TEACHING DIFFICULTIES ENCOUNTERED BY ENGLISH LANGUAGE EDUCATION STUDY PROGRAM (ELESP) STUDENT-TEACHERS OF UNIVERSITAS NEGERI JAKARTA DURING TEACHING PRACTICE

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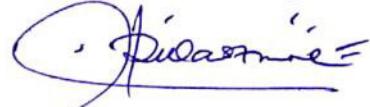
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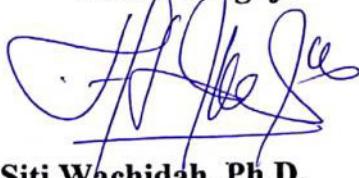
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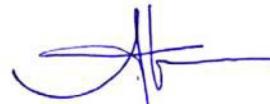
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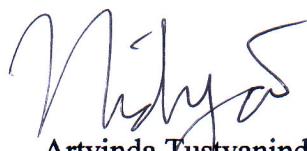
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AT

ABSTRACT

Artyinda Tustyanindya. 2018. *Teaching Difficulties encountered by English Language Education Study Program (ELESP) Student-Teachers of Universitas Negeri Jakarta during Teaching Practice.* Skripsi. English Language Education Study Program; Faculty of Language and Arts, State University of Jakarta.

To be a professional, teacher will normally go through a series of experiences that are cognitively, physically, and emotionally challenging. One of the first steps they have go through is a form of first teaching experience with real students and real school environment similar with what many student-teachers are required to face in their teaching practice. This study aimed at finding out the teaching difficulties encountered by English Language Education Study Program (ELESP) student teachers during their teaching practice. The study was focused on the difficulties in teaching skills which performed by student teacher in the classroom during teaching practice (PKM). The method was basic interpretative qualitative study with classroom observation as the technique in collecting the data. The participants were 3 student-teachers of English Language Study Program (ELESP) UNJ year 2014 who were conducting teaching practice in three different secondary schools. The results revealed that the student teachers encountered eight teaching difficulties in teaching skills, includes; (1) managing teachers' talk during the lesson, (2) matching the work to students ability, (3) using resources / material / media, (4) managing learning activities, (5) maintaining students' involvement, (6) managing students' time, (7) managing students' movements, (8) dealing with students' misbehaviors. Most of the student teachers have difficulties related to their students they teach and being a good model of English user. The result of analysis has shown most of the difficulties have to do with how to deal with students' misbehavior and managing teacher's talk using English.

Keywords: teaching difficulties, teaching skills, student teachers, teaching practice, teacher education program

ABSTRAK

Artyinda Tustyanindya. 2018. *Kesulitan Mengajar yang dialami oleh Mahasiswa Calon Guru Program Studi Pendidikan Bahasa Inggris Universitas Negeri Jakarta selama Praktik Keterampilan Mengajar.* Skripsi. Program Studi Pendidikan Bahasa Inggris; Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Untuk menjadi seorang profesional, guru akan melewati beragam pengalaman dan tantangan yang bersifat kognitif, fisik dan emosional. Salah satu hal yang harus dilewati adalah sebuah bentuk pengalaman mengajar dengan siswa dan lingkungan sekolah yang nyata. Penelitian ini bertujuan untuk memperoleh data mengenai kesulitan mengajar yang dialami oleh mahasiswa calon guru Program Studi Pendidikan Bahasa Inggris UNJ tahun angkatan 2014 yang sedang melakukan praktik mengajar di tiga sekolah menengah pertama yang berbeda. Penelitian ini berfokus pada kesulitan dalam keterampilan mengajar yang dilakukan oleh mahasiswa-guru didalam kelas selama praktik keterampilan mengajar. Metode penelitian yang digunakan adalah penelitian *basic interpretative qualitative* dengan tehnik penelitian berupa observasi kelas untuk mendapatkan data penelitian. Hasil penelitian memperlihatkan bahwa mahasiwa calon guru mengalami delapan kesulitan mengajar, yaitu; (1) mengelola ujaran guru menggunakan bahasa Inggris selama pelajaran, (2) menyesuaikan tugas dengan kemampuan siswa, (3) menggunakan sumber/materi/media pembelajaran, (4) mengelola aktivitas pembelajaran, (5) mengelola keterlibatan siswa, (6) mengelola waktu siswa, (7) mengelola pergerakan siswa, (8) mengahadapi tingkah laku siswa yang menyimpang. Sebagian besar mahasiwa calon guru mengalami kesulitan yang berhubungan dengan siswa yang diajar oleh mereka dan kesulitan menjadi teladan penutur bahasa Inggris yang baik. Hasil analisis data menunjukkan kesulitan yang paling sering dihadapi adalah menghadapi tingkah laku siswa yang menyimpang dan mengelola ujaran guru menggunakan bahasa Inggris.

Kata kunci: kesulitan mengajar, keterampilan mengajar, mahasiswa calon guru, praktik mengajar, program pendidikan guru

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, purpose of the study, the focus of the study, and the significance of the study. The explanations of these parts are represented below;

1.1   Background of the Study

Teachers play an important role in teaching and learning process to improved student outcomes (Rivkin, Hanushek, & Kain, 2000; Boyd, 2006). The students' learning achievement depends on the readiness of teachers to do learning activities which are supported by teacher's knowledge and skills, attitude and practice. That is why most of the literatures require a teacher to possess good competences and performance, involve in professional development actively, engage knowledge with the current issues, conduct the tasks ethically, and show commitment and responsibility in teaching practice at school (Tanang, 2014). For this reason, teacher training process has been noticed as one of the most important issues of education system.

Education system and general public desire demand their teachers to be able to teach an increasingly diverse students population and an evolving curriculum (Kind, 2014; Roofe & Miller, 2013). In this era of outcome-based education, schools need teachers who can implement educational reform and

promote student learning. Paige (2002) believes that verbal ability and content knowledge are the most important attributes of high qualified teachers. While Kyriacou suggests essential teaching skills that have to be mastered by a teacher. Teaching skills vary from very broad and general skills, such as the planning of lessons, to very specific skills, such as the appropriate length of time to wait for pupil to answer a question in a particular type of situation. The essential teaching skills involved in contributing to successful classroom practice can be identified as follows: *planning and preparation*, *lesson presentation*, *lesson management*, *classroom climate*, *discipline*, *assessing pupils' progress*, and *reflection* along with *evaluation* (Kyriacou, 2007). A successful teacher is not only mastering their subject matter but also the one who can convey their knowledge to their students. Therefore, the teacher needs to have teaching skills (Erden, 2007; Tezcan, 1996).

As written in *Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi nomor 44 tahun 2015 tentang Standar Kompetensi Lulusan*, students' work experience is one of the main requirements to be graduates of particular study programs. The work of experience is in the form of activities in a particular field at a certain time, in the form of job training, practical work, or other similar activities. Teaching practice (or popularly known as the practicum) is the practical aspect of the teacher education program. Teacher education programs around the world are prepared to develop professional and high quality teachers. Particularly, they are intended to develop knowledge, skills, and characters of students who want to be teachers, in order to prepare them to educate students

effectively and professionally at schools (Sulistyo, Mukminin, Abdurrahman & Haryanto, 2017; Mukminin, Kamil, Muazza & Haryanto, 2017).

Teaching practicum will facilitate student teachers to experience teacher's life within an academic context under the guidance of school teachers and teacher university supervisor. In many teacher education program, teaching practicum is a compulsory subject to be taken by all the students as it is an important element of teacher's professional development although the nature, length and frequency of the practicum varies from one institution to another ((Richard & Crookes, 1988) as cited in Gebhard, 2009). Teaching practice is primarily designed to provide an opportunity for student teachers to become a pedagogically more practical person by having a real teaching experience through observing and applying what they have learned in the teacher education program in the real classrooms with real students, teachers and curriculum (Farrel, 2008).

The students who are studying to be teachers in their teaching practicum can be seen as new comers in the profession of teaching and are often called student-teachers. In terms of level, they can be regarded as novice teachers, who are still in the process of discovering their ways to become more professional in teaching (Riesky, 2013). ELESP student-teachers of UNJ faced a new different things while practice teaching in real classroom context. New school environment, classroom situation, teachers, and students. Many of student teachers, especially during their teaching practicum, will face many challenges and problems in dealing with a variety of situations involving not only those related to students but also related to the socio-cultural contexts in a certain

school where they carry out the practicum. Many of them get nervous about entering the real classrooms to take up teaching tasks in unfamiliar environment.

ELESP student teachers of UNJ faced some problems and difficulties during teaching practice, for example; designing a proper lesson plan, implementing the teaching scenario well in the classroom, confront pupils misbehaving, managing effective time of teaching and learning activities, managing task as a teacher in school and as a student in college, and even perform English language effectively to students due to students' limited exposure to spoken language. Those problems can contribute to the making or discouraging of a student teacher (Kiggundu and Nayimuli (2009).

There are many studies have been conducted in relation to student teachers and their experience on teaching practice. First is a study conducted by Richards, Li, & Tang (1998, as cited in Borg, 2005). They focused on how student teachers experience the process of teaching and learning. Some issues concerning the performance of student teachers are highlighted in this study. The researcher found at least four poor aspects of student teachers' teaching performance, namely 1) positioning themselves to be students who think about the subject matter, 2) mastery of the subject matter, 3) presenting a well structures subject matter, and 4) ability to make a connection between language learning and the curricular objectives. Understanding the students, mastering the content, and pedagogical skills consider as the main problems, and therefore, influence how the student teachers practice their teaching.

Another study conducted by Riyanti (2017) tried to explore the experience of two female EFL pre-service teachers in an Indonesian university teacher education program in learning to teach in high school settings. The finding of this study is that the two pre-service teachers mostly experienced tensions in relation to rules, mediating tools, and division of labor. She also found that learning to teach in school context is challenging for EFL pre-service teachers in the study as school and university expectation are not necessarily aligned with one another.

In relation to the previous research, this study is intended to find out the difficulties encountered by ELESP student-teachers of UNJ during their teaching practicum. The study was focused on the difficulties in teaching skills which performed by student teachers while practicing their teaching in the classroom during teaching practice (PKM). The skills are 1) *lesson presentation*, 2) *lesson management*, and 3) *discipline.* The difficulties on this study was focused in those teaching skills that only performed by student teachers. The types of teaching skills by Kyriacou (2007) will help the researcher to see the difficulties that appeared only on those skills of teaching.

1.2.   Research Questions

Based on the background of the study, the main research question of this study will be as follow:

1. *What difficulties in teaching skills performances are encountered by ELESP student teachers of UNJ during teaching practice?*

To be more specific, the main research question above is broken down into the sub-question based on the focus of the teaching skills:

1.1. What difficulties in *lesson presentation skill* are encountered by ELESP student teachers during teaching practice?

