youth ... you have what's that? Uh... critical thinking ... no? Is there any questions? Is there any opinions?	
	150	No?	Repeating Students' Utterance to Clarify
	151	Is that all, Bintoro? Or you wanna say something again to convince.	Going Through the Answers
	152	No?	Repeating Students' Utterance to Clarify
	153	Okay...Give him applause.	Saying Yes
	154	Who else? Albert, please.	Giving Turns
	155	Abortion...what is abortion? Please listen.	Questioning
	156	Yes? It's a sin and then what? The second? Criminal and then? The gift from God ... Is that all from your ... from your arguments? Okay.	Repeating Students' Utterance to Clarify
	157	Did you hear what he has said? The first one is why abortion should be banned.	Checking Students' Understanding
	158	First one? Criminal. And then second? Sins	Repeating Students' Utterance to Confirm
	159	And then what? Doesn't what... respect the gift from God, right?	Repeating Students' Utterance to Confirm
	160	So, do you agree? Do you agree with him?	Questioning
	161	No? Why?	Repeating Students' Utterance to Clarify
	162	Listen first Onix ... okay.	Giving Instructions
	163	Damage... do you agree? Do you wanna say something?	Questioning
	164	Handicapped ... cacat ... handicapped handicapped ... pake -ed.	Responding to Students' Utterances
	165	Difficult what? Do you wanna say something? Okay... Okay... do you still in your position?	Questioning
	166	It's because it is a gift from God and then yeah you may not kill anybody although it is handicapped.	Making Announcements
	167	Okay... uh... students, this kind of uh... debate uh... what's that ... issue which is con... controversial ... when the baby is handicapped uh... you will ... you will think twice to have the baby to care or take care the baby, ok. Or if the mother uh... uh... will will die because of yeah... they have to give ... give birth ... if, if she gives birth uh she will die ... yeah... what you have to do ... this kind of debate yeah until now ... okay.	Explaining
	168	Because we don't have much time. So, yeah... thank you.	Stopping Work
	169	Okay... give big applause. Very good Albert. Very good.	Saying Yes
	170	And then the last one... uh... please you.	Giving Turns
	171	Man and woman? Just one? I guess three, right?	Repeating Students' Utterance to Clarify
	172	Really? I think uh... some church have.	Responding to Students' Utterances
	173	So, have any questions? Do you agree? Do you agree that uh... church still uh... don't have any what's that? Any...statement about gay marriage whether it is a sin or not. I think some churches has ... some	Questioning

Instructional Stages	No	Classroom Verbal Expression	Classroom Situation
		religion?	
	174	Abern, do you wanna say something?	Giving Turns
	175	Do you wanna say something again? So, you agree? Agree? How about your group? Your group? Do you agree with Abern? Yes? Okay... okay ... good. Is that all?	Questioning
Post – Instructional Activities	176	Students...okay...Because the bell is ringing, thank you very much.	Stopping Work
	177	So what have ... so what, what ... what have you learned today? What have you learned today? Analytical exposition first because we have yeah. We have fast food text.	Wrapping Up
	178	And then the second is you try to giving some opinions, yeah defend yourself with opinions. You did so perfect. I mean yeah...maybe you...you have to practice more, but yeah at this time good.	Wrapping Up
	179	And then give big applause to your friends.	Saying Yes
	180	Thank you very much. Good bye.	Saying Goodbye
	181	And also just just info uh... just information that today is the last time for me to teach.	Making Announcements

Analysis of Classroom Verbal Expression Uttered by Teacher Candidate A

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Pro	Into	Gram	Dict		
1.	OK, good mornings, Students.	Everyday Greetings	✓						
2.	Well, uh, yesterday, Monday, you had your examination, didn't you?	Making Classroom Small Talk	✓						
3.	Yes.	Repeating Students' Utterance to Confirm	✓						
4.	How did you feel at that time?	Making Classroom Small Talk	✓						
5.	OK, so last time you learned about Modal Perfect or Perfect Modal.	Reviewing Previous Lesson	✓						
6.	So, today we will learn about Elliptical Sentences.	Introducing New Topic	✓						
7.	Actually there is one more chapter in your book that is about conjunction, but today we just jump it first. We just skip it first.	Introducing New Topic	✓						
8.	So today we will discuss about Elliptical Sentences	Introducing New Topic					✓		Discuss is not followed by <i>about</i> .
9.	Who knows what elliptical sentences are?	Giving Triggering Questions	✓						
10.	No? Elliptical Sentences.	Repeating Students' Utterance to Confirm	✓						
11.	Yeah, that's the definition	Saying Yes	✓						
12.	Now, let's see the example first. You see these two sentences. Are they long or short?	Giving Triggering Questions	✓						
13.	So so.	Repeating Students' Utterance to Confirm	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
14.	They are quite long, right?	Giving Triggering Questions	✓						
15.	So, if you want to combine those sentences, if I say that I will go to Henry’s birthday party on Saturday next week together with Maria and her sister and you will also go to Henry’s birthday party on Saturday, bla bla bla... Is it long?	Giving Triggering Questions			✓				Sentence Fragment (→If you combine those two sentences into ..., do you think it is long?)
16.	Is it wasting time?	Giving Triggering Questions	✓						
17.	Yes.	Repeating Students’ Utterance to Confirm	✓						
18.	OK, that’s why in this kind of sentences, we, we can combine using the rule of elliptical sentences.	Explaining	✓						
19.	So, these two sentences can be combined into one, like this: I will go Henry’s birthday party on Saturday next week together with Maria and her sister, and you will too.	Explaining	✓						
20.	So, in elliptical sentences, we just omit those, the information which is the same with the first sentence.	Explaining			✓		✓		Those (plural) can’t be used to refer to the information (uncountable noun/singular). → ... we just omit that, the information ... The same with → the same as (preposition).
21.	Only you <i>yang</i> different, the rest is the same.	Explaining						✓	
22.	That’s why, we can combine it into one, using too.	Explaining			✓				That’s why, we can combine it ... → That’s why, we can combine them (agreement) ...

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Pro	Into	Gram	Dict		
23.	So, let's see. An elliptical sentence is the combination of two or more equal sentences using an appropriate conjunction by omitting the same or unnecessary elements.	Explaining	√						
24.	Why I gave the stress equal here?	Questioning				√			Why I gave the stress equal here? → Why did I give the stress equal here?
25.	Because in order that two sentences can be combined into one, those sentences have to be equal, meaning to say that those sentences have to be both positive or negative.	Explaining					√		... sentences have to be both positive or negative. → ... sentences have to be either positive or negative.
26.	So, we cannot combine two sentences in which one is positive and the other one is negative. So, both of them have to be positive or negative.	Explaining	√						
27.	Let's see the conjunction here. There are four conjunctions can be used in elliptical sentences.	Explaining				√			There are four conjunctions can be used in → There are four conjunctions that can be used in ...
28.	Not <i>soto</i> ya. <i>Bukan soto</i> . So...not <i>soto</i> . I know you are hungry.	Making Humor						√	Small talk topic: <i>soto</i> (Indonesian chicken soup) Ya → Ok .
29.	Ok. So, so, too either , and neither .	Explaining	√						
30.	Sometimes a native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/. But, I prefer that we pronounce it /iθə:/.	Explaining				√			Sometimes a native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/ → Sometimes a native speaker pronounces it /aiθə:/./ /aiθə:/ is ok; /aiθə:/ or /naiθə:/./ (Agreement between subject and verb, and missing)

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
31.	Now let's see the rule.	Giving Instructions	✓						
32.	So not all conjunctions can be used in elliptical sentences.	Explaining	✓						
33.	We divide it into one: positive elliptical sentences, and then negative.	Explaining				✓	✓		We divide it into one : positive elliptical sentences, and then negative → We divide them into two: positive elliptical sentences and negative ones.
34.	Positive sentence can use the conjunctions too and so .	Explaining				✓			Positive sentence can use the conjunction too and so → Positive sentences can use the conjunction too and so . (missing plural ending)
35.	If you use too , the subject of the second sentence comes first, and then the auxiliary, and then too .	Explaining	✓						
36.	If you use so , the word so comes first, and then the auxiliary, the last is the subject.	Explaining	✓						
37.	You see the example, the first: You have money, and I do too.	Giving Examples						✓	You see the example, the first: You have ... → Look at the first example: You have ...
38.	The second: You have money, and so do I.	Giving Examples	✓						
39.	So, what is the auxiliary here?	Questioning	✓						
40.	Too , yes.	Repeating Students' Utterance to Confirm	✓						
41.	Shall I continue?	Coping with Problems	✓						
42.	Now let's see the second.	Giving Examples						✓	Now let's see the second → Now let's look at the second.

