

Appendix A
Observation Sheet

Class:

Date:

Session/ Time:

Number of Ss:

Classroom Layout

Appendix B

Question Modification Counting Sheet

| No. | Question Modification | Frequency |
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| 1 | Repeating or rephrasing | |
| 2 | Narrowing | |
| 3 | Repeating with 'or-choice' | |
| 4 | Wait-time | |

Appendix C: The Transcript of Teacher A

| Utterances | Question Modification | Possible reasons |
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| <p>T: Okay Unit 5 now. This is ... word and phrasal modals. So there are topics you have learnt at senior high school.</p> <p>SS: Yes, Ma'am</p> <p>T: So we don't have to discuss it now?</p> <p>SS: Harus Ma'am</p> <p>T: No discussion?</p> <p>SS: Discuss aja</p> <p>T: No discussion and directly to quiz? (giggle) Okay, now, modals... what is modals?</p> | | |
| <p>SS: (silence)</p> <p>T: D?</p> | <p>WT (0:05)</p> <p>RR</p> | <p>To get S's response</p> <p>Waiting SS to respond</p> |
| <p>S.D: Yes, Ma'am?</p> <p>T: What is a modal?</p> | <p>RR</p> | |
| <p>S.D: (pause) A modal is a modal</p> <p>T: So, what is it, St?</p> | <p>WT (0:06)</p> <p>RR</p> | <p>To give Ss time to think</p> |
| <p>S.St: Modals is for business, right?</p> <p>T: Ya, that is modal ya. In English you say it.... you call it capital. Money capital. Not money modal. So words can have the same meaning or it can have different meaning in different languages. Okay? Right.... Ya, so what is a modal?(pause)Y?</p> | <p>RR</p> <p>WT (0:04)</p> | <p>To get Ss' response</p> <p>To get SS response</p> |
| <p>S.Y: Can, could....</p> <p>T: Ya, can could.... how do we use that?</p> | <p>N</p> | <p>To check SS' understanding</p> |
| <p>S.Y: Offering... offering something?</p> <p>T: No, grammatically in a sentence. Yes?</p> | <p>RR</p> | <p>To give S clues</p> |
| <p>S.Y: (silence)</p> <p>T: In a sentence how do you use that?</p> | <p>(WT 3 0:06)</p> <p>RR</p> | <p>To give S time to think</p> |
| <p>S.Y: (open book)</p> <p>T: Don't open your book, Y. Just as you remember.</p> | <p>(WT 4 0:04)</p> | |
| <p>S.Y: Ehmmm, 'can' in a form of sentence?</p> <p>T: Ya, can you make a sentence with 'can'?</p> | <p>N</p> | <p>To give S' clue</p> |
| <p>S.Y: 'Can you open the door?'</p> <p>T: Positive. That is a request. If it is in positive?</p> | <p>N</p> | <p>To get a response the teacher wants.</p> |
| <p>S.Y: 'I can read' 'I can read well.'</p> <p>T: 'I can read well.' (writing on the board). So you see here, 'I' is a...?</p> | <p>N</p> | |
| <p>SS: Subject</p> <p>T: Subject... here you have?</p> | <p>N</p> | <p>To check SS' understanding</p> |
| <p>SS: Modal</p> <p>T: Modal, 'can', then? Reach, Verb. So you have modal with?</p> | <p>N</p> | |
| <p>SS: V1</p> <p>T: Once again. Modal and?</p> | <p>RR</p> | |

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| <p>SS: V1 T: Once again. Why are you so doubtful about it? What is it? Subject ,modal plus?</p> | RR | To help S comprehend the concept |
| <p>SS: V1 T: Verb what? S: V1. T: V1. Once again.</p> | RR | |
| <p>SS: Subject, Modal plus V1 T: Once again. SS: Subject, Modal plus V1 T: Like preschool students. (giggle). Nah, Subject. I want to draw your attention to this.. to the pattern here. These are not new materials for you. So I don't want to explain from the very beginning. But the pattern, once again? Subject?</p> | RR | |
| <p>SS: Subject, modals T: Modals plus??? S: V1 T: Okay, your example is 'I can read well.' I want to change,emm, the subject to 'he'. H?</p> | RR | To check SS' understanding |
| <p>S.H: 'He can read well.' T: 'S'nya dimana? Once again.</p> | N | To check SS' understanding |
| <p>S.H: 'He can reads well.' T: Do you think it is correct or wrong?</p> | RO | To help SS analyze the problem |
| <p>SS: hmmmm.. T: What is it? what do you mean by hmm? I, he?.... he can?...readwell... Ya. Don't be doubtful. So you're right. So 'he can read well'. There's no 's' here. So, it means that the modal... a modal is followed by?</p> | WT (0:07) WT (0:08) | To give SS' time to think Waiting for SS to respond |
| <p>SS: V1 T: You've said that. Yah . you've said that, modal plus V1. So all modals should be followed by?</p> | N RR | To check Ss' understanding |
| <p>SS: V1 T: V1. Okay, some of you aren't listening to me. Okay say it again. 'All modals are followed by V1.' SS: 'All modals are followed by V1.' T: Can you say it again? SS: All modals are followed by V1 T: Very good, don't forget that. SS: Okay ma'am T: Okay now please open focus 1. We have a lot to learn today. Focus 1. Many one-word modals correspond to</p> | | |