1.2. What difficulties in *lesson management skill* are encountered by ELESP student teachers during teaching practice?

1.3. What difficulties in *discipline skill* are encountered by ELESP student teachers during teaching practice?

1.3.   Purpose of The Study

The purpose of this study is to find out the difficulties encountered by ELESP student teachers of UNJ in teaching skills performances during their teaching practicum in secondary schools.

1.4.   Scope of The Study

The scope of this study was the ELESP student teachers' teaching difficulties that appeared when they performed their teaching skills during teaching practice program at SMPN 74 Jakarta, SMPN 99 Jakarta, SMPN 135 Jakarta.

1.5.   Significance of The Study

1. The result of the study is expected to give reference for further researches and reference for education discipline, especially in the field of study related to teaching difficulties.

2. This study can be useful for further quality improvement of ELESP student-teachers and teacher education program in the field of teaching skills and the program overall.

3. Furthermore, this study will contribute a great deal toward student teachers' realization of some difficulties or challenges they are likely to face during their teaching practice and prepare themselves to against it before facing the real teaching.

CHAPTER II

LITERATURE REVIEW

This chapter discusses teaching, teacher, teaching skills, teaching practice, teaching difficulties and theoretical framework.

2.1   Teacher

Teacher is an expert who is capable of imparting knowledge that will help learners to build, identify, and to acquire skills that will be used to face the challenges in life (Senge, 2000:26). Senge also believes that the educated person who can easily secure employment as well as having life skills that will enable him/her to interact well in the society.

Moreover, a teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychmotor as well as affective domain (Mbise, 2008).

In English Language Teaching (ELT), teacher plays a very significant role in engrossing the student's attention and in developing a child's interest towards a subject or the language. Teachers are the primary source of language input for learners in the classroom. Therefore, using and perform English well is necessary in English classroom (Larenas, Hernandez, and Navarrete, 2013). A language teacher is expected to be a good language model for students (Gultom, 2015). Social factors influence the student's success in learning or acquiring the language, especially English. Student's learning occurs when they participate in

everyday life and peer group interactions. The more often people practice the language, the better they will be in using the language.

Teacher as a professional who educate, teach, guide, train and evaluate students from early childhood to senior high school (as written in *Undang-Undang Republik Indonesia Nomor 74 Tahun 2008 tentang Guru*). Based on this definition of the role of teachers, it is evident that the teaching profession requires teachers to have specific knowledge and skills in order to be able to transfer the information needed by students during their development. In order to meet these needs, teachers must have an academic qualification and teaching certificate, meet a prescribed set of professional competencies, and realize the aims of the education system. Academic qualification can be obtained by teacher candidates through completing a teacher education program at bachelor degree level, or in a four-year diploma program. Persons regarded as teachers can be put into two groups:

2.1.1 Professional Teacher

Professional qualified teachers are the real teachers because they meet all the requirements needed by a teaching profession. They have undergone formal trainings on teaching methodologies, education psychology, education foundations and principles as well as education philosophy (Zombwe, 2008). Professional teachers are expected to know and exercise principles of teaching, and design models for programs of learning that will engage students in active learning. (Sulistyo, 2016).

In Indonesian context, teacher professionalism based on the policy related to the ability of teachers in conducting their role and function and how they behave at school and in society context. Teacher as a professional has various competence required in transferring knowledge to their students include pedagogical competence, personal competence, professional competence and social competence in carrying out the duties (*Peraturan Pemerintah No. 32 tahun 2013 tentang Standar Nasional Pendidikan*). Competence is related to the ability of a teacher associated with the level of understanding of learners, manage learning programs, control of materials, managing the classroom, and self-actualization ((Wijaya, 1995) as cited in Saragih, 2008). The quality of these teachers depends largely on the teacher education programs they have been exposed to. Therefore, teacher education programs are responsible for providing schools with highly qualified teachers. (Andrew, M. & Jelmberg, J, 2010).

2.1.2 Student Teacher

The students who are studying to be teachers in their teaching practicum can be seen as new comers in the profession of teaching and are often called student-teachers. In terms of level, they can be regarded as novice teachers or pre-service teacher, who still in the process of discovering their ways to become more professional in teaching (Riesky, 2013).

Koehler & Kim (2012) describes student teachers as individuals that are new to the education fields with less than five years of teaching experience and are still at risk for leaving the profession. As pre-service teachers who are still new to the education field and have less experience in teaching activities, they encounter challenges within the first year of teaching. They are still learning how to implement unfamiliar curriculum, using strategies of teaching, understand the various learning styles, levels, and students' needs and organize the classroom (Jensen et al. 2009).

Dealing with teaching activities, grappling with subject, curriculum, and pedagogic skills all at once are not easy for pre-service teacher for the first time (McGregor & Cartwright, 2011). Pre-service teacher are mostly under pressure as everything they encounter is unfamiliar and also they have to find time to prepare their first lesson (Roffey, 2004).

Student teachers tend to focus on how to manage, to control, and at the same time to please the students in order to create a good atmosphere so that the students can carry out every single task given to them (Riesky, 2013). English student teachers also spent much of their attention to enforce discipline and appropriate techniques to control student behavior to create a conducive and positive atmosphere of learning in the classroom and somehow override the important aspect of practicing the language properly. Nowadays, the teacher's target is to "prepare" the students for the examination and not to make them skilled in the use of the language

they are learning ((Subramanian, 1985) as cited in Akbari 2015). A large number of teachers help students cope with examinations in order to preserve their reputation as good teachers ((Khaniya, 1990) as cited in Ghorbani, 2009). Teacher's fear and the associated guilt, might lead teachers to teach English for testing purpose only (Alderson & Wall, 1993).

2.2 Teaching Skills

The purpose of all the teaching activity is to facilitate and provide student learning. Doing this in the best possible way is to show teaching skill. Therefore, a teacher needs to have teaching skills (Erden, 2007; Tezcan, 1996). Teaching skills can be defined as discrete and coherent activities by teachers which foster pupil learning (Kyriacou, 2007). They are related to the way in which the teacher has performed the activities. Teaching skills vary from very broad and general skills, such as the planning of lessons, to very specific skills, such as the appropriate length of time to wait for pupil to answer a question in a particular type of situation. Almost all beginning teachers will have had much experience of being taught as pupils themselves in a school and this will be the most important influence on their knowledge about teaching and the models they have of how to conduct a lesson. Teachers control the learning and teaching process by way of planning and carrying out the lessons, evaluating students, maintaining the order in the classroom and ensuring the their students participate in activities which could be beneficial for them to reach the goals of the lesson (Ün Açıkgöz, 2004).

Teachers acquire these skills through pedagogical courses and practices included in teacher education programs.

Kyriacou (2007) has developed a framework for teaching that identifies aspects of a teacher's responsibilities to improve student learning. The essential teaching skills involved in contributing to successful classroom practice can be identified as follows: *planning and preparation*, *lesson presentation*, *lesson management*, *classroom climate*, *discipline*, *assessing pupils' progress*, and *reflection* along with *evaluation.* Since the study will only focus on the three teaching skills that are performed by student teachers in the classroom, which are *lesson presentation, lesson management,* and *discipline,* the following explanation will describe these skills.

2.2.1. Lesson Presentation

Kyriacou (2007) describes lesson presentation as the learning experiences that a teacher sets up to achieve the intended learning outcomes by pupils. These include, by way of example, exposition, practical worksheet, ICT, role play and small group discussion. Teachers are actively encouraged and expected to make use of a variety of teaching methods in their programme of lessons. However, it is important to consider first of all another aspect of lesson presentation: the teachers' manner. Kyriacou believes that the way teachers do it is just as important as what teachers do. The positive cues are mainly conveyed by teachers'

facial expression, tone of voice, speech, use of eye contact, gestures and positioning.

Teachers spend a great deal of their time talking, whether it be starting the lesson, explaining, giving instructions, asking questions, or directing whole class discussion. Kyriacou highlights that communicating effectively with pupils and the effectiveness of the language used by teachers when using explanations, questions, and discussions as the important elements of teacher talk activities. Teacher clarity is one of the important things to enhance teacher talk activities and makes a contribution to the effectiveness of a variety of academic tasks and learning outcomes.

In recent years a style of teaching referred to as whole-class interactive teaching has been widely discussed (Moyles et al., 2003; Hayes, D. 2006). This style of teaching includes the skillful use of explanation and questioning to engage students in higher level thinking about the topic. It is often being done with pace, in order to sustain a lively and easy feel to the lesson, but the teacher needs to give students adequate thinking time when appropriate in order to gain higher-quality responses to the questions.

In relation to English language teaching, English teachers need to perform English language to students in order to maximize the language exposure (Yulia, 2013). Second language should be maximized due to students' limited exposure to spoken language. Sullivan (2011) concluded

that teachers' oral proficiency in the target language is a significant factor in both teaching effectiveness and student learning. At least the teachers' classroom language involves telling the class what to do, controlling behavior and explaining activities in English (Nation, 2003).

Regarding teachers' standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) (2002) states that teachers should have sufficient command of target language to communicate on variety of topics in both formal and informal context. They can effectively conduct classes in the target language at all level instruction.

Another skill of teaching that has to be mastered by a teacher is matching the learning experience to the ability level and needs of each pupil in the class (Kyriacou, 2007). The notion of matching work to pupils does not mean setting work at a level that pupils can already do fairly successfully. Instead, it deals with the idea of what pupils of a certain level of ability are able to achieve in the way of new learning. 'Matching the work' refers to deciding how much progress pupils can make in a given lesson or over a course of lessons and then pitching the work to achieve the optimum progress the pupils to be capable of. Teacher's ability to do this effectively requires a sensitive awareness of both the pupil's current level of understanding and subject matter they faced. Therefore, setting up academic tasks is important to indicate the relationship between the task and the learning intended. Kyriacou defined academic tasks as the activities that set up by teachers to facilitate students' learning. The most

important aspect for success at employing academic tasks is the careful preparation of the tasks and materials to be used along with a clear briefing of what is required before the task is started.

One of the useful ways in which teachers can help to confirm that a match is achieved by carefully monitoring students' progress and questioning to check understanding. Unfortunately, many students are afraid to confess the difficulties and are likely instead either to do little work in silence. Matching work to students also includes the need to take account of students' interests and needs. This involves various of examples and topics and their applications that are likely to be of interest or relevance to the students in the class.

One-to-one teaching is another aspect of matching work to students, sometimes referred as tutoring. As well as whole-class teaching and the monitoring of progress on academic tasks, teachers also spend much of their time helping individual students on a one-to-one basis. A skillful tutoring can involve helping the students with a task by directing their attention to the key elements necessary for applying and developing their current understanding and allowing them to carry out the task successfully.