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
43.	Negative elliptical sentences. If you use either , you use... the subject comes first, and then the auxiliary, and then plus not and either .	Explaining	✓						
44.	But if you use neither , the neither comes first, and then auxiliary, and then subject.	Explaining			✓				But if you use neither, the neither comes ... → But if you use neither, the word neither comes ...
45.	You please pay attention to this.	Giving Instructions			✓				You please pay attention to this → Please pay attention to this. (Command is commonly expressed without using the subject you).
46.	If you have used neither , you don't need to put not again, because neither means not either .	Explaining	✓						
47.	So that's the example. You do not have money, and I do not either. You do not have money, and neither do I.	Giving Examples			✓				So that's the example. You do not have money, and I do not either. You do not have money, and neither do I → So, look at these examples : You do not have money, and I do not either. You do not have money, and neither do I.
48.	Any questions so far?	Checking Students' Understanding	✓						
49.	Now let's see what are the auxiliaries. These are the auxiliaries: Do, does, did, have, has, had , and then you can use the to-be: am, is, are, was, were , and then modals.	Explaining			✓				Let's see what are the auxiliaries → Let's see what the auxiliaries are. (indirect question)
50.	I'm not angry, I'm not angry.	Responding to Students' Utterances	✓						
51.	Ok now, since you have, it seems that you have understood this very well, so I want you to do these exercises.	Setting an Exercise			✓				Since you ..., so I ... → Since you ..., I ... (so should not be used with since/because)

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
52.	The first <i>dulu</i>	Giving Instructions						✓	
53.	One person gets one. Pass it to your friend.	Distributing Handouts / Copies	✓						
54.	Copies? How many? One?	Checking Handout Distribution	✓						
55.	So, wait a minute. Have you got it? Who hasn't got it?	Checking Handout Distribution	✓						
56.	Ok, please do it in 5 minutes. Ok, 7 minutes.	Making Things Clear	✓						
57.	It's too easy for you	Encouraging	✓						
58.	So you're going to do it with a marker? No, I'm just kidding.	Making Humor	✓						
59.	Uhh, you see the first modal of the first sentence. Yes, then you use the same.	Monitoring	✓						
60.	Finished?	Checking Progress	✓						
61.	Finished!	Repeating Students' Utterance to Confirm	✓						
62.	I know because it is too easy for you.	Encouraging	✓						
63.	Ok, let's check it. Number one, Steven is an easy-going person... and so is Stanley. So the answer is 'I'.	Going Through the Answers	✓						
64.	And then, the second? Steven can play soccer very well, and Stanley can too. The answer 'F'.	Going Through the Answers					✓		... The answer 'F' → ...The answer is 'F'.
65.	The third, Steven likes listening to pop songs, and Stanley does too.	Going Through the Answers	✓						
66.	OK, number 4. Ok, Steven does not understand mathematics very well, and neither does Stanley. 'L'.	Going Through the Answers	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
67.	Number 5, Steven can't stand talking about politics, and Stanley cannot either. 'G'.	Going Through the Answers	✓						
68.	Number 6, Steven went to Texas 3 months ago, and so did ... Answer 'D'.	Going Through the Answers			✓				Answer 'D' → The answer is 'D'
69.	Number 7, Steven could not attend a lecture last week because of a headache, and Stanley could not either. 'H'.	Going Through the Answers	✓						
70.	The last, Steven has just bought a new cell phone and Stanley has too.	Going Through the Answers	✓						
71.	Good! Yeah.	Saying Yes	✓						
72.	Not yet?	Repeating Students' Utterance to Clarify	✓						
73.	Now, more exercises, because the first is too easy for you.	Setting an Exercise	✓						
74.	Now, let's move to the second.	Sequencing Activities	✓						
75.	Not enough? How many people? Two more pieces. How many pieces? One, yeah. Ok, Thank you. One more.	Checking Handout Distribution					✓		Two more pieces → Two more copies. (pieces → copies)
76.	Ok, for this one please do it in 10 minutes. Ten minutes.	Making Things Clear	✓						
77.	Yes! You may use and . Um, actually, sometimes uh, other conjunctions can be used such as but , or , nor , but and is the most common one.	Monitoring	✓						
78.	If you use, uh the rule is that when you use and , if the sentence is long, you have to use <i>comma</i> .	Explaining	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
79.	Yes? Yes, because it is Past Per...	Giving Clues	✓						
80.	What is the tenses of the Past Perfect?	Questioning			✓		✓		What is the tenses of the Past Perfect? → What is the use / the formula of the Past Perfect?
81.	This is past perfect. Actually there should be more information added like we show past perfect is used with Simple Past. For example like this: Andi had never been to Hawaii before <i>bla bla bla</i> but I just skipped the sentence because it will be too long.	Explaining					✓		 but I just skipped the sentence because it will be ... → ... but I just skipped the rest because it will be too long.
82.	Yeah, it's correct.	Saying Yes	✓						
83.	Yes. So, for every problem, there are two possibilities.	Explaining						✓	... for every problem ... → for each item ...
84.	Which sentence?	Responding to Students' Utterances	✓						
85.	Yes. If you use too ?	Checking Students' Understanding	✓						
86.	My sister ...?	Giving Clues	✓						
87.	Not so did , but ...	Giving Clues	✓						
88.	This is a Present Per. feet. So, My father has had a breakfast, and my sister has has too.	Checking Students' Understanding					✓		The indefinite article 'a' and the introductory ' so ' must be omitted.
89.	If you use so ?	Checking Students' Understanding	✓						
90.	So has my sister.	Repeating Students' Utterance to Confirm	✓						
91.	Have you finished? Ok, have you finished? Yes?	Checking Progress	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
92.	Ok, please write your answer.	Giving Instructions	✓						
93.	Number 1. Number 6.	Giving Turns	✓						
94.	Come on, sit well.	Coping with Problems	✓						
95.	You are handsome, too.	Responding to Students' Utterances	✓						
96.	Number 2.	Giving Turns	✓						
97.	Come on, sit well.	Coping with Problems	✓						
98.	Number 7, please.	Giving Turns	✓						
99.	The others, please be quiet and check your friends' answer, whether they are correct or not.	Gaining Attention		✓					Correct: /kɔːrek/ → /kərekt/
100.	Number ... thank you, thank you.	Classroom Etiquette (Thanking)	✓						
101.	Number 3, please.	Giving Turns	✓						
102.	Please, number 8 please. Number 8.	Giving Turns	✓						
103.	Hi, class... Please be quiet.	Gaining Attention	✓						
104.	And just check your friends' work, whether they are correct or not.	Giving Instructions		✓					Correct: /kɔːrek/ → /kərekt/
105.	Quiet, please.	Gaining Attention	✓						
106.	Check your friends' answer.	Giving Instructions	✓						
107.	Hi, class stop talking, please.	Gaining Attention	✓						
108.	Number 9, please. Nine.	Giving Turns	✓						
109.	Number 4, please.	Giving Turns	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect					
				Pro	Into	Gram	Dict		
110.	Number 10, I give you an honor.	Giving Turns				✓			Number 10, I give you an honor → Number 10, I give you a privilege.
111.	I will choose later, you number 5.	Giving Turns			✓				I will choose later, ... → I will choose somebody else later, ...
112.	Thank you.	Classroom Etiquette (Thanking)	✓						
113.	Number ... Hi, class. Number ... number ... number ... number 5.	Giving Turns	✓						
114.	Thank you.	Classroom Etiquette (Thanking)	✓						
115.	Heey...don't sit like this, come on.	Coping with Problems	✓						
116.	Ok, class. Come on, let's check together.	Giving Instructions			✓				Come on, let's check together. → Come on, let's check the answers together.
117.	Pay attention, please.	Gaining Attention	✓						
118.	Number 1, I don't like playing tennis, and neither does Marco.	Going Through the Answers	✓						
119.	Is it correct or not?	Giving Corrective Feedback		✓					Correct: /kɔːrek/ → /kɔːrekt/
120.	Correct!	Saying Yes		✓					Correct: /kɔːrek/ → /kɔːrekt/
121.	So, every problem has 2 possibilities.	Explaining					✓		... every problem ...→ each item ...
122.	How if use either ?	Questioning			✓				How if we use either ?
123.	Yeah, yes. And Marco does not either.	Going Through the Answers	✓						
124.	Number 2. She is not a perfect person, and neither are you. Correct? Yeah.	Going Through the Answers		✓					Correct: /kɔːrek/ → /kɔːrekt/
125.	Using either ? You are not either. Yes.	Going Through the Answers	✓						

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect					
				Pro	Into	Gram	Dict		
126.	Number 3, John could do the test well, and so could Alex. Correct? Yes.	Going Through the Answers		✓					Correct: /kɔːrek/ → /kərekt/
127.	Using too ? Yes, Alex could too.	Going Through the Answers	✓						
128.	Number 4, Maria will go to Ohio next week, and Sarah will do. Correct?	Going Through the Answers		✓					Correct: /kɔːrek/ → /kərekt/
129.	Using so ? So will Sarah.	Going Through the Answers	✓						
130.	Number 5... Come on. Behave yourself, behave yourself!	Coping with Problems	✓						
131.	My father has had a breakfast, and so has my sister. Correct!	Going Through the Answers		✓					Correct: /kɔːrek/ → /kərekt/
132.	Using too ? My sister has too.	Going Through the Answers	✓						
133.	Ok. Hi, class. Come on.	Complaining	✓						
134.	Arnold was reading a book, Danny and Larry were too.	Going Through the Answers	✓						
135.	So were Danny and Larry.	Going Through the Answers	✓						
136.	Number 7, Andy had never been to Hawaii, neither... had Jackie.	Going Through the Answers	✓						
137.	Using either ? Jackie had not either.	Going Through the Answers	✓						
138.	Ok, good!	Saying Yes	✓						
139.	Number 8. The boys should wear uniforms, and the girls should too. Correct?	Going Through the Answers		✓					Correct: /kɔːrek/ → /kərekt/