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| <p>modal corresponds to one or more phrasal modal with similar meaning. Similar meaning, for example 'can'. 'Can' has a similar meaning with be able to.. Once again?</p> <p>SS: Can has a similar meaning with be able to.</p> <p>T: Okay, okay. 'Can' has a similar meaning with 'be able to'. Do you understand that? Yes? E. Can has a similar meaning with be able to, okay? Now, 'will' has a similar meaning with..?</p> <p>S.E: 'be going to'</p> <p>T: 'be going to', very good. Next. Go on please, A. Phrasal modals without be. (reading the book)</p> <p>S.A: Ya, so there are 2, and then? Used to.</p> <p>T: What else, A? (reading the book)</p> <p>S.A: Ya, so you see here 'must' has a similar meaning with?</p> <p>T: 'have to'</p> <p>SS: 'have to', without 'be', ya, without 'be'. So 'must' has a similar meaning to?</p> <p>SS: 'have to'</p> <p>T: Just like that. Okay? 'Used to', what does it mean? Yah, nanti saja contohnya. Okay, now, please read the examples, please read a b c d. yahh, I want one students to read a, b, c, d and then ... listen to me,.. and then the next students will read k.l,m, okay. First, second students then the other student will read ... okay, will read n,o,p. An</p> <p>S.An: 'Bob can speak Chinese.'</p> <p>T: Ya, this one is similar with Y's. Next?</p> <p>S.An: (reading book point A,B,C,D)</p> <p>T: So you ask me questions at that time about making negative and question. So you see here, you have the positive, you have the negative, and you have the question, okay? So when you have a positive statement you can always make it into negative and questions by moving what?</p> <p>S: 'can.'</p> <p>T: Ya, by moving one word in the predicate to the front. Ya kan? Ya, then the others still stay in their places.</p> | <p>N</p> <p>N</p> <p>RR</p> <p>N</p> | <p>To check SS' understanding</p> <p>To check SS' understanding</p> <p>To check SS understanding</p> <p>To check SS' understanding</p> |
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| <p>Okay. Next. M</p> <p>S.M: (Reading point K,L,M)</p> <p>T: H, ya? yang mana td? Oh, K,L,M.</p> <p>S.M: (continues reading point K,L,M)</p> <p>T: Ookay, now you see here, was able to... was able to. It consists of... how many words?The modals?</p> <p>SS: 3</p> <p>T: 3, what is it?</p> <p>SS: 'was, able, to'</p> <p>T: 'was, able, to'. If you have three words here, so one word can... can move, can be moved. Okay, is it right? The other can still remain in the original place. Okay, so you see here it can move and it can also help us to make negative, like: 'he wasn't', ya So you put 'not' at first. You don't put it after 'able' but after the first because this is the helper, okay. This is the helper in grammar, ya, in the function. And then also when you make it into questions, it becomes was atau is, 'was he'.. 'was' here is moved to the front ,okay. Next, who is it? Ar</p> <p>S.Ar: (reading point N,O,P)</p> <p>T: Okay, ya, 'has to' consist of two words. But be careful ya, it doesn't have any helper, ya. It doesn't have any helper. Has to, what is the helper? What is the helper, oh where? Salah lagi ya. So where is the helper? You see.. ini ya. You when you need help it will come out. Okay, and it will become....? (writing on the board)Ya kan? Ya, also if you need to make negative, okay. Does here will... (wirting on the board) Do you understand that?</p> <p>The 's' here is used here, okay. Understand that? It's like coffee 3 in 1. You cannot see the helper, okay. But if you need help, kalau kopi sudah dicampur ya tidak bisa dikeluarkan creamernya. Mungkin orang kimia bisa, but here you can take out the 's', depends on the nouns. Now, if it is not 'have' but it is 'have to'.... because I , the subject is I , or you or they, okay?</p> <p>Then, what is the helper here? What is the helper here? 'Has' the helper is does, 'have' the helper is?</p> | <p>N</p> <p>N</p> <p>N</p> | <p>To help SS analyze the problem</p> <p>To help SS analyze the problem</p> |
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| <p>SS: Do</p> <p>T: Ya, very easy, here inside. So that form...when you explain to young kid you can also use this. So there's something here, if you need helper, take her out, ya, okay? Any questions here?</p> <p>SS: (silence)</p> <p>T: Nah, what about this. Have got to... had better, which is different from the other. Okay. I want to focus your attention.... I want you to focus your attention to had better and ought to, okay.. ya, used to, diberi tanda ya, merah atau centang, used to, okay, because has and had it's same ya, but used to, okay, and then has got to, have got to, had better and ought to, okay. And then the example there, used to.... It will become like this also, 'he didn't use to speak English', didn't the helper comes up when you make it into negative. When you make it into a question then helper also comes out. 'did' the past form of 'do', did. Jadi he used to speak English.... now he didn't. now what about have got to? In the example ya. He's got to speak English at home...okay? Ya. Now, 'he had better not', nah, '....speak Spanish in class'. 'He ought to try speaking English at home'.. look at the explanation there. This modals 'had got to, had better and ought to,' okay, which are also modal, ya, juga modals itu ya. This modals do not usually appear in questions, okay. Do not usually appear in questions or negative. Okay. One word modals are used instead. Okay. Have got to, have to saja yang dipake. Had better, it becomes... ini ya, what is the synonym of 'had better'? One word modal which is not really the same meaning but you can use it? yes?</p> <p>SS: 'should'</p> <p>T: 'should'. 'ought to' the synonym is also?</p> <p>SS: 'should'</p> <p>T: Ya, okay. So you know them. I don't have to explain, very good. Ya. Okay, any questions so far? So now please</p> | <p style="text-align: center;">WT (0:04)</p> <p style="text-align: center;">N</p> <p style="text-align: center;">RR</p> <p style="text-align: center;">N</p> | <p style="text-align: center;">Waiting for SS' response</p> <p style="text-align: center;">To check SS' understanding</p> <p style="text-align: center;">To check SS' understanding</p> <p style="text-align: center;">To give clue</p> |
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| <p>do exercise 1. 'The forms of the modals in the sentences are incorrect. Identify the problem and write the sentences. For example: Does peter has to speak English? does peter has to speak English?' (reading from the book) I want you to recall, now let's see... number 2, number 2, number... 4, 5 and 6 and 8. Ya, okay, 2,4,5,6,and 8. Now do it quickly, please , oh 9, 9 also.</p> <p>(S do the exercise)</p> <p>T: Kita akan berhenti di jam 10 kurang 10, then we do the quiz. Starting from F. you are number 2, F. please correct the question. What's wrong here, F?</p> <p>S.F: 'has victor able to speak...'</p> <p>T: Lho kok 'has', 'able' itu gandengannya dengan apa?</p> <p>S.F: 'does'</p> <p>T: Lho have you checked here?</p> <p>S.F: ini pake... emmm, 'is able'... 'is victor able to speak Spanish at home?'</p> <p>T: Ya, once again please so that all your friends can hear you?</p> <p>S.F: 'Is victor able to speak Spanish at home?'</p> <p>T Ya, with 'is', because you have be there in the box. So you don't have to take out something from the verb because you already have 'is' there. So it is different from here, have-has. Okay. Number 4, A.</p> <p>S.A: 'Where is he allowed to speak Spanish?'</p> <p>T: Ya, very simple. so this is a matter of pattern, okay. Where's he allowed to speak Spanish? Number 5, R</p> <p>S.R: 'Why can you...'</p> <p>T: Lho 'whydo' dong, number 5 right? 'Why...?'</p> <p>S.R: 'Why does...'</p> <p>T: Itu kenapa dikeluarkan does-nya? Kalo masi ada pemikirna itu hati2 lho ya. Cant, cannot. Is this a matter of one word or a matter of word modal. Harus dikeluarkan apanya atau sentence pattern bagaimana?Which one is the problem. S?</p> <p>S.S: Apa ma'am?</p> <p>T: Lho kok apa ma'am. Number 5.</p> <p>S.S: 'Why can he speak Spanish at school?'</p> | <p>N</p> <p>RR</p> <p>N</p> <p>N</p> <p>RO</p> <p>RR</p> | <p>To give clue</p> <p>To give clue</p> <p>To give clue</p> <p>To make SS analyze the problem</p> <p>To give clue</p> <p>To get S's response</p> |
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| <p>T: ya, this is a matter of patterns only, ya, very good, you can do it.</p> <p>S.S: Almost.... no no no, I can answer it</p> <p>T: 'Answer' not 'answer' (pronunciation). So what is the sentence again? Why can't... can't he speak Spanish at school? so remember my explanation about making a questions, 'that', okay that action verbs is the enemy of the subject, okay? It means that they cannot stay side by side. So there should be something here. So why can't, subject. Ya, do you understand that? Do you remember that? Yes. Nah 'not'-nya kok katut? 'not'-nya katut di 'can't' betul? Can we: say 'why can he not speak Spanish at school?' You should try. Sometimes I meet that sentence because it's not common. It's not efficient anyway. So I will say why can't you.. 'why can't we go home now, mom?' Ya, kan? Biasanya kalau anak2 begitu. 'Why can't we go home now? Why can't we eat the ice cream now?' Ya. So this is just a matter of sentence pattern, okay, not..... it is different from this. Okay, 6.</p> <p>S: "Should Victor to speak Spanish at school?"</p> <p>T: Once again?</p> <p>S: 'Should Victor to speak Spanish at school?'</p> <p>T: Do you need 'to' for should? Nah if you have should... number?</p> <p>SS: Number 6 ma'am</p> <p>T: Yes I know. If you have 'should' than it should be followed by?</p> <p>SS: V1</p> <p>T: V1. Nah if you have 'ought to', 'to' is attached to 'ought'. So 'ought to' that also.. V1. So you say: 'Should victor speak Spanish at school?' It is said that this modal, on page emmm 67, they are not common to appear, it is not common to appear in questions and negative. So use one word modal instead. Jadi diganti dengan modals lain yang artinya hampir sama. Okay.. jelas? Ev? Ya, now. Number 8, next.</p> <p>S.Ev: 'Did victor use to speak Spanish?'</p> | <p>N</p> <p>N</p> | <p>To give clue</p> <p>To check SS' understanding</p> |
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| <p>T: Wajib. Yes. Necessity and prohibition?</p> <p>SS: Kebutuhan</p> <p>T: Obligation and ... must and must not.. nah if you pay attention now on the modal use Okay, the next column to the right. Now you see here that for example making request, you can use 'would, could, will, can'. Does it mean that 'would' here is the past of will?</p> <p>SS: No</p> <p>T: No, but it is modal of polite. Now you see you have 'will' and 'would'. But it is not always that 'would' here is a past of 'will'. It depends on the meaning. Bentuknya, ya. It 'will' and then it becomes 'would'. Ya, kan? Pasangannya. Perhaps in you senior high school and junior high school your teacher said that past form of 'will' is 'would', always like that. Okay? But it fact it not always like that. 'Would' can have, well, not similar meaning, but it's more formal. Then it is more polite than 'will'. Do you understand that?</p> <p>SS: Yes</p> <p>T: And also 'could' not always the past of 'can' and also the other modals, okay? 'Might' is not always the past form of 'may'. When you express possibility: can you come to my house tomorrow? And then, I might. It means that the possibility is?</p> <p>S: 50:50</p> <p>T: Oh 50:50 that's good. If I say: I may come. The possibility is bigger than you say might, okay. So when I invite you to my party, I have to pay expensive for the table and then I ask you, emmm 'are you going to come, D?' 'I will' ... 'I may', for example. 'I may come.' Sudah saya hitung mejanya. But if you say I might, okay sudah forget it, ya, tidak saya hitung, masuk di meja cadangan saja. So this is my example to you can remember. That is in meaning. Now... you have that in focus 2 , the column for one-word modals. But you also have another the column for phrasal modals, are you following?</p> | <p>N</p> <p>N</p> | <p>To help SS analyze a problem</p> <p>To check SS' understanding</p> |
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| <p>SS: Yes</p> <p>T: MG, you said yes kok lihat saya. Lihat sini, okay. Not all, eemm, one word modals for that meaning.. for that use had the phrasal modals. Like For example, would you open the window, you don't have the phrasal modal for that. But 'may I come in?', 'may I come in?' 'Am I allowed to come in?' okay. You're not allowed to come in. jelas ya?</p> <p>SS: Yes</p> <p>T: Jadi ada verb yang ada phrasal modals nya ada yang tidak. Okay. 'You can't smoke here.' 'You can't smoke here,' 'You're not allowed to smoke here.' Okay. Tadi dibelakang ada ya mengapa digunakan not allowed to, ya.. at the end of this unit. I'll do the dishes, okay? Would you like to do the dishes? I would like, yes. And also.. apa lagi yang punya? Will, for making promises and expressing intention. You have be going to, but making suggestion shall could may might you don't have phrasal modal for all of that, for all of them, and so on, okay. You can read them there. Ya. Contoh2nya juga ada. Okay, lets go on... exercise 2, almost finish, let's go on. One word or phrasal modals for important meanings, focus 3, exercise-nya gak usah dulu ya. The case is also the same that one word modal has similar phrasal modals with similar meaning.. okay, ya. Will for example you can use be going to, be about to, what is the difference between be going to and be about to? Be about to you have it in the first the first box here? Oh ya ini kan ada also. I'm about to the airport ehmm sorry, I'm about to leave before the airport. Can you get it?</p> <p>SS: Yes</p> <p>T: So what is the meaning of that?</p> <p>SS: (silence)</p> <p>T: Sudah hampir..... berangkat kok masih disuru cuci piring. Do it yourself, gitu ya. I'm about to leave for the airport, okay. So the meaning is different from 'I'm going to leave for</p> | <p>N WT (0:03)</p> | <p>To check SS' understanding To give SS time to think</p> |
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| <p>the airport.’ That is neutral. But ‘I’m about to...’ jaraknya sudah dekat, taxinya sudah datang. Yes. And also the other modals, making prediction. Let say an example of making prediction then: ‘I might be on time.’ okay.. If I have an example here ‘I may be on time’ or ‘I might be on time’ the possibility of being ontime is bigger with may. ‘I have to work late.’ ‘I have to work over time today until 12 midnight so I might be on time.’ it means there is a small possibility, okay, for your prediction, because you cannot... you cannot come early because you come home at 12. It happens if you work in Jakarta. Okay, you can be on the street for 6 hours just because of the traffic jams.</p> <p>SS: Wow</p> <p>T: Ya, jadi kalau mau membuat penelitian psikologi menelitinya di Jakarta kan sudah ada datanya bahwa stress... what is it... being stress there is common. Ada yang menikah sudah punya anak tiap hari pulang sampai rumah jam 12 berangkat jam 4. I don’t want to live there. It’s not worth do. So when you finish just go home. When you finish, go home. When you finish you study, go home and do the homework. Okay, and all of us will visit you.</p> <p>S: You should prepare some food</p> <p>T: Okay... ya...(giggle) I think we need to discuss about this later. Now, let’s do the quiz.</p> | | |
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Notes:

RR: Repeating or Rephrasing RO: Repeating with ‘Or-Choice’ T: Teacher S.X: student
 N: Narrowing WT: Wait time SS: class

Appendix D: The Transcript of Teacher B

| Utterances | Question Modification | Possible Reason |
|---|-----------------------|-----------------|
| <p>T: Ya, okay good news or bad news?</p> <p>SS: Bad news first, please</p> <p>T: Bad news. I actually want us to discuss gerund and to-infinitive today due to the UTS plan. But as a matter of fact, no gerund and to-infinitive include.</p> <p>SS: That's the bad news?</p> <p>T: Yeah, that's the bad news. (laughing). The good news is we're having quiz, it's ready... Okay, this coming Thursday. Please take notes for those who's just come, please write down in your agenda we're having quiz this Thursday. Ehm, how many units, then? Six units all together, right? So this will be Verb system up to adverb, yes?</p> <p>W, do you bring your book?</p> <p>S.W: (nod)</p> <p>T: Yes? Could you help me check unit 3 is adverb, yes or no?</p> <p>S: Wait...</p> <p>T: Yes? Is unit 3 about adverb?</p> <p>SS: Yes ma'am.</p> <p>T: And what is Unit 2 about? (pause) Yeah, unit 2 is still about tenses, especially the simple progressive and perfect. Unit 1 is still about tenses time Which is going to be discussed today. make sure that your internet works. We'll try to discuss some important points for you quiz and your mid-test. Have you all complete the first note?</p> <p>SS: Yes</p> <p>T: Yeah? Huh? (pause) F, are you with me? Please repeat the material for quiz next Thursday... are you with me?</p> <p>SS: Wait ma'am</p> <p>T: Have you finished talking?</p> <p>S: Not yet, Ma'am.</p> <p>T: Not yet. Okay, wait for your friends.</p> <p>S.I: Wait a minute ya.</p> <p>T: I, it seems that you're happier in my structure class rather than in my yesterday speaking class.</p> <p>S: So cute ya, Ma'am. Hehe</p> <p>T: Done with this? Ya, remember, six units. Six units for quiz. And.. more bonus on mid-test.</p> | | |

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| <p>students complete the notes</p> <p>T: Cukup? You can move F, C, come on.... B, come on Captain, can you connect to the Internet?</p> <p>S: Ma'am, ndak bisa computernya</p> <p>T: Ganti computer,maybe you can switch to the next computer, other computer, at least you found a partner..... You two can work together. Open your computer.....</p> <p>Okay let's do the review. Because today is the 13th meeting and we're having quiz. And then we will have your.. when is it? When is the UTS? First week or second week, for structure?</p> <p>SS: First week</p> <p>T: Really? For structure? Okay, First week. There will be like about 100 questions.. 100 here.</p> <p>S: How</p> <p>T: It's a combination so we will give you the complete test on UTS. Which material that we want to focus today?</p> <p>S: All of it</p> <p>T: Yes? sorry?</p> <p>SS: Clauses ma'am</p> <p>T: Clauses?</p> <p>SS: Adverb aja, adverb</p> <p>T: Adverb. You mean 10?</p> <p>SS: 8 and 10</p> <p>T: 10. It's 10? Is 10 in the quiz? Take a look. Adverbial phrases and clauses will it be in the quiz? Check. Where's your book, H?ayo chapter 3 itu tentang apa? Mau yang mana? Atau mungkin ada yang adverbial phrases and clauses atau mungkin ada yang masih kurang kuat di passive voice. Ini juga ada di 2 units baik di grammar dimension 2 dan 3 semuanya ada passive voice, betul? Jadi walaupun disini tidak ditulis Unit 4, ya, tapi passive voice ada di buku 2. Jadi tetap terikutkan di dalam mid-test..... Come on, you pick. Because it's your discussion.</p> <p>SS: 10</p> <p>T: 10? Okay? Don't agree? Adverbial phrases and clauses will be in both quiz and mid-test. Ini termasuk dalam quiz Kamis sama UTS minggu depan. It's next week ya, time does fly. Everybody</p> | | |
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| <p>has a partner to discuss things together with, ya?... IN, you join the girls? Who's joining you? Oh Jensen, ya... Okay, unit 10.. I mean point 10.. go back here. Remember our sweet memory with adverbial clause and phrases. Masih ingat ini? Okay remember your Unit 3, there are: adverbs, adverbial phrase, adverbial clause. What page is it? Halaman berapa itu, MT?</p> <p>S: 30</p> <p>T: 33? Oh, page 30. Ini sudah di highlight ini. Dilihat halaman 30 31 apa bedanya ... dengan adverbial sendiri. 5 menit dibaca. Harus ngerti. Kalo gak ada pertanyaan, saya yang tanya. Diskusi dengan partner. (SS discuss 5')</p> <p>T: Ya, questions?</p> <p>SS: (no response)</p> <p>T: L, has a partner to discuss with?</p> <p>S.L: (nod; point at her partner) (SS discuss 2')</p> <p>T: Your computer, the internet is off, H? What computer is it?</p> <p>S: 11 (Ss discuss 3')</p> <p>T: Only one question from G?</p> <p>SS: No response</p> <p>T: Only one questions from G? and one question from me too?</p> <p>SS: No response</p> <p>T: Okay, let's discuss it together; maybe while discussing we may find out new items. Okay, everybody please go to page 33. Okay. Nobody ask about page 33 point E so far? So I assumed that everyone has understand about the topic, I assumed. Okay, lets see. Page 33 point E. F, could you read what point E said?</p> <p>S.F: Lenstone often goes on strange diet.</p> <p>T: Often goes on strange diet. 'often' is bold, meaning it's signifies for? Adverbial phrase or adverb of frequency?</p> <p>SS: Adverb of frequency</p> <p>T: Adverb of? Frequency. Remember your high school. if you studied in Indonesia you're probably familiar with this adverb of frequency. It's usually divided into three, oh not three, six major steps.</p> | <p>WT (0:04)</p> <p>RR (WT 0:03) RR (WT 0:04)</p> <p>N;RO</p> | <p>To give SS time to think</p> <p>To get SS' response Waiting for SS to respond</p> <p>Waiting for SS to respond</p> <p>To check SS" understanding</p> |
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Appendix D: The Transcript of Teacher B