The way teachers use the resources and materials is one of the important point to present a good lesson presentation. The resources and materials available for use in the classroom including the interactive whiteboards, laptops, power point, overhead projector transparencies, CDs worksheets and simulation materials (Kyriacou, 2007). A teacher should

always check the quality and the appropriateness of the resources and materials for the lesson. Using lower quality or inappropriate of materials or media will allow students have unclear understanding to the topic being investigated. For example, videos with poor sound quality or work through an inappropriate software package. Another important thing that has to be aware by a teacher is the suitability of such materials for the learning outcomes they intend.

2.2.2. Lesson Management

Lesson management refers to those skills involved in managing and organizing the learning activities that teachers maximize students' productive involvement in the lesson as much as possible (Dean, 2000; Haydn, 2007; Kyriacou, 1997). A successful lesson management requires the teachers to keep switching attention and action between several activities to ensure that pupils' learning proceeds smoothly (Kyriacou, 2007).

One of the key areas of lesson management is the skills used in beginning a lesson, handling the transitions within the lesson between activities (for example: moving from group work to whole-class discussion) and bringing a lesson to a successful ending. The two most important aspects regarding the skills used in beginning of the lesson are punctuality and mental set. A teacher needs to start the lesson punctually. It will help the teacher to maintain the time for the every section of the lesson. The use of a clear voice, eye contact and scanning are important to

ensure the students are paying attention. A clear explicit signal, perhaps saying 'Okay everyone' or 'pay attention now', is required to make the students start paying attention immediately. Starting the lesson when some students are not paying attention will be a signal for others to likewise in future. Therefore, checking the readiness of every pupil and preparing them to start the lesson is another important thing to be recognized by a teacher. Two useful techniques are to establish a link with previous work (e.g. 'Now, your remember last week we looked at...') or to ask some questions (e.g. 'Can everybody tell me what the word energy mean?') will help to establish a positive mental set towards the lesson. A successful introduction to a lesson, which establishes a positive mental set, makes it far easier to sustain learning as the lesson unfolds. A study by Seidel et.al (2005) indicated that when students were given a clear idea of the lesson goals, the pupils characterized the lesson as contributing a more supportive classroom climate for their learning and made greater progress in their learning as indicated by their subsequent achievement test scores.

The notion of 'smoothness' is helpful when considering whether a lesson has started smoothly and whether there has been a smooth transition between activities ((Kounin, 1970) as cited in Kyriacou, 2007). This can be described by contrasting it with the notion of 'jerkiness'. *Jerkiness* would be an evident if the teacher had to repeat instruction because the students had not heard or were confused by what was said, or if, the teacher kept referring back to the previous activity when having begun a

new activity. For example, the teacher has to tell students who had started working through a worksheet that they should have been told to read a passage in their textbook first. This kind of decision not only interrupts the students, but makes them feel that their efforts have been wasted through the teacher's poor planning and managing the lesson.

The ending of the lesson includes a few words of praise about the work covered and some conclusion or summary about what was achieved. There are three important issues of managing to end the lesson. First, a lesson should end on time, neither early, nor except for special reasons, late. A good time management is one of the skills that students expect their teacher have. Ending early can imply a lack of concern about the beneficial of using all the time available. However, ending late can indicate that the teacher lack of the organizational skills to maintains the activities, and will deprive the teacher of the opportunity to finish the lesson in a well-ordered and easeful style. Second, the procedure for getting students ready for the end of the lesson should be clear. This may involve collecting books and equipment, giving feedback on the work done, and setting homework. A teacher needs to ensure that some students do not start to pack away too early or before the teacher have signaled that they may do so. Third, the exit from the classroom should be well ordered by controlling the students to exit from the classroom unhurriedly.

Kyriacou reveals two aspects of transitions contribute to smoothness. First, the teacher needs to be sensitive to how a lesson is progressing by

deciding when to initiate a transition. The second aspect of transitions is deciding when to give instructions to the class as a whole, rather than to individuals.

Once the lesson is under way, the teachers' main task is to maintain students' attention, interest and involvement in the learning activities**.** What makes lesson management skills so sophisticated is the task of setting up activities that are both educationally effective and maintain students' involvement. A skillful teacher has to be able to do a wide variety of things at the same time. For example, they will periodically scanning the classroom and listening to the background noise to pick out any behavior giving concern. This activity involves switching attention between teacher's interaction with particular student and what else is going on in the classroom. It may be a challenging activity for beginning teachers because they often become so busy in giving individual help and attention then fail to monitor what else is happening. Skillful lesson management is primarily how to get a good balance between the learning potential of an activity and its degree of sustaining students' involvement. A teacher need to be able to use teaching methods that sustain the momentum of students' work and keep up students engaged through:

- Stimulating their intellectual curiousity, communicating enthusiasm for the subject being taught, fostering students' enthusiasm and maintaining their motivation.

- Structuring information well, including outlining content and aims, signaling transitions and summarizing key pints as the lesson progresses.

- Giving clear instruction and demonstration

- Giving effective questions which matches the pace and direction of the lesson and ensure that students take part.

- Providing opportunities for pupils to consolidate their knowledge and maximizing their opportunities in the classroom.

Kyriacou also pointed out the most important skill involved in maintaining pupils' involvement is by carefully monitoring pupils' progress. This activity should be done actively through circulating around the room and asking probing questions, and passively, by having well-established routines whereby students are encouraged to ask for help. Both active and passive monitoring is important.

A teacher needs to have an awareness of what is going on in the classroom. This awareness is commonly referred to as 'withitness' ((Kounin, 1970) as cited in Kyriacou, 2007). A quick downward glance by a pupil in the back row, or simply taking slightly too long to walk to a seat, can all be picked up by a teacher as signaling the onset of possible misbehavior. Beginning teachers are so overwhelmed by all the demands of classroom life that they find it difficult to pick up such signals. Kyriacou suggest a useful technique, for example; when writing on the

board, the teacher may face sideways or to glance back at the class regularly, and to listen carefully to any background noise.

A teacher can facilitate the students' involvement in the lesson by giving a clear idea of how much time and effort they expected to devote to particular tasks or activities. For example, when a teacher assigned their students to copy a map into their exercise books and answer three questions relating to the map, some pupils may rush the task, anticipating that ten minutes should be sufficient time, while others may assume the task is intended to last half-an-hour. Therefore, a teacher needs to indicate that the task should take in a particular time so it will help students to adjust their effort to the time available and to ensure that some students do not work slowly only to find they are halfway through a task when the teacher wants their students to move to another activity.

The most important aspects of effective management skills are maintaining adequate control over the movement of students around the classroom and keeping the degree of noise generated at an acceptable level. The part of the difficulties is when there is no fixed acceptable standard; what may be acceptable to one teacher in one context, may not be regarded as acceptable to another teacher in another context. Some aspects regarded as student movements are entering and leaving the classroom, collecting equipments and leaving their seats. A teacher needs a careful monitoring these kind of student movements.

2.2.3. Discipline

Discipline refers to the order that is necessary in the classroom for pupil learning to occur effectively (Kyriacou, 2007). There is a massive amount of literature on discipline in schools. (Chaplain, 2003; Porter, 2000; Rogers, 2006) reporting the results of research studies dealing with the views and experiences of students and teachers, including student teachers. Discipline is one of the main areas of concern for student teachers, and is also widely identified as a major area of need within the in-service education of experienced teachers. Developing the skills needed to establish discipline in the classroom is one of the major challenges facing beginning teachers. Students' misbehaviors will occur time to time, even in the lessons of the most skillful teachers, and has to be dealt with. The types of student misbehavior most frequently cited by teachers are:

- excessive talk or talking out of turn.
- being noisy (both verbal, such as shouting to another pupil across the room, and non-verbal , such as dropping bags onto the floor)
- not paying attention to the teacher
- not getting on with the work required
- being out of their seat without good cause
- hindering other pupils
- arriving late for lessons

More serious types of misbehavior (verbal aggression to another pupil, bad language, disobedience, refusal to accept authority, and physical destructiveness) are much less frequent and are likely occur if pupils are reacting against personal and academic difficulties they are facing.

Kyriacou reveals the main causes of misbehavior in the classroom are as follows: *boredom*, *inability to do the work*, *being sociable*, *low academic self-esteem*, *poor attitudes*, and etc. It will be evident from looking at these main causes of pupil misbehavior that they have different implications for how a teacher deals with such incidents.

The key to establishing good discipline in the classroom lies in pupils accepting a teacher authority to manage their behavior and their progress learning. The authority is given to a teacher to act as a manager of their learning rather than as a power relationship. A teacher can establish their authority largely depends on four main aspects of their role: *conveying their status*, *teaching competently*, *exercising managerial control*, *dealing with pupil misbehavior effectively.*

An explicit verbal warning or comment by a teacher to a student which indicates teacher's disapproval of the misbehavior that has occurred is well known as *reprimand.* Teachers can use reprimand if the behavior has not been successfully dealt with by investigating and counseling. In a particular circumstance a teacher needs to think carefully whether the academic demands made upon students can be modified and consider the nature of the underlying of such continuing conflict.

2.3   Teaching Practice

Every profession has its own practical side; the training of lawyers, doctors, engineers and other well known professions make adequate provision for practical work which forms an essential part of the total training of the professions, hence the teaching practice exercise is the practical aspect of the teacher education program. The main goal of reforms in the teacher education program is to produce teachers who can perform adequately in the world of work and meet the present day challenges (Okobia, 2013).

As a part of many teacher education programs, teaching practice (or more popularly known as the practicum) is also known in variety of terms, such as "practice teaching, field experience, apprenticeship, practical experience, and internship" (Gebhard, 2009). The term teaching practice embraces all the learning experience of student-teachers in schools. Teaching practice as a teacher education program or activity which involves the practical of student-teachers' acquired theory of teaching into the genuine experience of the normal classroom situation (Adesina, Daramola and Taibi, 1989 as cited in Okobia, 2013). Brown and Brown also agreed that teaching practice is one of the most important components of the teacher-training program. It is an opportunity for student-teachers to put their theoretical studies into practice (Brown and Brown, 1990). There will undoubtedly be some inconsistencies between what has been learned in college or university and the actual situation in the classroom.

The most important aspect in the process of learning to teach is the field experience, i.e., the opportunity to stand face to face with the challenges and demands of the teaching profession (Caires & Almeida, 2007). Teaching practice is recognized as one of the most important aspects of a teacher education (Farrell, 2008). Teacher education institutions worldwide, including Indonesia, are under increasing pressure to prepare their student teachers better for the actual world of teaching, and the practicum provides an avenue by which this expectation may be addressed. During practicum, the student teachers are given the opportunity to experience and 'experiment' their knowledge and skills in an authentic teaching and learning environment (Kennedy, 1996).