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal expression					CS	Note
			Correct	Incorrect			Dict		
				Pro	Into	Gram			
140.	And so, should ... the girls.	Going Through the Answers	✓						
141.	Number 9. I always learn English seriously, and so do my classmates. Correct or not? Yes!	Going Through the Answers		✓					Correct: /kɔːrek/ → /kərekt/
142.	Using so ? <i>Eh</i> , using too ? My classmates?	Going Through the Answers						✓	
143.	My classmates do too.	Going Through the Answers	✓						
144.	The last. Jane did not watch the show yesterday, and Jane's friends didn't either.	Going Through the Answers	✓						
145.	Using neither ? Neither did Jane's friends.	Going Through the Answers	✓						
146.	Ok, good! So, perfect!	Saying Yes	✓						
147.	Ok, let's review. So what, so what are the conjunctions used in positive elliptical sentences?	Wrapping Up	✓						
148.	So and too . How about the negative? Either and neither .	Wrapping Up	✓						
149.	Ok, I think that's all for today.	Stopping Work	✓						
150.	Oh, yes. Thank you for reminding me.	Classroom Etiquette (Thanking)	✓						

Analysis of Classroom Verbal Expression Uttered by Teacher Candidate B

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Gram	Dict	
1.	Please...Uhh...Can you please erase the blackboard first?	Giving Instructions	√					
2.	Thank you.	Classroom Etiquette (Thanking)	√					
3.	Okay...Good morning all How are you today?	Everyday Greetings	√					
4.	That's good	Responding to Students' Utterances	√					
5.	Oohh...so, today I see the seats are full so there is no one....	Taking the Register	√					
6.	Okay Tiffany, please sit down.	Dealing With Lateness	√					
7.	There is no one who is absent today, right?	Taking the Register	√					
8.	I think..ouw one..Sorry one..Uhh..the number, please?	Taking the Register	√					
9.	Four	Repeating Students' Utterance to Confirm	√					
10.	Okay...so just one? Okay..	Taking the Register	√					
11.	Okay..uhhh...What you have learned last time? About...uuhh..I mean, do you still remember about analytical exposition text? Do you still remember about analytical?	Reviewing Previous Lesson				√		What you have learned last time? → What did you learn last time?
12.	Okay.. Analytical is a kind of text which yeah you have	Reviewing Previous Lesson	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
	some of arguments in it... there are some of arguments and then..							
13.	Directly yeah..what is..what are the..the generic structures of analytical? First is? What?	Reviewing Previous Lesson	√					
14.	Thesis and then...?	Giving Clues	√					
15.	Arguments.	Repeating Students' Utterance to Confirm	√					
16.	That's good.	Saying Yes	√					
17.	And then? Re-...?	Giving Clues	√					
18.	Reiteration.	Repeating Students' Utterance to Confirm	√					
19.	Thesis is a kind of sentence which...? Which what? Which show? Show what?	Checking Students' Understanding			√			Which show? Show what? → Which shows...? Shows what?
20.	Bintoro....Show what?	Checking Students' Understanding			√			Show what? → Shows what?
21.	Show your position, right? Your position whether you are agree or not with the...the issue in the text....okay.	Reviewing Previous Lesson			√			Show your position, right? → Shows your position, right? ... whether you are agree or not with the... → ... whether you agree or not with the...
22.	And then, at least, uh..you have how many arguments at least you have in... at least 3.	Reviewing Previous Lesson			√			you have how many arguments at least you have in... at least 3. → How many arguments do you have at least? At least 3.
23.	Okay..no less than 3 but you can add more..okay..at least 3 arguments.	Reviewing Previous Lesson				√		no less than 3 but you can add more → not less than 3 but you can add more.
24.	And then reiteration...what..what is re..reiteration?	Checking Students' Understanding	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Gram	Dict		
	Hermawan...what is reiteration?							
25.	Is a kind of uhhh...conclusion or uuhh in re..reiteration, you can... what's that? Uuhh..Give underline or uhhh <i>menegaskan</i> ..kind of <i>menegaskan</i> your...your arguments..your...your thesis in the..in the first paragraph yeah..okay	Reviewing Previous Lesson					√	
26.	Now, I will ask.. do you know about fast food?	Introducing New Topic	√					
27.	Yes, of course you know.	Saying Yes	√					
28.	Yeah..fast food is what?	Giving Triggering Questions	√					
29.	A kind of food.	Confirming	√					
30.	The other name is what?	Giving Triggering Questions	√					
31.	What?	Clarifying	√					
32.	Junk food..that's good junk food..junk food.	Repeating Students' Utterance to Confirm	√					
33.	So, uuhh is fast food good for us?	Giving Triggering Questions	√					
34.	Of course no.	Repeating Students' Utterance to Confirm				√		Of course no. → Of course not.
35.	Why? Why is it not good?	Giving Triggering Questions	√					
36.	Yeah? Yes? Uuhh..It's not healthy.	Repeating Students' Utterance to Confirm	√					
37.	And then? Ya..because it's not healthy..Why it's not healthy?	Giving Triggering Questions			√			Why it's not healthy? → Why is it not healthy?
38.	Chicken is healthy, right? So, what? What? Rich of what?	Giving Triggering Questions	√					
39.	Preservative?	Checking Vocabulary	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
40.	<i>Bahan-bahan pengawet.</i>	Responding to Students' Utterances					✓	
41.	You know <i>bahan pengawet</i> ? Ya..so fast food is not healthy.	Checking Students' Understanding			✓		✓	You know <i>bahan pengawet</i> ? → Do you know <i>bahan pengawet</i> ?
42.	Now, I have a text. This text talks about fast food.	Showing the Materials	✓					
43.	Please, give it to your friends because you will talk about fast food.	Distributing Handouts/ Copies	✓					
44.	Please read first silently	Giving Instructions			✓			Please read first silently → Please read it first silently.
45.	And then uuhh..if you want to ask uuhh the vocabularies there..you may ask.	Checking Progress	✓					
46.	Read silently first...try to understand.... what uhhh? Yeah.	Giving Instructions			✓			Read silently first...try to understand... → Read it silently first...try to understand it...
47.	Name? uuhh...no need...up to you.	Responding to Students' Utterances	✓					
48.	It is a...a kind of just exercise...no need to submit...no need to uuhh give something like that.	Making Announcements			✓			...no need to submit... → ...no need to submit it...
49.	It's a kind of exercise for you to read, to answer questions, to comprehend a passage. Please do it.	Making Announcements	✓					
50.	I think yeah...It is short and easy to understand.	Encouraging	✓					
51.	But yeah...you may ask whether you...you don't understand.	Checking Progress				✓		But yeah you may ask whether you..you don't understand. → But yeah you may ask if you don't understand.
52.	Is there any difficulties?	Checking Progress			✓			Is there any difficulties? → Are there any difficulties?

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
53.	No.	Responding to Students' Utterances	✓					
54.	Short, right?	Encouraging	✓					
55.	Where is the thesis? I mean..uuhh..paragraph one? What is it? Fast food nowadays is considered a normal in venture.	Checking Students' Understanding	✓					
56.	That's good.	Saying Yes	✓					
57.	So what is venture? Venture is a kind of activities which takes risk, right? So fast food yeah it's not good.	Checking Vocabulary	✓					
58.	Yeah..okay..okay okay it's okay..finish?	Checking Progress			✓			Finish? → Finished?
59.	Two minutes more.	Checking the Time	✓					
60.	Yes? Caffein... Caffein. Caffeine is a kind of a strong desire..I mean uuhh...strong desire to eat there because it is yaa..uuhh... <i>suatu keinginan yang lebih, jadi rakus ato yaa pokoknya ngebet gitu.</i>	Responding to Students' Utterances		✓			✓	Caffein: /kafin/ → /kæfin/
61.	Alter...Alter..Do you know uuhh alter? What is alter? <i>Apa itu alter artinya?</i> Alter is...?	Checking Vocabulary					✓	
62.	Change.	Repeating Students' Utterance to Confirm	✓					
63.	That's good..change.	Saying Yes	✓					
64.	<i>Ini..ini yang ini.</i> You're welcome.	Classroom Etiquette (Responding to Thanking)					✓	
65.	Okay...Now, let's check together.	Starting to Check an Exercise			✓			Okay...Now, let's check together. → Okay...Now, let's check the answer together.