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| <p>S.C: Tp lebih sering ini dari pada 'sometimes'</p> <p>T: Tadi sudah ada yg bilang 'occasionally'. Occasionally I have a piece of chocolate, but it's very rare. Jadi agak sering, gitu?</p> <p>S: ya</p> <p>T: Ya? Tapi jarang. Berarti occasionally?</p> <p>S: Dibawahnya sometimes, di bawahnya seldom</p> <p>T: Diatasnya seldom?</p> <p>S: Ya, dibawahnya sometimes.</p> <p>T: Tolong diberi tanda saja meylan pakai tinta yang lain. Kasi titik. Diantara seldom dan?</p> <p>S.M: (gives mark on the board)</p> <p>T: Belum2, jangan ditulis dulu. Anda sudah punya.... Td siapa yang bilang antara sometimes dan often anyone?</p> <p>S: Gak jadi, Ma'am</p> <p>T: Lho gak apa apa. 'Occasionally', sesekali dimana posisinya? Diantara seldom dan sometimes?</p> <p>Kalau sometimes itu kadang-kadang.</p> <p>Kalau occasionally?</p> <p>S: Lebih kurang dari pada kadang ...</p> <p>T: Lebih kurang daripada kadang. Indonesian?</p> <p>S: antara sometimes dan usually</p> <p>T: ya? antara sometimes dan usually tolong di beri tanda. Ya silahkan, M.</p> <p>S: (writing on the board)</p> <p>T: oh disitu? Kalo rarely??</p> <p>S.M hampir tidak pernah</p> <p>T: Seldom?</p> <p>S: Jarang</p> <p>T: 'Ocasionally' berarti di bawahnya seldom. Occasionally. Ini pendapatnya Ms. Meylan. Pendapatnya Ms. Feli naik diatasnya. Ms. Malta naik lagi diatasnya. Yang mana berarti 'occasionally'. 'Occasion'.. 'occasion' itu berarti.. ya?</p> <p>SS: Yang atas.</p> <p>T: Yang atas. Menurut Meylan... Someone check occasional. Occasional... not happening or done regularly</p> <p>Regularly. Tidak terjadi sering atau ... Sara?</p> <p>S: Berkala</p> <p>T: Okay. Tapi masih lebih sering daripada seldom kalau seldom sudah jarang.</p> | <p>N</p> <p>N</p> <p>RR</p> <p>N</p> <p>RR</p> <p>N</p> <p>N</p> <p>N</p> <p>RO</p> | <p>To help SS analyze the problem</p> <p>To check SS' understanding</p> <p>To check SS' understanding</p> <p>To give clue</p> <p>To give clue</p> <p>To help SS analyze the problem</p> <p>To give clue</p> |
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| <p>Okay, apakah kira2 diatasnya 'seldom' atau diatasnya 'sometimes'?</p> <p>S: Diatasnya seldom</p> <p>T: Diatasnya seldom, tapi tidak sampe sometimes. Nah... okay</p> <p>S.S: Jadi intisarinnya apa?</p> <p>T: Intisarinnya apa? That's the discussion. Ayo apa berarti? M? (chatting)</p> <p>Apakah tidak sama dengan 'sometimes'? 'Sometimes' it kadang-kadang. Mt?</p> <p>S: Kalo occasionnya berulang kali jadi sometimes.</p> <p>T: Kalo occasionally happens menjadi?</p> <p>S: Di hari-hari penting aja. Tapi kalau terjadi tiap hari jadi sometimes.</p> <p>T: Berarti diatasnya atau dibawahnya? Feel the sentence. Rasakan kalimat ini. I sometimes pray. I occasionally pray.</p> <p>S: Lebih parah yg occasionally.</p> <p>T: Lebih parah yang occasionally, ya because it's only during event. Cuma berdoa waktu uts uas. Lebih apa.. lebih rendah frekuensinya karena dilihat berdasarkan event biasanya. Ya okay. Jadi sometimes sedikit dibawahnya occasionally. Ya. Ehh, Occasionally sedikit dibawahnya sometimes. Okay. Sampai sini? Ok kembali ke pertanyaanya G. Sekarang pertanyaannya G yang halaman 33 itu. Which one is that, gaby? Oh ini. Lenstone on strange diet. Kalau often tadi katanya adverbial.. adverb of?(pause) Adverb of?</p> <p>S: Frequecy</p> <p>T: Frequency. Maka on strange diet itu apa? Apakah termasuk adverb itu atau apa lagi pertanyaannya gaby... termasuk adverb atau bukan?(pause)Yuk. Ayo lihat sini semua jangan menghindari tatapan mata saya malah saya tanyain. (murmur)</p> <p>Often, subject, verb. Lalu on strange diet itu apa?</p> <p>S: (murmur)</p> <p>T: Activity? Apa, C?</p> <p>S.C: Purpose of...</p> <p>T: Purpose of ... I, halaman berapa referencenya? Which one?</p> | <p>WT 0:15</p> <p>N</p> <p>RR</p> <p>N</p> <p>RO</p> <p>N</p> <p>WT (0:03)</p> <p>N</p> <p>RO</p> <p>WT (0:06)</p> <p>WT (0:04)</p> <p>RR</p> <p>WT (0:03)</p> | <p>To get SS' response</p> <p>To help SS analyze the problem</p> <p>To get SS' response</p> <p>To check SS' understanding</p> <p>To give SS clue</p> <p>To check SS' understanding</p> <p>To give SS time to think</p> <p>To check SS' understanding</p> <p>To give clue</p> <p>To get SS response</p> <p>To give SS time to think</p> <p>To get SS' response</p> <p>To get SS response</p> |
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| <p>S: Soalnya collection of words T: Ya, karena collections of word. Kumpulan kata. Gampang kan? Unidentified man dengan city banks. Kalau city banks mau dibuat bukan phrase maka dibuang , dibuang city-nya. Okay, yg biru dulu, verb phrase. Sesuai dengan halaman 30, point?</p> <p>SS: B Point B, good. Item B halaman 30, ya. Sekarang yang prep phrase. Ada 2. Anda kalau lihat prep phrase yang ada di c and d, beda apa? Ayo, beda apa? Dibaca I. yang C</p> | N | To check SS' understanding |
| <p>S.C: Adjective prepositional phrases give more information about nouns T: Uh hm. Which... S.C: ..Which ask about adjective phrases T: regarding.. S.C: S: regarding adverbial prepositional T: phrases give more information about verbs. (reading the book) TA : sudah jelas? Berarti mereka itu berada di payung yang sama, yaitu prepositional phrase. Yuk, apa itu preposition? Sebutkan 2 preposition yang ada dikalimat ini.</p> | N | To help SS'' analyze the problem |
| <p>S: in sama for S.G: S.G: berarti kalau ada prepositionnya jadi prepositional phrase? T: TA: Okay ini ada pertanyaan dari G. Mohon dijawab. Apakah kalo ada preposition misalkan kalo ada 'in' dan 'or' atau yang lain2nya bisa disebut prepositional phrase? Kalau diikuti oleh?..... (pause)Frasa.</p> | N N WT (0:03) | To help SS's analyze the problem To check SS understanding To give SS time to think |
| <p>SS: Berarti intinya harus ada prepositionnya? T: Okay coba ya. Sekarang coba dilihat yang ini. Semua setuju ya hijau itu prep phrase, kalau yang ini adjective karena dia menerangkan noun (point). Apa nounnya?</p> | N | To check SS' understanding |
| <p>S: man T: man. Itu (point)adverbial verb phrase karena itu menerangkan?</p> | N | To check SS' understanding |
| <p>SS: Verbnya T: Verbnya, good, robbing-nya. Menerangkan robbingnya, sudah berapa lama dia merapok. Sekarang misal, saya cuma mengunderline ini saja, blue ski mask. Masuk apa?</p> | N | To check SS' understanding |