The teaching practicum has long been recognized as an important component of pre-service teacher education (Santoro, 1997). The importance of the teaching practicum for student teachers in the process of becoming teacher is also widely recognized (Beck & Kosnik, 2002). One reason for that is that it provides opportunities for pre-service teachers to apply knowledge of teaching and learning which they gain during their university coursework (Beeth & Adadan, 2006).

2.4. Teaching Difficulties

Teaching refers to a form of interpersonal influence aimed at improving the learning of other person (Gage, 2009). In teacher education, people are particularly concerned with teaching that occurs in school classrooms, where the work requires responsibility for whole classes of students compelled to work

together for 9 months at a time (Lampert, 2010). In the classroom context, teaching and learning are considered social activities that imply relationships between not only the teachers and their students, but also between these parties and materials, equipment, classroom environment, curriculum as well (Wright, 1988:10 as cited in (Saricoban, 2010)). Teaching encompasses what teachers do in helping their students learn and perform the tasks – listening, thinking, speaking, reading, writing, solving problems, answering questions, investigating and so on – as prescribed, recommended, or suggested by teacher.

During teaching practicum, student teacher experienced a unique learning situation that was different from campus-based learning as they were called upon to respond to new circumstances. At the same time, they were not only required to be courageous and willing to use new methods and modes of doing things but also needed to contend with their own ideas associated with becoming a teacher (Goh & Matthews, 2011). In addition, they were faced with the intimidating task of trying to integrate knowledge and understanding about teaching from a theoretical perspective into actual practice; they needed to be actively engaged in teaching to be professional as well as content knowledge teachers ((Shulman, 1987) as cited in Goh & Matthews, 2011). Although the practicum served as a bridge that would have provided the student teachers with the experience to develop their own personal competence and professional identity as teachers (Dobbins, 1996), the practicum experience was also fraught with problems which might have influenced the development of student teachers. A problem is seen as a difficulty that student teachers encounter in the performance of their task, so the intended

goals may be hindered (Veenman, 1984). Difficulty is the quality or state or condition of being hard to do, deal with, or understand; the quality or state of being difficult (Merriam-Webster's online dictionary, 2018). In this study, teaching difficulty happened when teachers cannot handle any condition or situation in the classroom or anything related to their field.

Teaching practice build up a mixture of anticipation, anxiety and apprehension in the student teachers as they begin the teaching practice (Manion, Keith, Morrison & Cohen, 2004). In relation of English language teaching, especially in Indonesia context, student teachers prefer to speak in Bahasa Indonesia in order to help students easily understand the taught material (Yulia, 2013). The student teachers felt that when they spoke in English, the students are not able to understand them. Teachers' proficiency in spoken language as the model for students in class has become a critical issue in learning learning.

In addition, limited time to teach a lot of materials for English lesson is demanding task for student teachers in Indonesia. Time plays an important role in studying. It is believed that the more time we study, the more knowledge we get. The limited time of teaching and learning English become a challenge for student teachers to explain the materials comprehensively and maximally (Abrar, 2016).

Determining the problems or difficulties that student teachers encounter in the classroom, determining the quality of theoretical and practical education that candidates receive in the duration of their education, and analyzing the needs of candidates are important with respect to taking the necessary measures.

Knowledge of the problems faced by student-teachers in their teaching practice provides important information for the improvement and (re)designing of pre-service programs. For this reason, many studies have been conducted to determine these problems and the relationship between these problems and teacher education programs.

2.5   Previous Research

Researchers have explored the concern, problems or difficulties and experiences during teaching practice (Goh and Matthews, 2011; Riesky 2011, Yulia 2013) Goh and Matthews begun the research because of the teacher educations program in Malaysia are under increasing pressure to prepare their student teachers for the actual world of teaching. Therefore, the teacher education program provides the student-teachers a practicum program as an avenue by which this expectation may be addressed. This study has intended to draw attention to the underlying reasons given by student teachers about their concerns prior to and during the practicum in order to integrate areas of concern into future management and development of teacher education. The 14 student teachers who volunteered were asked to maintain a reflective journal throughout their practicum to document their teaching concerns and confidence to teach. Eighteen derived concerns were identified and placed into four main themes: a*) classroom management and student discipline*; b) *institutional and personal adjustment*: c) *classroom teaching*; and d) *student learning*. The result of this study revealed that the most worrisome issue is classroom management. The participants' reflection

showed that they were not clear about the differences between classroom management and lack of student discipline in class and tended to use the term interchangeably.

A research from Riesky begun with the idea of the experience of student teachers in applying what they have learned in teacher education program during their teaching practicum can become one potential field of research that can contribute to providing insight on how second language teacher education can be further developed. So, his study reported of a small case study research on the experience of student-teachers during teacher practicum and focus on what types of teaching difficulties they are encountered and how they carry out to overcome those difficulties. The participants were 14 student teachers who practice teaching in 14 different secondary schools in Bandung, Indonesia. The participants were observed and interviewed on the process of teaching and learning they have experienced during their teaching practicum. He found some difficulties faced by those student teachers and classified them into 3 categories there are: 1) *student-related difficulties* that include students' low basic competence, being passive, being noisy, being not cooperative, being impolite, lack of motivation, large number of students in one class, being tired, and variety of students' characteristics; 2) *self-related difficulties* relate with the ability to manage the class, applying suitable teaching strategies, developing suitable teaching materials, planning a lesson, socializing with students; 3) *student-teachers difficulties as viewed from supervising teacher* include the certified supervising teachers and not

certified supervising teachers. The major difficulties came from student-related difficulties and self-related difficulties

Yulia conducted a study on challenges that English language teachers face in teaching in Indonesia. A survey schedule, interviews with English language teachers, focus group discussions, with students and class observation were used to gather data. The finding revealed that students' motivation is more an instrumental motivation. On the other hand, the data indicated that teacher found English difficult to use in class. The classroom instruction was conducted mostly in the low variety of Bahasa Indonesia and in Javanese. The teachers claimed that it was due to students' low motivation; in fact, the students' eagerness to listen to the teachers as the models of English language expressions was good.

In relation to the previous research, this study is intended to find out the types of teaching difficulties encountered by ELESP student-teachers of UNJ during their teaching practicum. The difficulties on this study was focused on the teaching performance related with the teaching skills of English Language Education Study Program (ELESP) student teachers of UNJ while they practicing their teaching in the classroom during teaching practicum (PKM). Kyriacou (2007) framework was chosen to support this research in term of teaching skills which often has their own difficulties for student teachers. The teaching skills are *lesson presentation*, *lesson management*, and *discipline*.

2.6   Conceptual Framework

The different perspective above shows that student teachers face some difficulties and concern during their teaching practicum. It can be seen from the literature review and the previous study. By exploring the problems faced by student teachers in their teaching practicum, it will provide important information for the improvement and (re)designing of teacher education to determine these problems and the relationship between these problems and teacher education program.

This research focused on exploring the difficulties of teaching that are encountered by ELESP student teachers of UNJ during teaching practice. This study is guided by Kyriacou (2007) framework in relation to the teaching skills. The types of teaching skills by Kyriacou will help researcher to see the difficulties that appeared on those skills of teaching which are performed by student teachers. The skills are 1) *lesson presentation* that includes managing teachers' talk, matching the work to students' ability, and using resources or material or media; 2) *lesson management* that related with managing learning activity, maintaining students' involvement, manage students' time, and managing students' movements; 3) *discipline* related to dealing with students' misbehavior. The instruments and analysis will develop based on theory from Kyriacou (2007) to see the teaching difficulties that appear in relation to those teaching skills.

CHAPTER III

METHODOLOGY

This chapter provides the organization of research methodology which is focused on answering the research questions. The discussion includes research methods used in the study, the time and place of the study, data and data source, data collection procedure, and data analysis procedure. The explanation of each part is presented as below.

3.1   Research Design

Focusing on exploring the teaching difficulties faced by student teachers, this research used a basic interpretative study design. This kind of research design provides descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of the participants (Ary et.al, 2010). The data were collected in a variety of ways, such as observation and document review. This research belongs to qualitative study. The goal of qualitative studies is a comprehensive summarization, in everyday terms, of specific events experience by individuals or group of individuals (Lambert, 2012). Basic interpretative analysis involves categorization and development of patterns or themes, interpreted by the researcher through his or her own disciplinary lens.

3.2.   Time and Place of the Study

This study is occurred since September 2017 in three junior high schools; SMPN 74 Jakarta, SMPN 99 Jakarta, and SMPN 135 Jakarta which are located in East Jakarta.

3.3. Data and Data Source

The data of the study are teaching difficulties encountered by ELESP student teachers of UNJ during their teaching practice were taken from transcription of video recorder. The utterances of student-teachers, students' responses and also the circumstances during the teaching and learning process were identified to find out the types of teaching difficulties. The sources of the data are three ELESP student teachers batch 2014 that were conducting teaching practice at SMPN 74 Jakarta, SMPN 99 Jakarta, and SMPN 135 Jakarta.

3.4 Data Collection Procedures

The researcher has done these following steps to collect the research data:

1. Observing the classroom activities of each student teacher. By using video recorder, the classroom observation of this study was conducted in four meeting each with different student teacher.
2. Transcribing the classroom interactions of each student teacher and meeting.
3. Selecting the utterances of student teachers, student responses and also the circumstances during the teaching and learning process that represented the difficulties based on the categorization of difficulties.
4. Bolding the utterances of student teachers, student responses and also the circumstances that represented the difficulties
5. Putting the utterances of student teachers, student responses and also the circumstances during the teaching and learning process into a table in order to categorize it based on the categorization of difficulties.

3.5   Instrument of the Study

This study used classroom observation to gather the data by videotapping the student teachers' teaching performance to find out the difficulties they encountered during their teaching practice or PKM. The observation is used to gather "live" data from naturally occurring social situation (Cohen, Manion and Morrison, 2007).

This study is carried out using Kyriacou (2007) teaching skills framework with the purpose of identifying the difficulties in relation to the teaching skills which were encountered by ELESP student-teachers of UNJ during their teaching practice as shown below:

Table 3.1 Table Analysis of Teaching Difficulties (Adapted from Kyriacou, 2007)

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teachers' talk during the lesson using English	✔	**T** : Okay next, 'RSVP'. Apa tuh ya? Ada yang tau? Pernah denger atau baca dimana gitu? **S** : nggak tau, miss. **S** : nggak tauuu **T** : RSVP itu.... aduuh saya lupa itu singkatan apa haha // pokoknya itu singkatan bahasa Perancis, artinya itu seperti mengonfirmasi kehadiran kita di suatu acara.