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
66.	So at first uuhh what is the main idea of the passage?	Going Through the Answers	√					
67.	I mean..fast food...what? Is not...?	Giving Clues	√					
68.	Is not healthy food.	Repeating Students' Utterance to Confirm		√				Healthy: /helθi/ → /hæti/
69.	That's right.	Saying Yes	√					
70.	And then uuhh the arguments are first? Why it is not healthy? The first is..is highly process with a wide range of additive..Additive is a kind of yeah <i>bahan pengawet</i> .	Going Through the Answers		√	√		√	Healthy: /hæltθi/ → /hælti/ The first is..is highly process with a wide range of additive... → The first is..is highly processed with a wide range of additive...
71.	And then also..what the other one.. <i>kenapa kok dibalang nggak sehat? Penyebabnya eh apa?</i>	Going Through the Answers					√	
72.	It can...?	Giving Clues	√					
73.	It can damage health and waistline.	Repeating Students' Utterance to Confirm		√				Health: /hæltθ/ → /hæltθ/ Obesity: /ɒbə'siti/ → /əu'bi:siti/ Health: /hæltθ/ → /hæltθ/
74.	It means that it can uuhh it can uuh it can caused obesity and cancer. Waistline is a kind of <i>lingkar pinggang</i> ..so, it can damage health and waistline. I mean obesity and cancer.	Explaining		√			√	
75.	And then the reiteration is? What? So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and fatty.	Going Through the Answers				√		So, there is absolutely nothing nutritional about fast food. → So, there is absolutely nothing nutritious from fast food.
76.	Okay let's come to the questions. What the bad effects of fast food? First...?	Going Through the Answers		√	√			Fatty: /fætik/ → /fæti/ Question: /kwesʃən/ → /kwesʃən/ What the bad effects of fast food? →

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
77.	Obesity, cancer.	Repeating Students' Utterance to Confirm		√				What are the bad effects of fast food? Obesity: /ɒbəsi/ → /əʊ'bi:siti/
78.	Okay. Is there any other..other opinions for number 1? No?	Checking Progress			√	√		Okay. Is there any other..other opinions for number 1? → Okay. Are there any other opinions of number 1?
79.	Obesity and...?	Giving Clues		√				Obesity: /ɒbəsi/ → /əʊ'bi:siti/
80.	That's right.	Saying Yes	√					
81.	How long has a fast food existed to be consumed?	Going Through the Answers			√			How long has a fast food existed to be consumed? → How long has fast food existed to be consumed?
82.	Since 1940.	Repeating Students' Utterance to Confirm	√					
83.	So, if you count, how many years? How many years?	Questioning			√			So, if you count, how many years? → So, if you count it, how many years?
84.	Sixty (60)?	Repeating Students' Utterance to Clarify	√					
85.	Seventy (70).	Repeating Students' Utterance to Confirm	√					
86.	Seventy (70) years. So, it has existed for seventy (70) years. So long ya?	Explaining					√	
87.	Fast food is altered from its original healthy fo...form..What does it mean?	Going Through the Answers		√				Altered: /ɒltər/ → /ɒltəd/
88.	Alter..A a..Alter <i>itu kan</i> change <i>jadi</i> fast food is changed from its original healthy form.. <i>artinya</i> ?	Checking Vocabulary		√			√	Changed: /tʃeɪnɪŋ/ → /tʃeɪnɪŋd/
89.	Please any one? Who can answer? Abern or Monica or Hermawan? Onix? <i>Artinya apa?</i>	Giving Turns			√		√	Who can answer? → Who can answer it?

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
90.	Do you have... <i>kenapa kok dibilang berubah? Yang berubah apa? Apanya?</i>	Questioning					✓	
91.	Ingredients?	Repeating Students' Utterance to Clarify	✓					
92.	No.	Saying No	✓					
93.	Nutrition.	Repeating Students' Utterance to Confirm	✓					
94.	Nutrition. That's good.	Saying Yes	✓					
95.	Because actually, fa.uuhh.uuhh.. what's that? the food in..in the beginning is fresh but when you give so many additives yeah it be...it will become uuhh yeah become unhealthy, become not yeah not fresh yeah.	Explaining		✓				Unhealthy: /ʌnhəʊli/ → /ʌnhəʊli/
96.	Uuhh fast food lose...looks fresh but it is not fresh. Yeah the nutrition is yeah maybe gone. There is no nutrition more.	Explaining			✓			There is no nutrition more. → There is no more nutrition.
97.	Is there any questions? No?	Checking Progress		✓				Questions: /kwɛstʃənz/ → /kwɛstʃənz/
98.	Come to number 4. Do you agree that fast food simply feeds hunger and fatty? Why? Please justify your answer.	Going Through the Answers			✓			Is there any questions? → Are there any questions? Come to number 4. → Next, number 4.
99.	Yes? They are MSG. More...? Yeah...it is also a good answer but please make it become to the point.	Giving Corrective Feedback			✓			They are MSG. → There is MSG. Yeah...it is also a good answer but

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
100.	Do you agree that fast food simply feeds hunger and fatty?	Going Through the Answers	√					please make it become to the point. → Yeah...it is also a good answer but please give a to-the-point answer.
101.	<i>Jadi istilahnya cuma mengenyangkan tapi...ya..okay..</i> So, do you agree with that? Just..just make you full but not uuhh will not give any nutrition at all..maybe just little but yeah I don't know because I am not a doctor.	Explaining			√		√	Just..just make you full but not uuhh will not give any nutrition at all... → It just makes you full but will not give any nutrition at all... maybe just little but yeah I don't know because I am not a doctor. → maybe just a little but yeah I don't know because I am not a doctor.
102.	And then according to you should fast food be banned. Why?	Going Through the Answers	√					
103.	Because you like it.	Repeating Students' Utterance to Confirm	√					
104.	Yes? Why?	Repeating Students' Utterance to Clarify	√					
105.	Okay...please listen to your friends.	Gaining Attention	√					
106.	Why? Unhealthy..Yes it can be..	Repeating Students' Utterance to Confirm		√				Unhealthy: /Anhəlθi/ → /Anhəlθi/
107.	So, some say no some say yes yeah..that is un uuhh debate uuhh debatable.	Making Announcements	√					
108.	And then..do you love debate?	Questioning	√					
109.	Now, I will uuhh..I I have 4 envelopes..I have 4 envelopes here..not uuhh not money but puzzle..puzzle. So, there are	Showing the Materials			√			..not uuhh not money but puzzle..puzzle. → it's not money inside but puzzles.

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
	4...4...4... uuhhh 4 pictures which show a kind of issue.							
110.	What I want you to do is yeah.. at first I will divide first yeah..this is group A, this is group B, group C, and then group D. There 4 groups..Each of you have your own, have your own picture.	Giving Instructions			√	√		What I want you to do is yeah.. at first I will divide first yeah.. → I will divide you into 4 groups. There 4 groups. → There are 4 groups. Each of you have your own, have your own picture. → Each group will have their
111.	Ssttt...okay...please listen to me first...what you have to do is try to argue, show your position, do you agree or not..give at least 3 arguments. Please stand in front.	Giving Instructions		√				Position: /p□sijian/ → /pazijian/
112.	But just yeah...but each group I will choose just 1, maybe just 1, if there is..there is more time, I will choose more..okay?	Making Announcements				√		...but each group I will choose just 1,... → ...but from each group I will choose one representative.
113.	So, please all of you prepare for just 1 person in a group.	Giving Instructions				√		So, please all of you prepare for just 1 person in a group. → So, each group should prepare a representative.
114.	No, I will choose by myself.	Responding to Students' Utterances			√			No, I will choose by myself. → No, I will choose the representative by myself.
115.	And then...okay...Please think critically.	Giving Instructions	√					
116.	A, B, C, D.	Giving Instructions	√					
117.	Okay, please pay attention.	Gaining Attention	√					
118.	These are your topics so you don't need to yeah the puzzle is just a kind of uuhh dice for	Making Announcements	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
	you to come to this topics.							
119.	Group A, what is your topic? Abortion; Group B, what is your topic? What is your topic? Gays; Group C, what is your topic? Euthanasia.	Checking Progress	✓					
120.	This is for group...?	Questioning	✓					
121.	Please you look for some arguments at least 3, at least 3.	Giving Instructions	✓					
122.	I will give you 5 minutes to prepare your arguments, your position whether you are agree or not.	Making Things Clear		✓	✓			Position: /pəˈziʃən/ → /pəˈziʃən/ I will give you 5 minutes to prepare your arguments, your position whether you are agree or not. → I will give you 5 minutes to prepare your arguments, your position whether you agree or not. Finish? → Finished?
123.	Are you ready? Finish?	Checking Progress			✓			
124.	Not yet.	Repeating Students' Utterance to Confirm	✓					
125.	3 arguments.	Responding to Students' Utterances	✓					
126.	The time is up.	Stopping Work	✓					
127.	Okay...now please...now please sit down...sit down in your own seat...sit down please, come back to your seat, please come back to your seat...come back to your seat.	Giving Instructions	✓					
128.	Thank you.	Classroom Etiquette (Thanking)	✓					
129.	Okay... Now, uuhh the first one what you..what you have to do in front is explain what is your issue, for example what is gays mean is, what is	Giving Instructions			✓			what you have to do in front is explain what is your issue. → what you have to do in front is explain what your issue is.