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| S: Never goes downtown anymore | | |
| T: Ya.1? | N | |
| S: 'never' | | |
| T: 'never'. 2? | N | To check SS' understanding |
| SS: 'downtown' | | |
| T: 'downtown', 3? | N | |
| SS: Anymore | | |
| TA: 'Anymore'. 'Never' menjawab adverb of? | N | To check SS' understanding |
| SS: Frequency | | |
| T: Atau dalam kata tanyanya? | N | |
| SS: How often | | |
| T: How often, Good. Berapa sering. Downtown menjawab adverb of? | N | |
| S: Place | | To check SS' understanding |
| T: Place? Place. Kata tanyanya? | N | |
| SS: Where | | |
| T: Where. Jensen saja. 'Anymore' menjawab adverb of? | | |
| S: Adverb of....frequency | | |
| T: Adverb of frequency? Never goes downtown anymore. Betul? Hmmm? | N | To give clue |
| SS: no | | |
| T: salah ya? Apa dong? | N | To help SS' analyze the problem |
| SS: Manner | WT (0:06) | -To give SS time to think |
| T: Manner? | N | |
| S: Manner. how..(low voice) | WT (0:09) | -waiting for SS response |
| T: Apa? Adverb ya? Kalau memang adverb menerangkan apanya? verbnnya,bukan? | N | To give clue |
| SS: (pause)ya | WT (0:03) | To give SS time to think |
| T: Ya, 'anymore' itu menerangkan goes-nya atau menerangkan never-nya? | RO | To help SS' analyze the problem |
| SS: Goes | | To help SS' analyze the problem |
| T: 'Anymore' itu menerangkan? | N | |
| SS: Never | | To help SS' analyze the problem |
| T: 'Anymore' itu artinya apa sih? | N | To check SS' understanding |
| SS: (pause) Tidak lagi | WT (0:06) | To give SS time to think |
| T: Tidak lagi. Tidak lagi apa? | N | |
| S: no more going there | | |
| S: never go home anymore | | |
| T: Ya? Ya?goes-nya? (T writes on the board) Kalau ini misalkan menerangkan anymore, maka? Seperti ini misalkan 'Bill never ... anymore.'Bisa? Tidak bisa? | N | To help SS analyze the problem; To give SS time to think |
| SS: (discuss) tidak bisa, harus ada.... | WT (0:14) | To give clue |
| T: Harus? Harus ada? | N | |
| S: Verbnnya | | |
| T: Kalau ini dihapus? | N | To give clue |
| S: Tidak bisa. Never sama anymore tidak | | |

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| <p>bisa dipisah mereka memang jodoh. T: Jadi adverb of? S: Frequency S: Lho berarti disini adverbnya ada 2? T: Dua apa? Dua macam atau dua jenis? S: Kalau jenisnya kan dua. Kalau jumlahnya? T: Never anymore itu kan sebenarnya kalau dipisah... iya. Adverbial phrase. Kenapa disebut phrase?(pause)Ya? S: Kalau misalkan 'I never love you anyway.' T: Okay, good. Apa tadi? S: I never love you anyway T: Beda? I love you anyway. Apa itu anyway? S: (murmur) T: 'Anyway'? SS: 'after all' T: 'after all'? SS: 'afterall' kan lagipula T: Okay, anyway?sama dengananyhow? SS: (murmur) T: Bukan yang point 3 ya. Point? S: point 1? T: 1. Point nomor? S: 3. Eh, 2 kayaknya ma'am T: Dia menjelaskan? S: 'I love you.' T: Okay, menjelaskan 'I love you'-nya kalau written translation, seru sekali. Boleh sekali2 masuk written translation saya besok 10.40. S: (murmur) T: TA: apa ya? Anyway sini artinya apa?1 atau 2? SS: 1 T: LE? Sakit perut? 1. Artinya? Apa artinya nomor 1? (SS discuss) T: Coba lihat yg ini. 'Her parents opposed to her giving up her course, but she did it anyway'. Berarti 'anyway' ini menjelaskan apa? SS: itu... course T: Menjelaskan giving up her coursanya.Kalau disini? Menjelaskan ini? S: no T: Kalau ini? (point)</p> | <p>N N N WT (0:04) N WT (0:13) RR RR; N WT (0:17) N WT (0:09) N; RR N WT (0:04) N N N N</p> | <p>To check SS understanding To check SS' understanding To check SS' understanding Waiting for SS response To check SS understanding To give SS time to think To get SS' response To get SS' response; To give clue To give time for SS to think To check SS' understanding To get SS response To help SS analyze the problem; check understanding To check SS' understanding To give SS time to think To give clue To give clue To help SS analyze the problem</p> |
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| SS: 'frequency', question wordnya apa? | N | To give clue |
| SS: 'how often' | | |
| T: how often. Kalau time, berarti question wordnya apa? | N | To give clue |
| SS: 'when' | | |
| T: 'when'. Ada dihalaman 33 anda. Maka 'on Saturdays'? | N | To help SS analyze the problem |
| SS: On Saturdays, 'when'. time | | |
| T: Apa? Time? 'When'? Jenis katanya berarti? Bisa masuk frequency? Kuning atau beda? Preposition? (pause) #teacher laugh | N;RO WT (0:16) | To check SS' understanding To give clue Waiting for SS to response |
| S: Ada on-nya, prepositional | | |
| T: D, kita sedang bicara adverb | | |
| S.D: Oh, mangkanya sy ketinggalan | | |
| TA: Kita sedang bicara adverb. Kalau misalnya on Saturdays dibuat kalimat tanyanya anda menjawab blablabla apanya on Saturdays, anda menggunakan when atau how often? | RO | To give SS clue |
| SS: 'When' | | |
| T: When does Bill exercise? | N | To help SS analyze the problem |
| SS: on Saturdays; how often | | |
| T: Okay sebentar, ini pertanyaannya bisa begini, ini jawabannya adalah (pause) okay, when does Bill always exercise? Gini to? Lalu yang B? | | |
| S: Lho kalau how often itu every Saturday | | |
| T: Sebentar, H. (students chat) | | |
| T: So are you on page 33? Halaman 33? Kolom itu? Kalau misalnya when does nanana goes on Saturdays, ya atau tidak? When? Kapan biasanya bill olahraga? Kan gitu | | |
| SS: Kan habit mam | | |
| T: kalau yang B, seberapa sering bill exercise? | N | To help SS analyze the problem |
| SS: As long as possible | | |
| T: Kalau misalkan saya pakai 'when', masuk tidak? | N | To give clue |
| S: Tidak | | |
| T: Tidak, berdasarkan I. 'Maka kalau on Saturdays' mau dikategorikan masuk adverb of frequency atau adverb time? | RO | To check SS' understanding |
| S: time | | |
| T: Sudah. Kalau anda mau melacak dengan jembatan keledainya begitu. Pakai question word apa. Kalau uts gak kayak gitu. | | |
| S: Pingin nangis aku | | |