The teaching difficulties showed on the video were transcribed then identified by putting the evidence of the difficulties encountered. The evidences were utterances of student-teachers, students' responses and also

the circumstances during the teaching and learning process. They were selected and identified based on the categorization of the difficulties. The following table is the categorization to identify the teaching difficulties which were elaborated from the types of teaching skills by Kyriacou (2007). The types of teaching skills by Kyriacou will help researcher to see the difficulties that appeared on those skills of teaching.

Table 3.2 Categories of Teaching Difficulties (Adapted from Kyriacou, 2007)

No	Teaching Skills	Categories of Difficulties	Description
1.	Lesson Presentation	• managing teacher's talk during the lesson using English	- Unprepared to explain the subject matter in English - Not clear informing or giving instruction in English - Not using English when explaining, questioning, or giving instruction to students
		• matching the work to students' ability.	- Students unsuccessfully achieve the learning outcomes - Incapable to set up academic task - Inappropriate tasks for students
		• using resources / material / media for the lesson	- Uncheck the quality or inappropriate of material / media / resources for the lesson
2.	Lesson Management	• managing learning activities on the current lesson	- Unchecked the students readiness - Incapable establish link with previous work - *Jerkiness* (teacher had to repeat instruction because students had not heard)

		• maintaining students' involvement	- Incapable to sustain involvement during the learning activity - Incapable to stimulate the intellectual curiousity
		• managing the students' time	- Incapable to determine how much students' time and effort to a particular task
		• managing students' movement	Students movements include; - Move from their seat - Walking around - Entering and leaving the classroom
3.	Discipline	• dealing with students' misbehavior	Misbehaviors include; - Arriving late to a lesson - Not paying attention - Not getting on the work - Being noisy - Bad language - *Verbal* (shouting to another student) and *non-verbal* (dropping bags onto the floor or making noise by hitting something)

The researcher also used document (lesson plan) review to triangulate the data by reflecting the lesson plan to the real classroom activities. It helps the researcher to find out more information about the difficulties encountered by student teachers during teaching practice or PKM. Documents consist of public and private records that qualitative researchers obtained about a site or participants in a study (Creswell, 2012). The documents provide valuable information in helping researcher understand central phenomena in qualitative studies. As discussed by

Creswell, documents represent a good source of text (word) data for a qualitative study.

3.6 Data Analysis Procedures

The data analysis was conducted through observation on ELESP student teachers difficulties which are obtained from the transcripts. This study implements several steps to analyze and interpret the data. The steps to analyze the data are follows:

1. Regarding to the research question, the procedure of analysis began with tabulating the categorized data to define the central tendency of teaching difficulties that occurred during teaching practicum.

2. Describing the result with reference to existing research questions. The description will be provided in the chapter 4 in discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the study and answer the research question stated in chapter one. This chapter is divided into two main sections. The first section presents the findings and followed by the discussion.

4.1. Findings

This section outlined the investigation on teaching difficulties encountered by student-teachers in three different secondary schools. The findings will be presented by referring to the sub-questions of research in order to answer the main research question.

4.1.1 What difficulties in *lesson presentation skill* are encountered by ELESP student teachers during teaching practice?

In this skill there are three difficulties encountered by the student teachers, namely; *managing teacher's talks during a lesson using English*, *matching the work to students' ability* and *using resources / material / media.*

4.1.1.1. Difficulty in managing teacher's talks using English

This teaching difficulty encountered 12 times by student teacher during the teaching performances in the classroom

when conducting the teaching practice. Here is the example of the extract:

Extract 4.1 Student Teacher A, Meeting I

T : Okay next, 'RSVP'. Apa tuh ya? Ada yang tau? Pernah denger atau baca dimana gitu?

S : nggak tau, miss.

S : nggak tauuu

T : RSVP itu.... aduuh saya lupa itu singkatan apa haha // pokoknya itu singkatan bahasa Perancis, artinya itu seperti mengonfirmasi kehadiran kita di suatu acara.

Extract 4.1 came from student teacher A in meeting I. Teacher's talk includes the skill of informing, explaining, questioning and giving instruction. The difficulty encountered when the student teacher unprepared to explain the subject matter or not clear when informing or giving instructions. It can be seen from the extract that the student teacher was unprepared to explain the subject matter. From the extract above it also can be seen that student teachers using Bahasa to explain the material presented. So, this extract became the evidence of the difficulty in managing teacher's talks using English

Extract 4.2 Student Teacher B, meeting I

T : Jadi disini ada table ya, *in the left column there are some greeting cards, what you have to do is write down on the right column what kind of greeting card are they? Each of the greeting card ya..*

S : Hah?? Apa miss? Gimana?

S : ulang...ulang miss..nggak ngerti. Bahasa Indonesia aja sih misss

T : hmm.. jadi, di kolom sebelah kiri ada contoh greeting card // nah kalian disebelah kanan nanti tulis kira-kira itu kartu ucapan apa dan kalian tuliskan juga yang merupakan ucapan selamat atau menunjukkan simpati atau harapan yang mana dari greeting card tersebut // Okay ? mengerti semua?

S : Ohhh, iya ngerti

Extract 4.2 came from student teacher B in meeting I. The difficulty encountered when the student teacher using Bahasa Indonesia to explain how to do the task because the students do not understand what teacher is talking about in English. So, this extract became the evidence of the difficulty in managing teacher's talks using English and the teacher could not be a good model of English user in the classroom.

4.1.1.2. Difficulty in matching the task to the students' ability.

This teaching difficulty encountered four times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.3 Student Teacher B, Meeting III

S : Miss, miss! Saya masih nggak ngerti!

T : Ya, nggak ngerti yang mana? (the teacher was *approaching the students*)

S : Semuanya

T : Semuanya?

S : Iya, bedanya masih bingung *present tense* sama *progressive* apa..

T : Kalo *present tense* kan *daily activity* sama *fact*, kan. Patternnya gimana hayo?

S : Gatau miss, saya nggak ngerti-ngerti. Terus ini diapain ?

T : Dikerjain. Coba diliat lagi catatannya. Dipahami lagi coba pelan-pelan..

S : Ah yaudah saya ngasal aja!

T : Yah, kok gitu. Coba dibaca-baca lagi, tanya teman yang ngerti coba.

Extract 4.3 came from student teacher B, meeting III. The student teacher encountered a difficulty in matching the task to the students' ability. The extract shows that the student could not do the task properly and it may cause achieving the learning outcome unsuccessfully. From the extract above the student-teachers had a difficulty on matching students of a certain level of ability to a given lesson or task.

4.1.1.3 Difficulty in using resources / material / media

This teaching difficulty encountered three times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.4 Student Teacher C, meeting III.

(*Teacher and students are watching the video*)

S : Miss, kok nggak jelas deh suaranya.

S : Iya, miss gajelas suaranya

(*The teacher tried to setting the speaker*)

T : coba ya. (playing the video again) Udah jelas belum?

S : Belom miss, kaya bergaung suaranya..

T : hmm.. kalian ada yang bisa bantu saya setting speakernya? Saya kurang ngerti nih

Extract 4.4 came from student teacher C, meeting II. The student teacher encountered a difficulty in using resources / material / media. It can be seen from the extract that the student teacher did not check the quality or used inappropriate media for the lesson so the pupils have to watch video with poor quality sound that is inappropriate to the topics being investigated. So, this extract became the evidence of the difficulty in using the resources / material / media.

Extract 4.5 Student Teacher B, Meeting I

T :lanjut ke contoh berikutnya // ini ya (showing the next slide of presentation) // Nah ini memberi ucapan apa?

S : Birthday, miss // ulang tahun!

T : Okay, disini ada sender dan receiver nya nggak?

S : Nggak ada!

S : Iya, kok nggak ada, miss?

T : Oh Iya ya, ini kebetulan nggak ada ya..

Extract 4.5 also became the evidence of the difficulty in using the material. The extract came from student teacher B, meeting I. The difficulty encountered by the student teacher when it comes to discuss the current topic of the lesson. It can

be seen from the extract that the student teacher did not check the material's appropriateness for the lesson that day, so she could not relate the material to the topic discussed.

4.1.2 What difficulties in *lesson management skill* are encountered by ELESP student teachers during teaching practice?

In this skill there are four difficulties encountered by the student teachers, namely; *managing learning activities*, *maintaining students' involvements*, *managing students' time, managing students' movements.*

4.1.2.1 Difficulty in managing learning activities

This teaching difficulty encountered nine times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.6 Student Teacher A, meeting I

T : Yaaa, okay sekarang silahkan kerjakan

S : Eh, sekarang ngapain miss?

T : Nah kan ngobrol sih, kan udah saya jelasin tadi, buat 2 jenis undangan bebas. Kontennya bebas, gunakan struktur dan kalimat yang udah kita bahas tadi.

S : Ooohh, okee

S : miss, kerjain dimana, miss?

T : Tuhkan nanya lagi, nggak dengerin sih tadi

Extract 4.6 came from the student teacher A, meeting I. The difficulty encountered by student teacher is in applying a smooth transition between activities. Jerkiness will be evident if the teacher had to repeat the instructions because students had not heard it, or if, having begun a new activity, the teacher kept referring back to the previous activity. It can be seen from the extract that the student teacher had to repeat the instruction and could not move on to the new activity. So, this extract became the evidence of the difficulty in managing the learning activities.

4.1.2.2 Difficulty in maintaining students' involvement

This teaching difficulty encountered six times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.7 Student Teacher C, meeting IV

T : Yaudah, Winda deh yaa

S : Yaaah, jangan saya miss. Saya nggak bisa ngomongnyaa

T : Gapapa ayo, kan sambil belajar.. gapapa salah

S : Nggak ah miss, gamaau. Yang lain ajaa

T : Haduuuh.. yaudah yang lain siapa nih mau baca?

Extract 4.7 came from student teacher C, meeting IV. The student teacher encountered a difficulty in maintaining student's involvement. It can be seen from the extract that the

student teacher could not sustain the student's involvement in learning activity. The students response is become the evidence that the student teacher failed to maintain the student involvement during the teaching and learning activity. The learning outcome which teachers try to achieve includes the development of study skills and sustained concentration by students was failed. This extract became the evidence of the difficulty in maintaining student involvements.

4.1.2.3. Difficulties in managing students' time

This teaching difficulty encountered five times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.8 Student Teacher B, meeting I

(The teacher is walking around the class to check the students work)

T : Mana kamu kok belum tulis? Daritadi masih bikin table aja?

S : Hehe, biar rapih miss

T: Nanti dikumpul loh // itu Cuma 4 greeting card kok

S : Iya, miss ini mau kerjain, masih lama kan waktunya?

T: Temennya udah nomer 2 kamu belum sama sekali loh

Extract 4.8 came from student teacher B, meeting I. The difficulty encountered by student teacher is incapable to manage

student time. It can be seen from the extract above that the student teacher did not give a clear idea of how much time and effort the students are expected to devote to particular tasks or activities so they could not do the task in an appropriate time. So, this extract became the evidence of the difficulty in managing students' time.