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
	abortion, what is euthanasia, what is bio-diesel? And then come to the arguments...yes..							for example what is gays mean is,... → for example what gays means? what is abortion,.. → what abortion is. what is euthanasia,... → what euthanasia is. what is bio-diesel? → whatbio-diesel is. Questions: /kwesiəns/ → /kwestʃəns/ Is there any questions? → Are there any questions?
130.	Is there any questions? No?	Checking Progress		√				
131.	So, now I will choose one.	Making Announcements	√					
132.	Fasty, please.	Giving Turns	√					
133.	Ouuww..really? Okay...I will choose the other. Okay...what's your name? Vincent, please.	Giving Turns	√					
134.	Okay..this is your yeah your topic and please explain to your friends.	Giving Instructions	√					
135.	And then? Is that all?	Encouraging	√					
136.	Is there any questions? Do you agree with it?	Checking Progress		√				Questions: /kwesiəns/ → /kwestʃəns/ Is there any questions? → Are there any questions?
137.	Yes?	Repeating Students' Utterance to Clarify	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
138.	All of you say yes...No, so why? Please listen to her..Why? <i>Setuju?</i> Uuhh why?	Giving Corrective Feedback				✓	✓	All of you say yes...No, so why? → Some say yes, some say no, so why?
139.	It is made of corn..It can be plant again, again and again yeah..okay.	Repeating Students' Utterance to Clarify			✓			It can be plant again, again and again yeah..okay. → It can be planted again, again and again yeah..okay
140.	That's good.	Saying Yes	✓					
141.	So, thank you Vincent.	Classroom Etiquette (Thanking)	✓					
142.	Ooh sorry sorry..	Classroom Etiquette (Apologizing)	✓					
143.	Or do you want say something? Do you want say something to ti..tackle tackle?	Encouraging			✓			Do you want say something to ti..tackle tackle? → Do you want to say something to tackle it?
144.	No? No no no? Yes or no? Do you want to say something? Yes.	Repeating Students' Utterance to Clarify	✓					
145.	Yeah maybe it just..it just debatable yeah...but it is a good good uuhh what is that...a kind of opinion from you and from Vincent yeah.	Making Announcements			✓			it just debatable yeah. → it's just a debatable yeah.
146.	Give big applause for them.	Saying Yes				✓		Give big applause for them. → Give them big applause.
147.	Let's come to the second.	Sequencing Activities				✓		Let's come to the second. → Let's move on to the second.
148.	From this group Bintoro, explain first what is euthanasia then yeah.	Giving Turns			✓			From this group Bintoro, explain first what is euthanasia then yeah. → From this group Bintoro, explain first what euthanasia is then yeah.
149.	And then? Is that only 3? Already..I mean 3 arguments..Do you wanna add	Encouraging			✓			And then? Is that only 3? Already..I mean 3 arguments. → Have you presented 3 arguments?

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect Gram	Dict		
	more? No? So, do you agree that euthanasia not be banned? You also say yes..why? You can also say no..you may..you may have another opinion, right? You are uuhh 11 science students youth..you have what's that? Uuuhh critical thinking..no? Is there any questions? Is there any opinions?			√				So, do you agree that euthanasia not be banned? → So, do you agree that euthanasia should not be banned? Questions: /kwesiəns/ → /kwesʃəns/ Is there any questions? → Are there any questions? Is there any opinions? → Are there any different opinions?
150.	No?	Repeating Students' Utterance to Clarify	√					
151.	Is that all, Bintoro? Or you wanna say something again to convince.	Going Through the Answers			√	√		Or you wanna say something again to convince. → Do you wanna say something else to convince?
152.	No?	Repeating Students' Utterance to Clarify	√					
153.	Okay...Give him applause.	Saying Yes	√					
154.	Who else? Albert, please.	Giving Turns	√					
155.	Abortion...what is abortion? Please listen.	Questioning	√					
156.	Yes? It's a sin and then what? The second? Criminal and then? The gift from God..Is that all from your..from your arguments? Okay.	Repeating Students' Utterance to Clarify	√					
157.	Did you hear what he has said? The first one is why abortion should be banned.	Checking Students' Understanding			√			Did you hear what he has said? → Did you hear what he said?
158.	First one? Criminal. And then second? Sins	Repeating Students' Utterance to Confirm	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
159.	And then what? Doesn't what... respect the gift from God, right?	Repeating Students' Utterance to Confirm	√					
160.	So, do you agree? Do you agree with him?	Questioning	√					
161.	No? Why?	Repeating Students' Utterance to Clarify	√					
162.	Listen first Onix..okay.	Giving Instructions	√					
163.	Damage...do you agree? Do you wanna say something?	Questioning	√					
164.	Handicapped..cacat..handicapped handicapped..pake -ed.	Responding to Students' Utterances					√	
165.	Difficult what? Do you wanna say something? Okay... Okay..do you still in your position?	Questioning		√			√	Position: /pɪsɪliən/ → /pəzɪliən/ Okay..do you still in your position? → Are you still in your position?
166.	It's because it is a gift from God and then yeah you may not kill anybody although it is handicapped.	Making Announcements	√					
167.	Okay...uuhh students, this kind of uuhh debate uuhh what's that..issue which is con..controversial..when the baby is handicapped uuhh you will..you will think twice to have the baby to care or take care the baby, ok. Or if the mother uuhh uuhh will will die because of yeah..they have to give..give birth..if if she gives birth uuhh she will die..yeah..what you have to do..this kind of debate yeah until now..okay	Explaining				√		..you will think twice to have the baby to care or take care the baby.. → ..you will think twice to have the baby to care for or take care of the baby.. this kind of debate yeah until now...okay → this is still debatable until now.

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Pro	Incorrect	Dict		
168.	Because we don't have much time. So..yeah..thank you.	Stopping Work	√					
169.	Okay..give big applause. Very good Albert. Very good. And then the last one...uuhh please you..	Saying Yes	√					
170.	Man and woman? Just one? I guess three, right?	Giving Turns	√					
171.	Really? I think uuhh some church have.	Repeating Students' Utterance to Clarify	√					
172.	Really? I think uuhh some church have.	Responding to Students' Utterances			√			Really? I think uuhh some church have. → Really? I think uuhh some churches have.
173.	So, have any questions? Do you agree? Do you agree that uuhh church still uuhh don't have any what's that? Any...statement about gay marriage whether it is a sin or not. I think some churches has..some religion?	Questioning			√			Do you agree that uuhh church still uuhh don't have any what's that? → Do you agree that churches still don't have any what's that? I think some churches has.. → I think some churches have.. some religion? → what about other religions?
174.	Abern, do you wanna say something?	Giving Turns	√					
175.	Do you wanna say something again? So, you agree? Agree? How about your group? Your group? Do you agree with Abern? Yes? Okay..okay...good..Is that all?	Questioning				√		Do you wanna say something again? → Do you wanna say something else?
176.	Students...okay...Because the bell is ringing, thank you very much.	Stopping Work	√					

No.	Classroom Verbal Expression	Classroom Situation	Analysis of the Verbal Expression				CS	Note
			Correct	Incorrect				
				Pro	Gram	Dict		
177.	So what have..so what what..what have you learned today? What have you learned today? Analytical exposition first because we have yeah. we have fast food text.	Wrapping Up				✓		Analytical exposition first because we have yeah we have fast food text. → Analytical exposition first because we have a text about fast food.
178.	And then the second is you try to giving some opinions, yeah defend yourself with opinions. You did so perfect.. I mean yeah....maybe you...you have to practice more, but yeah at this time good.	Wrapping Up		✓		✓		And then the second is you try to giving some opinions, yeah defend yourself with opinions. → And then the second is you try to give some opinions and support them. You did so perfect. → You did so well. ..you have to practice more, but yeah at this time good. → ..you have to practice more, but yeah at this time it's good.
179.	And then give big applause to your friends.	Saying Yes	✓					
180.	Thank you very much.. Good bye.	Saying Goodbye	✓					
181.	And also just info uuhh just information that today is the last time for me to teach.	Making Announcements	✓					

Classification of Classroom Situations Used During the Teaching Practice by Teacher

Candidate A

No.	Classroom Situations / Strategies	Frequency	Total	Status		CS
				Correct	Incorrect	
1.	Everyday Greetings	I	1	1	-	-
2.	Making Classroom Small Talk	II	2	2	-	-
3.	Repeating Students' Utterance to Clarify	I	1	1	-	-
4.	Repeating Students' Utterance to Confirm	IIII II	7	7	-	-
5.	Reviewing Previous Lesson	I	1	1	-	-
6.	Introducing New Topic	III	3	2	1	-
7.	Giving Triggering Questions	IIII	5	4	1	-
8.	Explaining	IIII IIIII IIIII IIIII IIIII	24	11	12	1
9.	Questioning	IIII	4	1	3	-
10.	Giving Instructions	IIII II	7	3	3	1
11.	Giving Examples	IIII	4	1	3	-
12.	Checking Students' Understanding	IIII	4	3	1	-
13.	Making Humor	II	2	1	-	1
14.	Setting An Exercise	II	2	1	1	-
15.	Distributing Handouts / Copies	I	1	1	-	-
16.	Checking Handout Distribution	III	3	2	1	-
17.	Making Things Clear	II	2	2	-	-
18.	Encouraging	II	2	2	-	-
19.	Monitoring	II	2	2	-	-
20.	Giving Clues	III	3	3	-	-
21.	Checking Progress	II	2	2	-	-
22.	Going Through the Answers	IIII IIIII IIIII IIIII IIIII III	29	20	8	1
23.	Giving Corrective Feedback	I	1	-	1	-
24.	Sequencing Activities	I	1	1	-	-
25.	Giving Reinforcement (Saying Yes)	IIII I	6	5	1	-
26.	Responding to Student's Utterance	III	3	3	-	-
27.	Giving Turns	IIII IIIII	10	8	2	-
28.	Coping with Problems	IIII	5	5	-	-
29.	Gaining Attention	IIII	5	4	1	-
30.	Complaining	I	1	1	-	-