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| <p>T: Don't cry. (giggle) Up to here? Sampai sini. Adverbs, masi bingung?</p> <p>SS: (murmur)</p> <p>T: Positions. Halaman?</p> <p>S: 36</p> <p>T: Oh ya, itu harus anda kontraskan dengan halaman 38</p> <p>SS: (chatting)</p> <p>T: Ini ada exercise yang agakunik ya. Coba kita lihat exercise 7, halaman 38 itu nanti ada hubungannya dengan... oh sorry 39, 39. 39, pojok kanan atas itu nanti ada hubungannya dengan catatan halaman 38 bawah kiri. Kan belum pernah membahas contoh2 seperti dihalaman 39 ex 7.</p> <p>[S doing exercise]</p> <p>T: Exercisanya di 39, catatannya di 38 kiri bawah.(pause) Siapa yang di SMA pernah menemukan bentuk ini?</p> <p>S: Bentuk apa ma'am? Semua?</p> <p>T: Ini</p> <p>[S doing exercise]</p> | <p>RR WT (0:05)</p> | <p>To check SS' understanding To give time SS to think</p> |
| <p>T: Okay. Discuss things with your neighbor, partner..Okay, sebentar, Kalau dikatakan more emphatic, berarti kalimatnya harus diarahkan menjadi lebih?(pause)Berarti kalimatnya menjadi lebih apa?Kalo ini, kan mengubah kalimat yang biasa, adverbs dengan adverbs yang ditengah atau yang dibelakang, lalu adverbsnya dipindahkan ke?(pause)</p> | <p>N WT (0:01);RR N;WT (0:02)</p> | <p>To give SS clue To get SS response To help SS analyze the problem To get SS response</p> |
| <p>SS: Depan</p> <p>T: Kalau dipindahkan ke depan dikatakan sensenya beda. Rasanya more emphatic. More emphatic itu berarti lebih?</p> <p>SS: Deep</p> <p>T: Lebih ada?Ya, lebih ada ...penekanan, ada emphasis-nya. Captain, who's your partner? Kerja dengan siapa dengan B atau A? Siap-siap ya nanti ada undi-undi dan pimpin discussion as usual. When the long strikes 3. Jarum panjang di 3. [Students were having discussion]</p> <p>T: Ya, ini kalau anda lihat di ... apa ... di google anda di inversion, ketik saja inversion. Lihat contoh2nya, atau bisa begini emphatic sentence atau pilih yang inversion. Ada 1 exercise yang bisa anda lihat disini.. ada answer keynya, ya.</p> | <p>N</p> | <p>To give SS clue</p> |

Appendix D: The Transcript of Teacher B

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| <p>Ini contohnya anda dpt pdfnya, bisa dicopy nanti. Kapan dipake? Hanya pada saat stylist writing. Jadi bentuknya bisa seperti ini: 'On the door is her father', jadi tidak mengikuti bentuk subject predikat lagi kan?</p> <p>S: Bagus ya</p> <p>T: Iya, memang bagus, stylist. Gaya kan. Rarely had he seen. Kalau soal aslinya jaman smp gimana?</p> <p>S: He had seen... lho terus itu dipake waktu kapan?</p> <p>T: Stylist writing</p> <p>S: Novel2 gitu?</p> <p>S: Maam, yg dicontoh itukan rarely had he seen.. seennya itu tetep bentuk V3</p> <p>T: V3, past tense yes</p> <p>S: Tp dicontohnya yang halaman 38 soalnya... lose. Lose-nya awalnya loses hilang</p> <p>T: Karena sudah ada does.</p> <p>S: Lha kalau soal yang nomer 1 ini, Ma'am, Exercise 7</p> <p>T: Ya dijawab dong #giggle. Dicoba dulu. Saya lebih suka anda membuat kesalahan.</p> <p>S: Kalau negative, Ma'am, disitu ada?</p> <p>T: Ya okay inversion ini sedikit terlalu jauh. Ini sekedar anda tahu, mengulang jaman2 sma. Anda bisa copy soft copynya disini.</p> <p>SS (murmur)</p> <p>S: Ma'am kalo 'Should you have contact me by e-mail'?</p> <p>T: Biasanya saya pakai di email. Should you have any question, don't hesitate to ask me, gitu. Oh sudah selesai 5 menit. Today is march 10. 10 + 3? Okay MY, lead the discussion. Did you work with a partner or alone? Okay call one of the partners. Here.</p> <p>#S lead the discussion</p> <p>S: I am singing itu masuk apa, Ma'am?</p> <p>T: I am singing?</p> <p>S: Kalau gak pakai I-nya brati verb phrase ya Ma'am?</p> <p>T: Ya, kalau dengan 'I' clause</p> <p>S: Soalnya ada subjectnya ya Ma'am?</p> <p>T: 'Holly is singing.' 'is singing'?</p> <p>SS: verb phrase</p> <p>T: kalau dengan Holly-nya?</p> | <p>N</p> <p>N</p> | <p>To check SS' understanding</p> |
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Appendix D: The Transcript of Teacher B

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| <p>SS: Clause T: Soalnya ada subject. #Students continue their discussion T: Ya ini dulu tentang inversion. Nah, pertama kali kan? SS: Ya Ma'am. T: Don't worry, it won't be in your test. Ini tidak akan keluar di test. Kalau anda pingin belajan lagi soal inversion, habis UTS minggu tenang. S: UAS-nya tapi ada ya Ma'am? Yang ini ndak usah deh Ma'am.(laughing) T: Ya, ini contoh tentang inversion, bagaimana pakenya. Ternyata bisa macem-macem. Verbnya keluar duluan, atau bisa auxiliary verb-nya keluar duluan.... Yang bawa FD bisa di copy nanti. S: What about number 4 and 6? T: I want to proceed to position adverbial clause, ini ada yang belum di bahas. Toh inversion nanti g keluar kan di ujian. SS: Okay Ma'am T: Yang ini hmm.... ada berapa ya, 10 soal mungkin, tentang adverbial clause. Ini kemarin belum sempat kita bahas sampe kesana kemarin (pause). Okay ya tolong ini agak panjang. Kalau yang sekarang halamn 39 point 5, itu harap dikontraskan dengan focus 3. Beda apa? Hanya 1 kata yang membedakan. Kata apa yang membedakan? S: (discussion; T waits) phrases sama clauses T: Ya, good. Beda apa? Kalau yang di 5 tadi? S: Clauses T: Kalau yang di 3? SS: Phrases T: Clauses. Sama-sama bicara soal..... position. Coba di bolak balik halaman 39 dan 36. Apa bedanya? Kalau yang 3... kemarin phrases berdasarkan apa? Mulai dari yang pendek atau yang panjang dulu? SS: Pendek T: Yang pendek di mana? SS: Depan T: Yang panjang di belakang. Sekarang kalau yang focus 4. Adverbial phrase ditaruh di depan sendiri, bukan</p> | <p>N RR WT (0:04) RR; N N N RO N</p> | <p>To help SS analyze the problem To help SS analyze the problem To give time to think To get the SS' response; To give clue To help SS analyze the problem To check SS' understanding To give clue To check SS' understanding</p> |
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Appendix E: The Transcript of Teacher C

| Utterances | Question Modification | Possible reason(s) |
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| <p>T: Shall we continue? SS: Yes T: Okay, open your book please. We will skip unit 10 because it's quite easy. So for unit 10 we will discuss this on our additional classes. So open your book page.. umm, what page... unit 11. Page 82, yes. So, I hope we can finish 2 units today, so unit 11 and unit 12, because unit 12 is about relative, relative clauses, the adjective clause—the one you learned in IC classes and also in structure I and our structure II class before the mid-term test and so about the connectors. First of all, you have to know.... about sentences and clause. Ehmm, have I told you about types of sentences?</p> | | |
| <p>SS: (silence)</p> | WT (0:04) | To get SS response |
| <p>T: Last Friday, oh last wednesday, sudah ngomongin tentang types of sentences belum?</p> | RR | To get the students' respond |
| <p>SS: No</p> | | |
| <p>T: No, so in sentences we have what we called simple sentence, what else?</p> | N | |
| <p>SS: Complex</p> | | To check SS' understanding |
| <p>T: Compound sentence, how about my writing class? we have... complex sentence</p> | N | |
| <p>SS: and the last we have?</p> | N | |
| <p>T: (silence)</p> | WT (0:03) | Waiting Ss' response |
| <p>S: The last is the combination of?</p> | RR | To get Ss' response |
| <p>T: Compound and complex Compound and complex sentence. Lho Miss, apa hubungannya connectors and the sentence? Ya because those connectors, ehm, you're familiar with the term conjunction? Conjunction? Do you know conjunction? That's the same as connectors, ehm, thatdefine the sentence that what makes the sentence compound or complex or compound complex. Ya, sentence Something is called a sentence if it has a?</p> | N | To check Ss' understanding |
| <p>S: verb (uncertain)</p> | WT (0:02) | |
| <p>T: It has a?</p> | RR | |
| <p>S: *mumble* adjective</p> | WT (0:02) | Waiting SS response |
| <p>T: It has a what?</p> | RR | To get SS response |
| <p>SS: verb (uncertain)</p> | WT (0:03) | |
| <p>T: It has a? What? What?</p> | RR | |
| <p>SS: verb</p> | | |