4.1.2.4. Difficulty in managing students' movements

This teaching difficulty encountered six times by student teachers during their teaching performances in the classroom when conducting the teaching practice. Here is the example of the extract:

Extract 4.9 Student Teacher A, meeting I

T : Ya, jadi ada asking and giving, permission, prohibition, invitation and instruction. // Eh, itu yang di belakang ada apa tuh kumpul-kumpul? Mau arisan?

S : Hahaha. Nggak, miss. Ntar dulu, bentarr

S : Bentaran, miss!

T : Duduk eh duduk! Udah mulai pelajaran juga. Sekarang bukan waktunya kerja kelompok ya. Ayo duduk ke tempat masing-masing!

(*The student keep standing there and talking each other*)

T : Cepet duduk!

Extract 4.9 came from student teacher A, meeting I. The student teacher encountered a difficulty in managing student's movement. The student movements include entering and leaving the classroom, and collecting equipments, and

walking around. It can be seen from the extract above that the student teacher could not manage the students of being out of their seat during periods of work when students are expected to work at their desk and the student-teacher tried several times to repeat the command to make the student sat on their seats. So, this extract became the evidence of the difficulty in managing students' movement.

4.1.3 What difficulties in *discipline skill* are encountered by ELESP student teachers during teaching practice?

In this skill there is one difficulty encountered by the student teachers, namely; *dealing with students' misbehavior*.

4.1.3.1 Difficulty in dealing with students' misbehavior

This teaching difficulty encountered 11 times by student teachers during their teaching performances in the classroom. Here is the example of the extract:

Extract 4.9 Student Teacher C, meeting IV

(*Some of the students at the back row are talking out of turn*)

S : Miss! Ini miss berisik banget, miss belakang nih!

T :Hey, kenapa itu yang belakang? Kalo tidak mau belajar diluar saja sana.. // Okay lanjut yaa

S : Ihhh, tuhkan, miss! Berisik lagi tuh ngobrol mereka, saya jadi nggak fokus!

T : Ssttt hey! Silent please!

Extract 4.9 came from student teacher C, meeting IV. The difficulty encountered by student teacher is in dealing with student misbehaviors. The student misbehaviors include arriving late to the lesson, excessive talk (talking out of turn) verbal (shouting to another students) and non verbal (such as dropping bags onto the floor or making noise by hitting something) and start to disturb other students, and also not getting on with the work required. It can be seen from the extract above that some students start to disturb other students by talking out of turn so the student teacher tried several times to make the students silent but failed. The students keep talking out of turn. So, this extract became the evidence of the difficulty in dealing with students' misbehaviors.

The main research question was to find out the difficulties in teaching skills performances that are encountered by ELESP student teachers of UNJ. Based on Kyriacou (2007) three teaching skills were observed by the researcher in order to find out the difficulties that appeared when the participants performed those teaching skills in the classroom, namely; lesson presentation skill, lesson management skill, and discipline skill.

In this finding the researcher presents the result of analyzing the teaching difficulties based on the teaching skills from Kyriacou (2007). The result of this research found that there were eight teaching difficulties encountered by student teachers. The result can be seen in following table:

Table 4.1 Table Occurrences of Teaching Difficulties

No	Teaching Skills	Teaching Difficulties	Occurrences			Total Occurrences
			Student Teacher A	Student Teacher B	Student Teacher C	
1.	Lesson Presentation	Managing teachers' talk using English	4	4	4	**12**
		Matching the task to students ability	-	2	2	**4**
		Using resources / material / media	1	1	1	**3**
2.	Lesson Management	Managing learning activities	3	3	3	**9**
		Maintaining students' involvement	2	3	1	**6**
		Managing students' time	2	2	1	**5**
		Managing students' movement	3	1	2	**6**
3.	Discipline	Dealing with students' misbehavior	4	3	4	**11**

Table 4.1 shows the occurrences of teaching difficulties in each skill. There were eight difficulties of teaching skills encountered by the three ELESP student-teachers in the classroom. Those difficulties are encountered more than one times by student teachers. Based on the table above, it can be seen that *dealing with students' misbehavior* and *managing teacher's talk during the lesson using English* are dominates the difficulties in teaching performances. The student-teachers are frequently faced the students' misbehavior such as talking out of turn, non-verbal misbehavior (hitting the table and making noise), and arriving

late to a lesson. Also, the student-teachers had difficulty in being a good model of English user by mostly using Bahasa Indonesia in delivering their teacher's talk.

4.2. Discussion

From the analyzing of the student-teachers utterances, students' responses, and also the whole circumstances during the teaching learning processes, it was found all the eight difficulties in teaching skills performances are encountered by student teachers during teaching practice. In lesson presentation skill there are difficulties in managing teacher's talk during the lesson using English, matching the task to students' ability, and using resources / material / media during the lesson. In lesson management skill there are difficulties in managing learning activities, managing students' involvement, managing students' time, maintaining students' movements. While in discipline skill there is a difficulty in dealing with students' misbehavior.

The findings of this study were different with Riesky (2013) in terms of categorization. In his study from 14 student teachers there were forty difficulties which were categorized into three categorization; student-related difficulties, teacher-related difficulties, and supervising-teacher-related difficulties. Meanwhile, this study used difference categorization because this study is focused on teaching skills. This study found that managing student movement is a part of difficulties in lesson management skill which are differ from previous study. In the previous study student movement was not categorized as difficulty.

Riesky (2013) also found that the most teaching difficulty is related with student behaviors which categorized into student-related difficulties. His finding

is similar with the result of this study. It can be happened because the participant of both studies taught over-crowded classes. Over-crowded class is denoted by over capacity of classroom or too many students in a class (Abrar, 2016). Imbalanced classroom capacity may create a chaotic problem for teachers. This condition affects the teacher's feeling and expectation. Many commentators talk about large class as a problem and it is certainly true that large class present challenges that smaller class do not (Harmer, 2007). Harmer agreed that teaching a large class is a challenging thing for teacher or even student teachers to give every students personal attention, get students interacting with each other, making the organization smooth and effective.

By facing a range of characters and ability, most of the student teachers have difficulties related to their students they teach. From the result of analysis has shown, most of the problems have to do with how to manage students' misbehavior. Things like dealing with students talking out of turn, not getting on the work, arriving late to the class, non-verbal misbehavior (such as hitting something, making any noise) and start to disturb other students will create a difficult challenge for many novice teachers which are having the status of 'new comers' or someone with the little authority. As reported in the data analysis, student teachers also required a long period of time just to direct the students to be ready to follow the lesson they give. Many times, more than half of their teaching time spent only for dealing with students' behavior before ensuring that they can follow the lesson well.

In terms of language teaching, Bahasa Indonesia is commonly used in formal situation such as in schools. The data of the transcription showed that the

student teachers used mostly Bahasa in performing their teacher's talk. They mostly translated what they meant in Bahasa Indonesia in order to help students easily understand the taught materials. This finding is similar with (Yulia, 2013) in terms of English usage. She also found that most of English teacher used bilingual language when perform their classroom language. This might be happened because English is a foreign language not commonly used in daily Indonesian life. This phenomena can be seen as an evidence that the students teachers could not be a good model of English teacher. In addition, Lai (1994) mentions in particular problems happening in the classroom such as limited time to use the language and lack of student confidence to speak in English (self esteem, language anxiety and lack of opportunities.

Foreign language teaching in particular must be done in small classes. When the number of students in a class is small, each student will have sufficient opportunity to practice and use the language (Gultom, 2015). The adequate time for practice is also important for the students to be able to use the foreign language fluently, especially English language.

In the other hand, Goh and Matthew (2011) found out that classroom management was the most worrisome issue which was different from the result of this study. This study found out difficulties in classroom or lesson management skill occurs but not as much as discipline skill. From the data analysis, it can be seen that the student teachers also have some difficulties, especially in relation to classroom/lesson management skill. Lesson management skills can range from managing the students' involvement, managing the students to follow instruction and any learning activities, managing the time and effort of the students to do

particular tasks in the classroom. Classes that are not managed well will generally lead to student discipline problems and can inhibit the effective instructional approaches from occurring (Freiberg and Driscoll, 2005). This will require the student-teachers to have more discussion and to have more teaching practices in the classroom.

Another result can be seen on the difficulty encountered by the student teachers' in using the material or media during the lesson. The extracts from the analysis has proven that the student teachers seemed uncheck the quality or appropriateness of the material or media they are going to use in the classroom. In terms of language teaching area, Tomlinson defines material as "...anything which is used by teachers and learners to facilitate the learning of the language" (Tomlinson, 1998). That means materials are actually the instruction center and they are considered as the most crucial influence on what is going on in the classroom (Abrar, 2016). Media is also one of the important things that support the material used for learning activity in the classroom, and when things go wrong, the student teachers seems did not master to use any of the media needed for the lesson. The appropriate teaching material with the students' level might determine the successful of teaching and learning process.

In relation to the student teachers' lesson plan, another result can be seen from table 4.1. In that table, student teacher 'A' had difficulty in managing teachers' talk during the lesson but the student teacher B and C had not faced the difficulty. It can be happened because student teacher A did not put teachers talk in her lesson plan like the others. Using a plan means having a constant dialogue

between what teacher intended to do and what is actually happening (Harmer, 2007). This affected how she managed her utterances during the lesson.

The difficulties faced by student teachers in relation to the students' time also appeared. Each student teacher was struggling to manage the students' time. Even though all the student teachers have already put particular time for any activity in their lesson plans but they did not give a clear idea of how much time and effort the students are expected to devote to particular tasks in the classroom so, the students could not do the task in an appropriate time. Kyriacou (2007) agreed that giving a clear idea to pupils on to do tasks in a particular time will help the student teachers to ensure that some pupils do not work slowly only to find they are halfway through a task when the student teachers want their pupils to move on to another activity. Getting the planning right proved difficult for some student teachers.

Things that were put down on paper did not always match up to the realities of the classroom. Timing also become problem because it was noted, one has to be in school to begin to understand how long it takes students to complete particular learning tasks (Kyriacou and Stephens, 1999). Therefore, a detailed lesson plan with anticipated problem should be well prepared by student teachers (Nguyen, Tran and Luu, 2016). The implementation and adaption of a plan along with the interaction between the plan and ever-changing reality once a lesson has started is the important thing in developing teaching skills.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion of the research question and provides recommendation for further research.

5.1 Conclusion

Teaching practice as a teacher education program, or activity which involves the practical of student-teachers' acquired theory of teaching into the genuine experiences of the real classroom experience. Teaching practice is recognized as one of the most important aspects of a teacher education. During practicum, the student-teachers are given the opportunity to experience and experiment their knowledge and skills in an authentic teaching and learning environment. There will undoubtedly be some inconsistencies between what has been learned in college or university and the actual situation in the classroom. Although the practicum served as a bridge that would have provided the student teachers with the experience to develop their own personal competence and professional identity as a teacher, the practicum experience was also fraught with difficulties and problems which might have influenced the development of student teachers.