No.	Classroom Situations / Strategies	Frequency	Total	Status		CS
				Correct	Incorrect	
31.	Classroom Etiquette (Thanking)	IIII	4	4	-	-
32.	Wrapping Up	II	2	2	-	-
33.	Stopping Work	I	1	1	-	-
TOTAL			150	107	39	4

**Classification of Classroom Situations Used during the Teaching Practice by Teacher
Candidate B**

No.	Classroom Situation	Frequency	Total	Status		CS
				Correct	Incorrect	
1.	Giving Instructions	IIII IIII III	13	7	6	-
2.	Classroom Etiquette (Thanking)	III	3	3	-	-
3.	Everyday Greetings	I	1	1	-	-
4.	Responding to Students' Utterances	IIII IIII	9	4	3	3
5.	Taking the Register	IIII	4	4	-	-
6.	Dealing With Lateness	I	1	1	-	-
7.	Repeating Students' Utterance to Confirm	IIII IIII IIII III	18	13	5	-
8.	Reviewing Previous Lesson	IIII II	7	2	4	1
9.	Giving Clues	IIII	5	4	1	-
10.	Giving Reinforcement (Saying Yes)	IIII IIII II	12	11	1	-
11.	Checking Students' Understanding	IIII I	6	2	4	1
12.	Introducing New Topic	I	1	1	-	-
13.	Giving Triggering Questions	IIII I	6	5	1	-
14.	Confirming	I	1	1	-	-
15.	Clarifying	I	1	1	-	-
16.	Checking Vocabulary	IIII	4	2	1	2
17.	Showing the Materials	II	2	1	1	-
18.	Distributing Handouts/ Copies	I	1	1	-	-
19.	Checking Progress	IIII IIII	10	2	8	-
20.	Making Announcements	IIII IIII	9	6	3	-
21.	Encouraging	IIII	5	3	2	-
22.	Checking the Time	I	1	1	-	-
23.	Classroom Etiquette (Responding to Thanking)	I	1	-	-	1

No.	Classroom Situations / Strategies	Frequency	Total	Status		CS
				Correct	Incorrect	
24.	Starting to Check an Exercise	I	1	-	1	-
25.	Going Through the Answers	IIII IIII I	11	3	7	2
26.	Explaining	IIII I	6	-	5	3
27.	Questioning	IIII IIII	10	5	4	1
28.	Repeating Students' Utterance to Clarify	IIII IIII I	11	10	1	-
29.	Giving Reinforcement (Saying No)	I	1	1	-	-
30.	Giving Corrective Feedback	II	2	-	2	1
31.	Gaining Attention	II	2	2	-	-
32.	Making Things Clear	I	1	-	1	-
33.	Stopping Work	III	3	3	-	-
34.	Giving Turns	IIII II	7	5	2	1
35.	Classroom Etiquette (Apologizing)	I	1	1	-	-
36.	Sequencing Activities	I	1	-	1	-
37.	Wrapping Up	II	2	-	2	-
38.	Saying Goodbye	I	1	1	-	-
TOTAL			181	107	66	16

Mistakes in Classroom Verbal Expressions Made by Teacher Candidate A

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
1.	So today we will discuss about Elliptical Sentences (8)	Introducing New Topic	Discuss is not followed by <i>about</i> . → So today we will discuss Elliptical Sentences.			✓	
2.	So, if you want to combine those sentences, if I say that I will go to Henry's birthday party on Saturday next week together with Maria and her sister and you will also go to Henry's birthday party on Saturday, bla bla bla... Is it long? (15)	Giving Triggering Questions	Sentence Fragment (→ If you want to combine those two sentences into ..., do you think it is long?)		✓		
3.	So, in elliptical sentences, we just omit those, the information which is the same with the first sentence. (20)	Explaining	Those (plural) can't be used to refer to the information (uncountable noun/singular). ... the same with ... → ... the same as ... (preposition)		✓	✓	
4.	Only you <i>yang</i> different, the rest is the same. (21)	Explaining					✓
5.	That's why, we can combine it into one, using too. (22)	Explaining	... we can combine it ... → ... we can combine them ... (agreement)		✓		
6.	Why I gave the stress equal here? (24)	Questioning	Why I gave ...? → Why did I give...?		✓		

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
7.	Because in order that two sentences can be combined into one, those sentences have to be equal, meaning to say that those sentences have to be both positive or negative. (25)	Explaining	... have to be both ... or ... → ... have to be either ... or ...			√	
8.	Let's see the conjunction here. There are four conjunctions can be used in elliptical sentences. (27)	Explaining	There are four conjunctions can be used in → There are four conjunctions that can be used in ...		√		
9.	Not <i>soto ya. Bukan soto</i> . So...not <i>soto</i> . (28)	Making Humor	Small talk topic: <i>soto</i> (Indonesian chicken soup) Ya → Ok!				√
10.	Sometimes a native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/ . But, I prefer that we pronounce it /iθə:/ . (30)	Explaining	Sometimes a native speaker pronounce it /aiθə:/ is ok. /aiθə:/ or /naiθə:/ → Sometimes a native speaker pronounces it /aiθə:/ . /aiθə:/ is ok; /aiθə:/ or /naiθə:/ . (Agreement between subject and verb, and missing)		√		
11.	We divide it into one: positive elliptical sentences, and then negative. (33)	Explaining	We divide it into one: positive elliptical sentences, and then negative → We divide them into two : positive elliptical sentences and negative ones .		√		

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
12.	Positive sentence can use the conjunctions too and so . (34)	Explaining	Positive sentence can use the conjunction too and so → Positive sentences can use the conjunction too and so. (missing plural ending)		✓		
13.	You see the example, the first: You have money, and I do too. (47)	Giving Examples	You see the example, the first: You have ... → Look at the first example: You have			✓	
14.	Now let's see the second. (42)	Giving Examples	Now let's see the second → Now let's look at the second.			✓	
15.	But if you use neither , the neither comes first, and then auxiliary, and then subject. (44)	Explaining	But if you use neither, the neither comes ... → But if you use neither, the word neither comes ...		✓		
16.	You please pay attention to this. (45)	Giving Instructions	You please pay attention to this → Please pay attention to this. (Command is commonly expressed without using the subject you).		✓		
17.	So that's the example. You do not have money, and I do not either. You do not have money, and neither do I. (47)	Giving Examples	So that's the example. You do not have money, and I do not either. You do not have money, and neither do I → So, look at these examples: You do not have money, and I do not either. You do not have money, and neither do I.		✓		

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
18.	Now let's see what are the auxiliaries. These are the auxiliaries: Do, does, did, have, has, had , and then you can use the to-be: am, is, are, was, were , and then modals. (59)	Explaining	Let's see what are the auxiliaries → Let's see what the auxiliaries are. (indirect question)		✓		
19.	Ok now, since you have, it seems that you have understood this very well, so I want you to do these exercises. (51)	Setting An Exercise	Since you ..., so I ... → Since you ..., I ... (so should not be used with since/because)		✓		
20.	The first <i>dulu</i> . (52)	Giving Instructions					✓
21.	And then, the second? Steven can play soccer very well, and Stanley can too. The answer 'F'. (64)	Going Through the Answers	The answer 'F' → The answer is 'F'		✓		
22.	Number 6, Steven went to Texas 3 months ago, and so did ... Answer 'D'. (68)	Going Through the Answers	Answer 'D' → The answer is 'D'		✓		
23.	Not enough? How many people? Two more pieces. How many pieces? One, yeah. Ok, Thank you. One more. (75)	Checking Handout Distribution	Two more pieces → Two more copies. (pieces → copies)			✓	
24.	What is the tenses of the Past Perfect? (80)	Questioning	What is the tenses of the Past Perfect? → What is the use / the formula of the Past Perfect?		✓	✓	