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| T: Verb and? Before the verb? | N | To give clue |
| SS: Subject. | | |
| T: Ya, so we have the subject and the predicate. Ya, so something that has a subject and predicate is called? | N | To check Ss' understanding |
| S: Sentence | | |
| T: Sentence. Subject is always in the form of? | N | To check Ss' understanding |
| S: Noun | | |
| T: Noun, ya. Whether it is noun, only one noun or whether it is noun phrase. Noun phrase is? | N | To check Ss' understanding |
| SS: (silence) | WT (0:08) | Waiting for Ss' response |
| T: Noun phrase is? [pause]Tak coret semua lho ya ini ya. | RR; WT (0:06) | To check Ss' understanding |
| SS: (giggle) | | To give SS time to think |
| T: Noun phrase is?(TC waits) | RR; WT (0:03) | To check Ss' understanding |
| S: Combination of nouns | | |
| T: Combination of nouns, okay. So, that consist of? | N | To check Ss' understanding |
| SS: (mumble) | WT (0:02) | To get Ss' response |
| T: modifier and? (silence; giggle) modifier | RR | To give Ss time to think |
| SS: and a noun | WT (0:07) | |
| T: Modifier and a noun, ya. The modifier can be in a form of? | N | To check Ss' understanding |
| SS: (silence) | WT (0:03) | -To give Ss time to think |
| T: Adjective, yes.... Adverb, iya | | -Waiting for Ss' response |
| S: (silence) | WT (0:07) | |
| T: Ya apa ya menjelaskannya | | |
| SS: *giggle* | | |
| T: Masa Miss harus ulang2 terus? A beautiful long hair girl who is sitting in front of me. Is it a sentence? | N | To check Ss' understanding |
| SS: Yes | | |
| T: Is it a sentence? | RR | |
| SS: Yes. .. no | | |
| T: Is it a sentence? | RR | To give clue |
| SS: Be patient Ms, be patient | | |
| T: Verbnya yang mana? Which one is the verb? | N | To give clue |
| SS: No | | |
| T: This is a phrase, ya. Yang dijelaskan yang mana? Which one is the head? | N | |
| SS: Girl | | |
| T: Girl yang apa? | N | To check SS' understanding |
| SS: Yang beautiful, | | |
| T: Beautiful, | | |
| SS Long hair, | | |
| T: Long hair, ya. Girl yang beautiful yang long hair yang apa? Who is sitting? | N | |
| SS: Who is sitting in front of me. | | |
| T: Ya, so in noun phrase you have the head. Head is always? | N | To check SS' |

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| SS: One | | understanding |
| T: One, ya. Of course ya head-nya pasti noun wong namanya aja noun phrase. Ya Noun phrase yang dijelaskan the noun. Kalau adjective phrase, which one is being explained? Ya the adjective. Ya, the modifier in front is called the? | N | To check SS' understanding |
| S: Main | | |
| T: Main modifiernya. That can be in a form of adjectives, ya.. terus.. an internet connection, which one is the head? | N | To check SS' understanding |
| S: Connection | | |
| T: Connection. So, which one is the modifier? Internet, is it? What part of speech? | N | |
| SS: Noun | | |
| T: Noun. After the head is the... what modifier? | N | To check SS' understanding |
| S: Post | | |
| T: Post modifier, that can be in a form of.. what is it called? | N | |
| S: Adjective clause | | |
| T: Adjective clause. It can also in a form of? | N | To check SS' understanding |
| SS (silence) | WT (0:04) | Waiting for Ss' response |
| T: Noun phrase, ya. So it is prepositional phrase or participle phrase. So in structure III you gonna learn about that phrases. Participle phrase, prepositional phrase, ehm..... apa ya, appositive phrase, ya. Okay. Next back to this one. Predicate is always in a form of ? | N | To check SS' understanding |
| S: Verb | | |
| T: Verb. Good. How about this one? [Writing on the board]Is it a sentence? | N | To test Ss |
| SS: No....yes | | |
| T: Is it a sentence? | RR | To get SS' response |
| SS: Yes | | |
| T: Yes or no? | RO | To get SS' response |
| SS: Yes. | | |
| T: Okay. Emm, what kind of sentence? | N | |
| S: Imperative | | To check SS' understanding |
| T: Imperative. So where's the subject? | N | |
| S: no idea | | |
| T: where'sthe subject? | RR | To get SS' rensponse |
| SS: No | | |
| T: Katanya tadi sentence always has a subject. Where's the subject?(pause) | RR; WT (0:03) | T waits to get the answer wanted from Ss |
| S: nobody (low voice) | | |
| T: Subjectnya siapa?(pause) | RR; WT (0:06) | |
| S: anybody (low voice) | | |
| T: subjectnya? [Giggle] Close the door. What kind of sentence? Sentence kan ada.. we have declarative, ya, kalimat?(pause) | N; WT (0:02) | To check SS' understanding |

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| <p>Kalimat apa declarative?(pause) kalimat perintah kalimat perintah. We have SS: also the interrogative you can see the T: question marks. We have also imperative that using the, apa tadi, exclamatory mark. And we have also the....? SS: (silence) T: Declarative, interrogative, imperative, and?(pause) S: jargon appendix (low-voice) T: huh? *Writing on the board: ‘exclamatory’ exclamatory Close the door, masuk yang mana? SS: imperative T: ya, kalimat apa? SS: seru T: seru atau perintah? Ini hampir sama lho ya,sama-sama pake exclamatory mark. Kalo imperative emm bisa cuma: wow! What a beautiful view. Yang seru yang mana? Ini *point. Kalau exclamation? SS: Perintah T: perintah. Kalimat perintah the subject is always? SS: (silence) T: yang disuruh biasanya siapa? SS: the man T: yang kamu ajak bicara kan? SS: uh um T: yang kamu ajak bicara itu the second person kan? The second person is? S: subject... you T: ya, so in exclamation sentence emmm subjectnya itu you. But it is omitted, di hilangkan. Karena sudah pasti yang disuruh itu depannya, kamu pasti. Okay, good? okay? That’s a simple sentence. Jadi cuma ada subject and a verb. Nah, now we have the compound sentence. Compound sentence, emm, that’s using the connectors, or conjunction. Tapi connectors yang apa? Connectors that we called coordinating connectors or conjunctions..coordinating conjunctions itu yang mana? The one that we called a... (writing on the board FANBOYS) T: f is? SS: for T: for, a? SS: and, nor T: nor, b? SS: but</p> | <p>RR; WT (0:02) N WT (0:08) N;WT (0:08) N RR N N WT (0:05) RR N N</p> | <p>T waits for Ss’ response To check SS’ understanding;T waits for Ss to respond T give clue To check Ss’ understanding To ask SS repeat the answer To check Ss’ understanding To test Ss Waiting SS response To give clue To check Ss’ understanding To check Ss’ Understanding</p> |
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| <p>T: but, o? SS: or T: or, y? SS: yet T: yet, s? SS: so T: so. So the outside of this is another connectors that we are going discuss after this. Ya, jadi fanboys is a coordinating conjunction. So if the sentence has these FANBOYS, that sentence is a?</p> | <p>N</p> | <p>To check SS' understanding</p> |
| <p>SS: compound sentence T: compound sentence. Ya. Compound sentence consist of dependent clause and independent clause. Jadi dependent clause digabungkan sama independent clause. Trus connectorsnya coordinating connectors. Ehmm what is the difference between independent clause and dependent?</p> | <p>N</p> | <p>To make SS analyze the problem</p> |
| <p>SS: [murmur] T: uhmmm. I went to the mall and my mother went to the office, ya. (writing on the board) yang ini tu disebut independent clause. Why is it called independent clause? Because.... if it's only this, I went to the mall, it's still understood. Jadi masi bisa dimengerti walaupun belakangnya gak ada. I went to the mall. Mengerti? Tapi kalau, ehmmm, (writing on the board) kalau yang ini: because my bf left me, ada connectorsnya, trus ada sentencenya: because my bf left me, kalau yang depannya dihapus, because my bf left me, it is a dependent clause. Kenapa kok dependent clause? Karena kalimatnya gak, gak lengkap, ya. It depends on the other sentence, ya. Kalo yang ini, because my boyfriend left me, trus so what? Gak lengkap kalimatnya. That's a dependent clause. Jadi pokoknya intinya... clause harus ada independent clause yang ditambah connectors, connectors selain ini lho, fanboys become a dependent clause. So I went to the mall and my mother went to the office, it is a compound sentence, because it has the coordinating connectors and. And the subject my mother and I. But, ehm, it's not always showing... this 'and' is not always showing compound sentence because 'and' can also ... ehmm... connecting the word and words. For</p> | <p>WT (0:13)</p> | <p>T gives SS time to think</p> |