This study aimed at finding out the difficulties in teaching performances which are encountered by student teachers of English Language Education Study Program of UNJ during teaching practice. As reported in the result of the study, the student-teachers of English Language Education Study Program of Universitas

Negeri Jakarta faced teaching difficulties during their teaching practice. It is showed by all eight aspects difficulties in teaching skills based on Kyriacou (2007) frameworks are encountered. The difficulties are; (1) managing teachers' talk during the lesson using English, (2) matching the task to students ability, (3) using resources / material / media which appeared three times, (4) managing learning activities, (5) maintaining students' involvement, (6) managing students' time, (7) managing students' movements, (8) dealing with students' misbehavior. Those difficulties are encountered more than one times by student teachers.

Among the teaching difficulties, dealing with students' misbehaviors and managing teacher's talk using English were the most difficulties faced by student teachers. As the finding reveals that the student teachers were difficult to handle the students' misbehavior due to the large amount of students in one class. Also, the student teachers cannot use English effectively due to the students lack exposure of the English spoken language. It can be concluded that most of the student teachers have difficulties not only related with presentation and discipline skill but also in relation to lesson management skill.

Knowledge of the problems faced by student-teachers in their teaching practice provides important information for the improvement and (re)designing of pre-service programs.

5.2 Limitation of the Study

Due to the limitation of time and expertise, two limitations are addressed in this study. First, the data were taken from three English Language Education

Study Program (ELESP) student teachers of UNJ during teaching practice which means the result could not be generated. Second, the study is only focused on the difficulties in teaching performances which appeared in three skills of teaching. The results of the study seem do not provide an in depth analysis within the categorization of teaching difficulties.

5.3 Recommendations

Identify and categorize the problems or difficulties faced by student teachers during practicum are not enough. Provide ways to prevent and manage those areas of difficulties and have it integrated into education courses is an important thing. How to integrate the theoretical aspects learnt at university and the practical reality of the classroom need to be established in order to support student teachers to get through practicum experience. Further-in-depth studies and perhaps a larger qualitative study through any other instruments of research could be conducted to identify the strategies used by the student-teachers to overcome their concerns or difficulties in teaching.

Student population in classrooms becoming more diverse in both abilities and needs therefore student teachers should be assisted to understand the concept of discipline as overcoming students problem versus classroom management as order to enable a conductive learning environment.

Teacher, educators and researchers need to gain more insights into the difficulties and challenges faced by those student-teachers so that teacher education programs can design their curricula that will effectively prepare these teacher candidates for their real professional lives.

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APPENDIX 1

STUDENT TEACHER (A)

Meeting I, 18th September 2017

SMPN 74 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teachers' talk during the lesson using English	✔	**[Extract 1]** **T** : Okay next, 'RSVP'. Apa tuh ya? Ada yang tau? Pernah denger atau baca dimana gitu? **S** : nggak tau, miss. **S** : nggak tau **T** : RSVP itu.... aduuh saya lupa itu singkatan apa haha // pokoknya itu singkatan bahasa Perancis, artinya itu seperti mengonfirmasi kehadiran kita di suatu acara. **[Extract 2]** **T:** pokoknya struktur inti dari *invitation* itu adalah tadi tuh, nama pengundang siapa, terus jenis *occasion*-nya apa, trus jangan lupa juga *date, time*, and *place*. Ya itu pokoknya yang wajib ada ketika kalian ingin membuat undangan. **[Extract 3]** **T** : Nah, sekarang kalian siapkan selembar kertas **S** : Mau ngapain nih, miss? **S** : Ah males nih.. **T**: Udah ayo disiapkan aja cepet (*The students prepared the paper for themselves*)

			T: Nah, sekarang kalian buat contoh *personal invitation*, tadi kan ada banyak tuh jenis *invitation* kan, nah kalian buat aja dua jenis invitation // acaranya bebas, hari tanggal waktu, tempat bebas // Sama kalimat ajakan kalian yang menarik gimana
2.	Matching the task to students' ability	✘	**[Extract 1]** **T** : Kamu, udah? Coba liat? **S1**: Kaya gini, miss (showing her work) gapapa kan? **T** : Iya, ini *let*-nya pake 's' **S1**: ohhh iya iya
3.	Using resources / material / media for the lesson	✔	**[Extract 1]** (*The teacher is preparing the material on the laptop for the lesson today*) **S1**: Miss, nggak mau nyala nih miss proyektornya. **T** : Yah, serius? Tumben.. coba coba lagi, dipencet tombol on/off nya udah? **S1**: udaahh, miss. (*The student tried to turn on the projector*) **S1**: Nggak bisa, miss. Dari kemarin emang agak-agak error gtu kadang gamau nyala gini **T** : Yaduuh, miss nggak ngerti lagi hehe
4.	Managing learning activities (beginning / main activities /ending the lesson)	✔	**[Extract 1]** **T** : Yaaa, okay sekarang silahkan kerjakan **S2** : Eh, sekarang ngapain miss? **T** : Nah kan ngobrol sih, kan udah saya jelasin tadi, buat 2 jenis undangan bebas. Kontennya bebas, gunakan struktur dan kalimat yang udah kita bahas tadi. **S2** : Ooohh, okee **S3** : miss, kerjain dimana, miss?

			T : Tuhkan nanya lagi, nggak dengerin sih tadi (repeating the instruction)
5.	Maintaining students' involvement	✔	[**Extract 1**] (*The students are writing the material discussed while the teacher is walking around the class to check their work*) **T** : ngapain kamu? **S1**: Ini miss ntar dulu, ya.. dikit lagi **T** : Sekarang itu pelajaran apa? kok malah kerjain PR pelajaran lain? //emang setiap hari matematika ada PR, ya? S1: Iyaaa, miss. Pasti selalu ada tugas dan banyakk **T** : Tapi kan tetep aja itu adalah pekerjaan rumah, yang seharusnya dikerjakan di rumah bukan di sekolah! Ayo tutup dulu, catet dulu itu.. **S1**: bentar, miss. Bentar lagiii. Dikit lagi. Abis itu saya nyatet itu kok
6.	Managing the students' time	✔	[**Extract 1**] **T** : Udah ... udah! Nggak ribut! // Ayo semua perhatikan gambar di depan ini // Coba dibaca dulu, dipahami, kira-kira isinya tentang apa? 1 menit. (*The students are reading the invitation on the white board*) **T** : Okay sudah paham isinya? Udah 3 menit loh ini.. **S1**: ntar dulu, miss.. itu apaan tuh RSVP? **T** : Okay, yuk kita bahas, ya
7.	Managing student's		[**Extract 1**] **T** : Ya, jadi ada asking and giving, permission, prohibition, invitation and instruction.

	movement	✓	// Eh, itu yang di belakang ada apa tuh kumpul-kumpul? Mau arisan? **S 1**: Hahaha. Nggak, miss. Ntar dulu, bentarr **S 2**: Bentaran, miss! **T** : Duduk eh duduk! Orang udah mulai pelajaran juga. Sekarang bukan waktunya kerja kelompok ya. Ayo duduk ke tempat masing-masing! (*The student keep standing there and talking each other*) **T** : Cepet duduk!
8.	Dealing with students' misbehavior	✓	[**Extract 1**] **T** : Yaa, gitu.. // okay next, ada DC apatuh? Singkatan apa? **Ss** : (being noisy, talking out of turn) **T** : Tuhkan, kumat lagi kan. Ssstt! Diem dulu hei! Ayo apa tuh DC? (*The students keep talking each other*) **T** : Hey, are you listen to me? Ya ampuun

STUDENT TEACHER (A)

Meeting II, 25th of September 2017

SMPN 74 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	**[Extract 1]** **T** : Salin soalnya, kemudian langsung diisi yang kosong-kosong ini dengan jawaban yang tepat ya. nah ini ada 2 part ya, yang part A tentang *invitation card* yang part B tentang *greeting card*. //Okay? **S** : Hah? Gimana miss, maksudnya? Nggak ngerti.. **S** : Iya, miss nggak ngerti, ulang dong.. **[Extract 2]** T : Iya, invitation itu apa? S : Undangan, miss.. T: Iya, di dalam undangan ada apa aja tuh? Strukturnya gimana? (*the class was silent*) T: Hayoo, apa? ada jenis acaranya kan? Apatuh? **[Extract 3]** T : Ya, tolong direspon. Direspon apanya? Undangannya.. bisa hadir atau tidak // Jadi, kalo undangan itu ada information RSVP, sang pengundang pasti akan mencantumkan nomor kontak yang dapat dihubungi untuk konfirmasi kehadiran si pengundang // Okay gitu ya, selain RSVP ada apa lagi additional information itu? **[Extract 4]** S: Kartu ucapan adalah kartu yang diilustrasikan untuk menyatakan perasaan, miss! T: Okay // Ya, jadi kartu ucapan adalah kartu yang dibuat untuk mengungkapkan perasaan, atau harapan atau juga ucapan // biasanya dikirimkan kepada seseoarng

			dalam peristiwa atau momen-momen tertentu.. Nah karena kita akan bahas *greeting card* atau ucapan berbentuk kartu, makanya tadi pengertiannya ada kata-kata illustrated, folded.. // diiliustrasikan dan bisa dilipat-lipat juga
2.	Matching the work to students' ability	✘	**[Extract 1]** **T** : Okay, semuanya ngerti ya perbedaan invitation card dengan greeting card? // Masih ada yang bingung sama exercisenya? **Ss**: Ngerti miss! **S1**: nggak adaaa **T** :Okay.
3.	Using resources / material / media during the lesson	✘	**[Extract 1]** **T** : (Showing the material presentation on the screen) // Okay, attention, please!
4.	Managing learning activities (beginning / main activities / ending the lesson)	✔	**[Extract 1]** **S 1**: Miss, ini sekarang suruh ngapain miss? **T** : Tuhkan, mulai deh. Makanya kalau ada guru ngomong itu didengarkan, jangan ngobrol // Miss jadi ngulang-ngulang lagi kan ngejelasinnya.// sekarang kerjakan soal didepan itu // isi yang kosong-kosong dengan jawaban yang tepat **S1**: Ooohh oke, miss.
5.	Maintaining students' involvement	✘	**[Extract 1]** **T** : Coba Ihsan baca deh.. **S** : Yaah, kok saya miss? **T** : Baca doang lho.. ayo **S** : hmm Dear Tia..