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
25.	This is past perfect. Actually there should be more information added like we show past perfect is used with Simple Past. For example like this: Andi had never been to Hawaii before <i>bla bla bla</i> but I just skipped the sentence because it will be too long. (81)	Explaining	... but I just skipped the sentence because it will be ... → ... but I just skipped the rest because it will be too long.			✓	
26.	Yes. So, for every problem, there are two possibilities. (83)	Explaining	So, for every problem ... → So, for each item ...			✓	
27.	This is a Present Per...fect. So, My father has had a breakfast, and my sister has has too. (88)	Checking Students' Understanding	The indefinite article 'a' and the introductory 'so' must be omitted.		✓		
28.	The others, please be quiet and check your friends' answer, whether they are correct or not. (99)	Gaining Attention	Correct: /kɔːrek/ → /kəːrek/	✓			
29.	And just check your friends' work, whether they are correct or not. (104)	Gaining Attention	Correct: /kɔːrek/ → /kəːrek/	✓			
30.	Number 10, I give you an honor. (110)	Giving Turns	... I give you an honour → ... I give you a privilege .			✓	

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
31.	So, every problem has 2 possibilities. (121)	Explaining	So, for every problem ... → So, for each item ...			√	
32.	How if use either ? (122)	Questioning	How if use either ? → How if we use either ?		√		
33.	Number 2. She is not a perfect person, and neither are you. Correct? Yeah. (124)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
34.	Number 3, John could do the test well, and so could Alex. Correct? Yes. (126)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
35.	Number 4, Maria will go to Ohio next week, and Sarah will do. Correct? (128)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
36.	My father has had a breakfast, and so has my sister. Correct! (131)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
37.	Number 8. The boys should wear uniforms, and the girls should too. Correct? (139)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
38.	Number 9. I always learn English seriously, and so do my classmates. Correct or not? Yes! (141)	Going Through the Answers	Correct: /kərek/ → /kərekt/	√			
39.	Using so ? <i>Eh</i> , using too ? My classmates? (142)	Going Through the Answers					√

Mistakes in Classroom Verbal Expressions Made by Teacher Candidate B

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
1.	Okay..uhhh... What you have learned last time? About...uhhh..I mean, do you still remember about analytical exposition text? Do you still remember about analytical? (11)	Reviewing Previous Lesson	What you have learned last time? → What did you learn last time?		√		
2.	Thesis is a kind of sentence which...? Which what? Which show? Show what? (19)	Checking Students' Understanding	Which show? Show what? → Which shows...? Shows what?		√		
3.	Bintoro...Show what? (20)	Checking Students' Understanding	Show what? → Shows what?		√		
4.	Show your position, right? Your position whether you are agree or not with the...the issue in the text...okay. (21)	Reviewing Previous Lesson	Show your position, right? → Shows your position, right? ... whether you are agree or not with the... → ... whether you agree or not with the...		√		
5.	And then, at least, uhhh..you have how many arguments at least you have in... at least 3. (22)	Reviewing Previous Lesson	you have how many arguments at least you have in... at least 3. → How many arguments do you have at least? At least 3.		√		
6.	Okay..no less than 3 but you can add more..okay..at least 3 arguments. (23)	Reviewing Previous Lesson	no less than 3 but you can add more → not less than 3 but you can add more.			√	
7.	Is a kind of uhhh...conclusion or uhhh in re..reiteration, you can... what's that? Uuhh..Give underline or uhhh <i>menegaskan</i> ..kind of <i>menegaskan</i> your...your arguments..your...your thesis in the..in the first paragraph yeah..okay. (25)	Reviewing Previous Lesson					√
8.	Of course no. (34)	Repeating Students' Utterance to Confirm	Of course no. → Of course not.			√	
9.	And then? Yeah...because it's not healthy..Why it's not healthy? (37)	Giving Triggering Questions	Why it's not healthy? → Why is it not healthy?		√		
10.	<i>Bahan-bahan pengawat.</i> (40)	Responding to					√

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
		Students' Utterances					
11.	You know <i>bahan pengawet</i> ? Yeah...so fast food is not healthy. (41)	Checking Students' Understanding	You know <i>bahan pengawet</i> ? → Do you know <i>bahan pengawet</i>?		✓		✓
12.	Please read first silently. (44)	Giving Instructions	Please read first silently → Please read it first silently.		✓		
13.	Read silently first...try to understand...what uhhh? Yeah. (46)	Giving Instructions	Read silently first...try to understand... → Read it silently first...try to understand it...		✓		
14.	It is a...a kind of just exercise...no need to submit...no need to uuhh give something like that. (48)	Making Announcements	...no need to submit... → ...no need to submit it...		✓		
15.	But yeah you may ask whether you..you don't understand. (51)	Checking Progress	But yeah you may ask whether you..you don't understand. → But yeah you may ask if you don't understand.			✓	
16.	Is there any difficulties? (52)	Checking Progress	Is there any difficulties? → Are there any difficulties?		✓		
17.	Yeah..okay..okay okay it's okay..finish? (58)	Checking Progress	Finish? → Finished?		✓		
18.	Yes? Caffein...Cafeein. Caffeine is a kind of a strong desire..I mean uuhh...strong desire to eat there because it is yaa..uuuh.. <i>suatu keinginan yang lebih, jadi rakus ato yaa pokoknya ngebet gitu.</i> (60)	Responding to Students' Utterances	Caffein: /kafin/ → /kæfin/	✓			✓
19.	Alter...Alter..Do you know uuhh alter? What is alter? <i>Apa itu alter artinya?</i> Alter is...? (61)	Checking Vocabulary					✓
20.	<i>Ini..ini yang ini...</i> You're welcome. (64)	Classroom Etiquette (Responding to Thanking)					✓
21.	Okay...Now, let's check together. (65)	Starting to Check an Exercise	Okay...Now, let's check together. → Okay...Now, let's check the answer together.		✓		
22.	Is not healthy food. (68)	Repeating Students' Utterance to Confirm	Healthy: /hælti / → /helθi/	✓			
23.	And then uuhh the arguments are first?	Going Through the	Healthy: /hæltθi/ → /helθi/	✓			✓

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
	Why it is not healthy? The first is..is highly process with a wide range of additive..Additive is a kind of yeah <i>bahan pengawet</i> . (70)	Answers	The first is..is highly process with a wide range of additive... → The first is..is highly processed with a wide range of additive....		✓		
24.	And then also...what the other one.. <i>kenapa kok dibalang nggak sehat? Penyebabnya eh apa?</i> (71)	Going Through the Answers					✓
25.	It can damage health and waistline. (73)	Repeating Students' Utterance to Confirm	Health: /həltθ/ → / helθ /	✓			
26.	It means that it can uuhh it can uuh it can caused obesity and cancer. Waistline is a kind of <i>lingkar pinggang</i> ..so, it can damage health and waistline. I mean obesity and cancer. (74)	Explaining	Obesity: /□ bəsiti/ → /əu'bi:siti/ Health: /həltθ/ → / helθ /	✓			✓
27.	And then the reiteration is? What? So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and fatty. (75)	Going Through the Answers	Fatty: /fætik/ → / fæti /	✓			
28.	Okay let's come to the questions. What the bad effects of fast food? First...? (76)	Going Through the Answers	So, there is absolutely nothing nutritional about fast food. → So, there is absolutely nothing nutritious from fast food. Question: /kwesiən/ → / kwestʃən / What the bad effects of fast food? → What are the bad effects of fast food?	✓	✓		
29.	Obesity, cancer. (77)	Repeating Students' Utterance to Confirm	Obesity: /□ bəsiti/ → /əu'bi:siti/	✓			
30.	Okay. Is there any other..other opinions for number 1? No? (78)	Checking Progress	Okay. Is there any other..other opinions for number 1? → Okay. Are there any other opinions of number 1?		✓	✓	
31.	Obesity and...? (79)	Giving Clues	Obesity: /□ bəsiti/ → /əu'bi:siti/	✓			
32.	How long has a fast food existed to be consumed? (81)	Going Through the Answers	How long has a fast food existed to be consumed? → How long has fast food existed to be consumed?		✓		
33.	So, if you count, how many years? How many years? (83)	Questioning	So, if you count, how many years? → So, if you count it , how many years?		✓		
34.	Seventy (70) years. So, it has existed for seventy (70) years. So long <i>ya</i> ? (86)	Explaining					✓

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
35.	Fast food is altered from its original healthy form...What does it mean? (87)	Going Through the Answers	Altered: /□ltər/ → /□ltərd/	✓			
36.	Alter..A a.Alter <i>itu kam</i> change <i>jadi</i> fast food is changed from its original healthy form.. <i>artinya?</i> (88)	Checking Vocabulary	Changed: /tʃeɪn□/ → /tʃeɪn□d/	✓			✓
37.	Please any one? Who can answer? Abern or Monica or Hermawan? Onix? <i>Artinya apa?</i> (89)	Giving Turns	Who can answer? → Who can answer it?		✓		✓
38.	Do you have... <i>kenapa kok dibilang berubah? Yang berubah apa? Apanya?</i> (90)	Questioning					✓
39.	Because actually, fa..uuhh..uuhh... what's that? the food in..in the beginning is fresh but when you give so many additives yeah it be...it will become uuhh yeah become unhealthy, become not yeah not fresh yeah. (95)	Explaining	Unhealthy: /ʌnhəltʃi/ → /ʌnhelθi/	✓			
40.	Uuhh fast food lose...looks fresh but it is not fresh. Yeah the nutrition is yeah maybe gone...There is no nutrition more. (96)	Explaining	There is no nutrition more. → There is no more nutrition.		✓		
41.	Is there any questions? No? (97)	Checking Progress	Questions: /kwɛstjəns/ → /kwɛstʃəns/	✓			
			Is there any questions? → Are there any questions?		✓		
42.	Come to number 4. Do you agree that fast food simply feeds hunger and fatty? Why? Please justify your answer. (98)	Going Through the Answers	Come to number 4. → Next, number 4.			✓	
43.	Yes? They are MSG. More...? Yeah...it is also a good answer but please make it become to the point. (99)	Giving Corrective Feedback	They are MSG. → There is MSG. Yeah...it is also a good answer but please make it become to the point. → Yeah...it is also a good answer but please give a to-the-point answers.		✓		
44.	<i>Jadi istilahnya cuma mengemangkan</i>	Explaining	Just..just make you full but not uuhh will		✓	✓	✓