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| <p>example. (writing on the board). Kan ada 'and'-nya. But this 'and' is connecting I and my mother. So it is still simple sentence. Ngerti? Lagi. (writing on the board). Ada 'and'nya ya? Ada connectorsnya, ya, trus bukan words between words. But, Ini kan kayak sentence dan juga sentence. But it is still called a simple sentence. Why? Because the subject is only one. Subjectnya cuma my mother. One disini bukan maksudnya 1 orang. No, ya tetep misalnya my mother and I, misalnya, ehmm simple sentence. Karena apa? Karena after the connectors there's no subject. Jadi ini gak ada subjectnya. So it's still called?</p> <p>SS: simple sentence T: A simple sentence. You get the idea? SS: yes T: yes? So that's the compound sentence. So you have to memorize that fanboys. Now we have a complex sentence. Tadi kan kalo compound sentence, ehmm, using the coordinating connectors. Kalo complex sentence using what we called subordinating connectors. Apa aja subordinating connectors? Because, when, if, ehmm, that, although, pokoknya diluar fanboys that's the subordinating connectors. Nah, masih inget kan, Ms. tadi bilang kalo sentence ditambah subordinating connctors dia jadi dependent clause. Jadi yang ini adalah ehmm, complex sentence. In other words, complex sentence consists of one independent clause and one dependent clause. Kalo yang ini kan independent clause plus independent clause. Plusnya? Fanboys tadi. Ya. Okay. Subordinating connectorsnya gak..gak disebut. Why? Because it's already included in the dependent clause. So compound sentence independent clause and independent clause, and complex sentence independent clause and dependent clause. Can you make one example besides 'I was crying because my boyfriend left me'? Ayo apa?</p> <p>SS: (silence) T: Even though it's raining, I...(writing on the board) lho ms yg itu ada commanya kok yg itu g ada? That's because if you start the sentence with the dependent</p> | <p style="text-align: center;">N</p> <p style="text-align: center;">WT (0:08)</p> | <p style="text-align: center;">To check SS' understanding</p> <p style="text-align: center;">To give SS time to think</p> |
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| <p>clause, kalo dependent clausenya didepan harus comma independent clause. Tapi kalo independent clausenya dulu so you don't need to put comma. Okay? Any question?</p> <p>SS: [silence]</p> <p>T: any question?</p> <p>SS: [silence]</p> <p>T: No? okay. The last is compound complex. Ya namanya aja compound complex berarti it consists of?</p> <p>SS: [silence]</p> <p>T: compound sentence and complex sentence, ya. Berarti ada paling gak 2 connectors. The first one is the coordinating connectors, the second one is the... subordinating connectors. Can you make an example of compound complex? C? compound complex?</p> <p>S.C: (silence)</p> <p>T: M?</p> <p>S.M: (silence)</p> <p>T: compound complex.</p> <p>SS: (murmur)</p> <p>T: it should have a coordinating connector and a subordinating connector. Tapi bukan yang ini lho ya, bukan yang connectors yang ini lho (point on the board). A?</p> <p>S.A: ehmm I was hungry and..</p> <p>T: I was hungry and...</p> <p>S.A: my mum cooked me some meal</p> <p>T: I was hungry so.. , ya kan? So, my mom cooked my some meal for me trus?</p> <p>S.A: aku maune ngomong gini ms, I was hungry and my mum..</p> <p>T: Okay,I was hungry and my mom cooked me some meal</p> <p>S.A: eemmm because my mom</p> <p>T: because my mom..</p> <p>S.A: ehmm knew that I was hungry.</p> <p>SS: (laugh out loud)</p> <p>T: okay, ya. So, ini kan independent clause, so this is the connectors. Trus ini juga independent clause. This one is dependent clause, this one also dependent clause. So it's a compound complex even though that ehmm the meaning is not pragmatically correct but grammatically correct. Okay? Another sentence that is pragmatically correct?</p> <p>SS: silence</p> <p>T: G? tuh kan harusnya bisa kan? My mom</p> | <p>WT (0:05)</p> <p>RR</p> <p>WT (0:05)</p> <p>N</p> <p>WT (0:02)</p> <p>WT (0:08)</p> <p>WT (0:13)</p> <p>RR</p> <p>WT (0:06)</p> <p>RR</p> <p>WT (0:06)</p> <p>WT (0:03)</p> | <p>TO check wheter SS have any question to ask</p> <p>T waits for SS' response</p> <p>To give SS time to think</p> <p>To check SS' understanding</p> <p>To give SS time to think</p> <p>Waiting for S.C to make compound complex sentence</p> <p>-Waiting for S.M to make compound complex sentence</p> <p>-T is waiting for a sentence example from Ss</p> <p>Asking S.A to make compound complex sentence</p> <p>To give time to think</p> <p>To get SS' response</p> |
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| <p>can connect the sentence dan phrases or words. Ya, kalau coordinating conjunction. Subordinating juga. Connect, ehmm, the dependent noun clause or gerund phrase. Kalau sentence connectors dia menggabungkan sentence dengan sentence. Maksudnya sentence dengan sentence? Sentence sebelumnya. Jadi udah di titik ditambahi sentence connector. Contohnya however, in addition, apparently, besides, nah, that's sentence connector. Contohnya disini, Matt grew up in Texas, titik. However, ehmm, he now lives in San Francisco. However ini menggabungkan Matt grew in Texas dengan he now lives in San Francisco. Ehm, can you change those two sentences into one sentence? Bisa gak however-nya diganti? Tanpa changing the meaning? However itu artinya apa?</p> <p>SS: tetapi</p> <p>T: akan tetapi. Ya to? Pake but, yes good. Tapi but g bisa berdiri sendiri, gak boleh diawal kalimat ya. Yang writingnya ms coret2 but-nya didepan, gak boleh. Butt-mu kan pasti dibelakan iya kan? (giggle) Ngigetnya gitu aja, yak an? Jadi kalo terus two sentences ehmm is , are combined into one become: Matt grew up in Texas, but he now lives in San Francisco. Ya? Kalau mau dijadikan 1 kalimat. Tapi kalau pake however, dia bisa dengan arti yang sama dengan but, but in front of the sentence. Ngerti ya? Jadi itu sentence connectors. Contoh lain: Bambang misses his family. In addition, he wishes that a few friends were in America with him. Nah in addition itu juga, ehmm, connecting Bambang misses his family and he wishes that a few friends were in America with him. Jadi bisa dari depan dan bisa berdiri sendiri, nggak gabungin kalimat yang ini dijadikan 1 jadi 1 kalimat enggak. Tapi yang udah titik, gabungin.that's in addition. Kalau dijadikan 1 in additionnya di ganti apa?</p> <p>SS: (silence)</p> <p>T: Bambang misses his family and then.. he wishes that a few friends were in America with him. Ngerti? Masi bingung? Okay. Nanti di baca2 lagi ya di.. in your next page 185 and 186,ehmm, the meaning, and then the conjunction—coordinating conjunctions, sentence connectors, and</p> | <p>N</p> <p>N</p> <p>N</p> <p>WT (0:16)</p> | <p>To give clue To check SS' understanding</p> <p>To check SS' understanding -T waits for Ss' answer, giving them time to think</p> |
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