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
	<i>tapi...</i> ya..okay.. So, do you agree with that? Just..just make you full but not uuhh will not give any nutrition at all..maybe just little but yeah I don't know because I am not a doctor. (101)		not give any nutrition at all... → It just makes you full but will not give any nutrition at all... maybe just little but yeah I don't know because I am not a doctor. → maybe just a little but yeah I don't know because I am not a doctor.				
45.	Why? Unhealthy.. Yes it can be.. (106)	Repeating Students' Utterance to Confirm	Unhealthy: /ʌnhə'leɪ/ → /ʌnhel'leɪ/	√			
46.	Now, I will uuhh..I I have 4 envelopes..I have 4 envelopes here..not uuhh not money but puzzle..puzzle. So, there are 4...4...4... uuhh 4 pictures which show a kind of issue. (109)	Showing the Materials	..not uuhh not money but puzzle..puzzle. → it's not money inside but puzzles .		√		
47.	What I want you to do is yeah.. at first I will divide first yeah..this is group A, this is group B, group C, and then group D. There 4 groups...Each of you have your own, have your own picture. (110)	Giving Instructions	What I want you to do is yeah.. at first I will divide first yeah.. → I will divide you into 4 groups . There 4 groups. → There are 4 groups. Each of you have your own, have your own picture. → Each group will have their own picture .		√	√	
48.	Ssttt...okay...please listen to me first... what you have to do is try to argue, show your position, do you agree or not...give at least 3 arguments. Please stand in front. (111)	Giving Instructions	Position: /pɒ'siʃən/ → /pæ'ziʃən/	√			
49.	But just yeah...but each group I will choose just 1, maybe just 1, if there is... there is more time, I will choose more..okay? (112)	Making Announcements	...but each group I will choose just 1,... → ...but from each group I will choose one representative .			√	
50.	So, please all of you prepare for just 1 person in a group. (113)	Giving Instructions	So, please all of you prepare for just 1 person in a group. → So, each group should prepare a representative .			√	

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
51.	No, I will choose by myself. (114)	Responding to Students' Utterances	No, I will choose by myself. → No, I will choose the representative by myself.		✓		
52.	I will give you 5 minutes to prepare your arguments, your position whether you are agree or not. (122)	Making Things Clear	Position: /pə'siʃən/ → /pə'ziʃən/ I will give you 5 minutes to prepare your arguments, your position whether you are agree or not. → I will give you 5 minutes to prepare your arguments, your position whether you agree or not.	✓	✓		
53.	Are you ready? Finish? (123)	Checking Progress	Finish? → Finished?		✓		
54.	Okay... Now, uuhh the first one what you...what you have to do in front is explain what is your issue, for example what is gays mean is, what is abortion, what is euthanasia, what is bio-diesel? And then come to the arguments...yes... (129)	Giving Instructions	what you have to do in front is explain what is your issue. → what you have to do in front is explain what your issue is. for example what is gays mean is,... → for example what gays means? what is abortion,... → what abortion is. what is euthanasia,... → what euthanasia is. what is bio-diesel? → what bio-diesel is.		✓		
55.	Is there any questions? No? (130)	Checking Progress	Questions: /kwesʃənz/ → /kwestʃənz/ Is there any questions? → Are there any questions?	✓	✓		
56.	Is there any questions? Do you agree with it? (136)	Checking Progress	Questions: /kwesʃənz/ → /kwestʃənz/ Is there any questions? → Are there any questions?	✓	✓		
57.	All of you say yes... No, so why? Please listen to her..Why? <i>Setuju?</i> Uuhh why? (138)	Giving Corrective Feedback	All of you say yes... No, so why? → Some say yes, some say no, so why?			✓	✓
58.	It is made of corn..It can be plant again, again and again yeah..okay. (139)	Repeating Students' Utterance to Clarify	It can be plant again, again and again yeah..okay. → It can be planted again, again and again yeah..okay		✓		

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
59.	Or do you want say something? Do you want say something to ti..tackle tackle? (143)	Encouraging	Do you want say something to ti..tackle tackle? → Do you want to say something to tackle it ?		✓		
60.	Yeah . maybe it just..it just debatable yeah..but it is a good good uuhh what is that...a kind of opinion from you and from Vincent yeah. (145)	Making Announcements	it just debatable yeah. → it's just a debatable yeah.		✓		
61.	Give big applause for them. (146)	Saying Yes	Give big applause for them. → Give them big applause.			✓	
62.	Let's come to the second. (147)	Sequencing Activities	Let's come to the second. → Let's move on to the second.			✓	
63.	From this group Bintoro, explain first what is euthanasia then yeah. (148)	Giving Turns	From this group Bintoro, explain first what is euthanasia then yeah. → From this group Bintoro, explain first what euthanasia is then yeah.		✓		
64.	And then? Is that only 3? Already..I mean 3 arguments..Do you wanna add more? No? So, do you agree that euthanasia not be banned? You also say yes..why? You can also say no..you may..you may have another opinion, right? You are uuhh I I science students youth..you have what's that? Uuhh critical thinking..no? Is there any questions? Is there any opinions? (149)	Encouraging	Questions: /kwestions/ → /kwestions/ And then? Is that only 3? Already..I mean 3 arguments. → Have you presented 3 arguments? So, do you agree that euthanasia not be banned? → So, do you agree that euthanasia should not be banned? Is there any questions? → Are there any questions? Is there any opinions? → Are there any different opinions?	✓	✓	✓	
65.	Is that all, Bintoro? Or you wanna say something again to convince. (151)	Going Through the Answers	Or you wanna say something again to convince. → Do you wanna say something else to convince?		✓	✓	
66.	Did you hear what he has said? The first one is why abortion should be banned. (157)	Checking Students' Understanding	Did you hear what he has said? → Did you hear what he said?		✓		

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
67.	Difficult what? Do you wanna say something? Okay... Okay..do you still in your position? (165)	Questioning	Position: /pə'zi:ʃən/ → /pə'zi:ʃən/ Okay..do you still in your position? → Are you still in your position?	✓	✓		
68.	Okay...uuhh students, this kind of uuhh debate uuhh what's that..issue which is con..controversial..when the baby is handicapped uuhh you will..you will think twice to have the baby to care or take care the baby.. Or if the mother uuhh uuhh will will will die because of yeah...they have to give..give birth..if if she gives birth uuhh she will die...yeah...what you have to do..this kind of debate yeah until now..okay. (167)	Explaining	..you will think twice to have the baby to care or take care the baby.. → ..you will think twice to have the baby to care for or take care of the baby.. this kind of debate yeah until now..okay → this is still debatable until now.		✓	✓	
69.	Really? I think uuhh some church have. (172)	Responding to Students' Utterances	Really? I think uuhh some church have.. → Really? I think uuhh some churches have.		✓		
70.	So, have any questions? Do you agree? Do you agree that uuhh church still uuhh don't have any what's that? Any...statement about gay marriage whether it is a sin or not. I think some churches has..some religion? (173)	Questioning	Do you agree that uuhh church still uuhh don't have any what's that? → Do you agree that churches still don't have any what's that? I think some churches has.. → I think some churches have.. some religion? → what about other religions?		✓		
71.	Do you wanna say something again? So, you agree? Agree? How about your group? Your group? Do you agree with Abern? Yes? Okay..okay...good..Is that all? (175)	Questioning	Do you wanna say something again? → Do you wanna say something else?			✓	
72.	So what have...so what what...what have you learned today? What have you learned today? Analytical exposition first because we have yeah we have fast food text. (177)	Wrapping Up	Analytical exposition first because we have yeah we have fast food text. → Analytical exposition first because we have a text about fast food.			✓	

No.	Faulty Utterance	Classroom Situation	Corrected Version	Types of Mistakes			CS
				Pro	Gram	Dict	
73.	And then the second is you try to giving some opinions, yeah defend yourself with opinions. You did so perfect... I mean yeah...maybe you...you have to practice more, but yeah at this time good. (178)	Wrapping Up	And then the second is you try to giving some opinions, yeah defend yourself with opinions. → And then the second is you try to give some opinions and support them. You did so perfect. → You did so well. ..you have to practice more, but yeah at this time good. → ..you have to practice more, but yeah at this time it's good.		√	√	