6.	Managing the students' time	✘	[**Extract 1**] **S**: iya miss, catet soalnya duluuu **T** : Yaudah saya tunggu 5 menit ya, cepet nulisnya// **S**: iya, miss
7.	Managing students' movement	✘	[**Extract 1**] **T** : Farhan! Ayo dong duduk dulu.. capek lho saya suruh-suruh duduk terus // nanti aja ngurusin apasih itu? **S** : Iya, miss.. bentarrr aja miss **T** : Saya nggak akan lanjut, kalo kamu nggak duduk. (*The student back to his seat*) [**Extract 2**] (*The students were talking each other some of them move from their seats*) **T** : (Showing the material presentation on the screen) // Okay, attention, please! Ayo yang dibelakang duduk dulu! **S 1**: iya, miss
8.	Dealing with students' misbehavior	✔	[**Extract 1**] **T** : Okay, udah semua ya? //Pokoknya terakhir kumpul nanti isitirahat, ya. Lewat dari istirahat nggak saya terima, ya. **S1** : Yaaaah misss (*The students are getting noisy by talking each other*) **T** : Udah yaa! Sssssttt! Silent please! // Okay, jd pertemuan terakhir kita bahas apa aja ya? (*Some students are keep talking out of turn*) **T** : Hey yang disanaa ayo diem dulu coba!

STUDENT TEACHER (A)

Meeting III, 29th September 2017

SMPN 74 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teachers' talk during the lesson using English	✔	**[Extract 1]** **T** : Sssstt! Silent please! Okay, listen to me. Heeeyy. Okay, find the difference of *letter, email* and *short message*. Cari perbedaan. Then, find the generic structure and example of them. **S** : Hmm, gimana, miss? Nggak ngerti.. **S** : Ulang, miss gimana tugasnya, jangan pakai bahasa Inggris makanyaa
2.	Matching the work to students' ability	✘	**[Extract 1]** **T** : Ok. Is there any homework? **S** : Yes! **T** : Okay, apa tugasnya? Mencari contoh caution, notice kan warning kan? Sudah dikerjakan semua? Mudah kan? **S** : Udah miss **S** : Udah Miss, tp belum ditempel!
3.	Using resources / material / media during the lesson	✘	**[Extract 1]** **T** : lanjut, yaa. (Showing the slide of the material presentation for the lesson) Nah ini contoh gambar atau symbol-simbol caution. Kalian bisa pelajari di rumah ya, dari buku cetak kalian. Lanjut lagi, sekarang *warning*. Loot at here, '*warning is a sign that usually place to attract people.*'

4.	Managing learning activities (beginning/ main activities/ ending the lesson)	✘	**T** : Sekarang kita main game. Setiap kelipatan tiga, diganti dengan kata "*bang*". Jadi nanti yang salah, maju ke depan, tulis arti dan perbedaanya notice, caution, and warning. Kita mulai, ya! (A student is making mistake during the game) **T**: Ayoo.. maju. Yang kamu tau aja tentang notice, caution, and warning.
5.	Maintaining students' involvement	✔	**[Extract 1]** **T**: Yaudah, maju dulu. (*giving a marker to the student*). **S**: Yahh.. gatau ah miss. Jangan saya deh yang lain aja. **T**: Yaudah, maju dulu kamunya, yang kamu tau aja tentang *notice, caution* and *warning.* **S**: nggak mau ah, miss. (*the student keep sitting on his chair and would not come forward to write on the white board*) **T**: Kok gitu sih? Yaudah lanjut lagi deh, ya. **[Extract 2]** **T**: Adit, kamu ngerjain apa? Sekarang pelajaran apa? Kok kerjain matematika? **S** : iya, miss.. abisan PR nya banyak, miss. Ntar dulu ya, miss dikit lagi **T**: kalau ada PR tuh kerjainnya di rumah! Ayo semuanya sekarang tulis yang tadi kita bahas. **S** : Ntar dulu, miss dikit lagi..
6.	Managing the students' time	✔	[**Extract 1**] **T** : silahkan kalau mau dicatat *(The teacher is walking around the class to check the students' works)* **T** : udah belom??

			S : ini miss, lagi dicatet. **T** : Udah, semua? Udaah belom? **S** : Belom, miss **S** : Belom miss
7.	Managing students' movements	✔	**[Extract 1]** **T**: udah, semuanya? Aris. Ngapain kamu disitu? Duduk di bangku kamu! **S** : bentar, miss. Bentarr.. (*The student kept standing and talking with his friend*) [**Extract 2**] **T**: udah ya, lanjut. Pertama, notice // hey, Andi. Kamu ngapain? **S** : ntar dulu, miss. Nyari buku. **T**: kok nyari di tempat Bobby? Makanya buku jangan ditinggal tinggal! Ayo dong yang lainnya duduk, jangan jalan-jalan! Coba sekarang Fadil baca. Yang lain dengerin ya! **S** : ntar dulu, miss, bentar.. **T**: ayo doong yang lain duduk tenang! Andi duduk! Ya ampun... Ssssttt! Yuk, Fadil. **[Extract 2]** *(The Teacher walked around the class top check the students works while a student was walking to his friend table)* **T**: Rais ngapain?! **S**: minjem matematika tuh, miss. **T**: kerjain PR itu di rumah. Ini sekarang pelajaran apa? Ayo duduk! **S**: Sebentar miss, dikit lagi..
		✔	**[Extract 1]** **T**: yaudah coba bacain. Ayo yang lain dengarkan temannya, ya. (*Students at the back row were talking each other*)

| 8. | Dealing with students' misbehavior | | **T**: hayooo yang lainnya diam, dengerin Hani. Coba ayo yang belakang!
 (The students keep making noises by talking out of turn)
T: ayooo yang lainnya diem! Silent, please! Ya ampun..

[Extract 2]
(The Teacher walked around the class top check the students works while a student is walking to his friend table)
T: Rais ngapain?!
S: minjem matematika tuh, miss.
T: kerjain PR itu di rumah. Ini sekarang pelajaran apa? Ayo duduk!
S: Sebentar miss, dikit lagi.. |

STUDENT TEACHER (A)

Meeting IV, 6th of Oktober 2017

SMPN 74 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	**[Extract 2]** **T** : Okay, biasanya di invitation juga ada *additional information* seperti *contact person.* Nah, misalnya ada pesta ulang tahun yang harus dihadiri, yang diundang biasanya harus menghubungi kontak yang tertera disitu untuk konfirmasi kehadiran, misalnya mau hadir sendiri atau berdua, gitu. // Nah, di bagian *additional information* biasanya juga ada informasi tentang *dresscode*. Jadi, ada kostum atau busana tertentu yang digunakan ketika menghadiri acara tersebut. // Nah, itu tadi *invitation,* kalau *greeting card* apa? **S** : undangan! Untuk mengundang.... **T** : Undangan tadi kan, udah. *Invitation. Greeting card* apa? kartu... u..capan. //
2.	Matching the task to students' ability	✘	**[Extract 1]** **T** : Ada PR ya? **S** : Nggak ada, miss! **T** : Hayoo, sengaja lupa nih! Ada yang inget? **S** : Oiya, miss. Adaaa. Yang perbedaan dari letter, email sama short message, sama generic structure nya, miss. **T** : Nah, tuh ingat // sudah cari semuanya? **S** : Sudaah

3.	Using resources /material / media during the lesson	✘	**[Extract 1]** *(The teacher is making a table to differentiate letter, email and short message on the white board.)* **T** : Coba satu-satu. Hmm..kalau surat terdiri dari apa aja? **S** : Tanggal, miss. *Date!* **T** : Okay (the teacher wrote it on the white board).
4.	Managing learning activities (beginning / main activities / ending the lesson)	✔	**[Extract 1]** **T**: Okay. Nah sekarang silahkan dicatat. (*Some students were writing the material discussed*) **T**: Oiya, selain *notice caution* and *warning*. Lalu, *letter*, *e-mail* and *short message*, ada lagi yang sebelumnya sudah kita bahas, apa? *invitation, table* and *label*. // apa bedanya invitation sama ... Kalau *invitation*? (*no answer*) **T**: Ayo, apa? hei?? **S** : undangan, miss. (*The students keep writing the material discussed*)
5.	Maintaining students' involvement	✘	**[Extract 1]** **T** : Coba satu orang yang jawab. Rizal coba, apa rizal? **S** : *Date, time..* **T** : Okay, (writing on the white board) Apa lagi, rizal?

6.	Managing the students' time	✖	[**Extract 1**] **T**: Okay. Nah sekarang silahkan dicatat. 10 menit ya. **S** : Oke, miss..
7.	Managing students' movement	✔	[**Extract 1**] **T** : Sudaah?? Hey, Farhan! Sudah nulisnya? **S** : Belum, miss. **T** : Kenapa jalan-jalan? Ckck. Ayo duduk ! **S** : Iya, bentar dulu miss.. **T** : Aduuhh, suka banget jalan-jalan! [**Extract 2**] T : hey itu, ngapain jalan-jalan! Ayo tulis dulu! S : Iya, miss. Ntar dulu!
8.	Dealing with students' misbehavior	✔	[**Extract 1**] (*Students being noisy by talking out of turn while the teacher writing the example on the board*) **T**: Hei, sudah..sudah! Ssstt jangan ribut! Okay, semuanya liat ke depan (*Some students at the back were talking each other*) **T**: Itu yang dibelakang! Ngapain sih? Liat sini semuanya, ya! // Nah disini udah keliatan apa saja struktur dari memo. Ada apa aja? **S**: *Receiver*, *content*, and *sender.* (The *students at the back row keep talking out of turn and busy doing their stuff*)

STUDENT TEACHER (B)

Meeting I, 28th of September 2017

SMPN 99 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	**[Extract 1]** T : Jadi disini ada table ya, *in the left column there are some greeting cards, what you have to do is write down on the right column what kind of greeting card are they? Each of the greeting card ya..* S : Hah?? Apa miss? Gimana? S : ulang...ulang miss..nggak ngerti. Bahasa Indonesia aja sih misss T : hmm.. jadi, di kolom sebelah kiri ada contoh greeting card // nah kalian disebelah kanan nanti tulis kira-kira itu kartu ucapan apa dan kalian tuliskan juga yang merupakan ucapan selamat atau menunjukkan simpati atau harapan yang mana dari greeting card tersebut // Okay ? mengerti semua? S : Ohhh, iya ngerti
2.	Matching the task to students' ability	✘	**[Extract 1]** **T** : Ada yang masih belum paham sama tugasnya? **S** : Miss, ini bener kan kaya gini? **T** : Mana? Oiya, benar seperti itu.. **S** : Ini, expressionnya yang ini kan, miss? **T**: Iya, kamu pokoknya tinggal cari kalimat yang menurut kamu menunjukan perasaan, harapan atau simpati kepada seseorang **S** : Ohh oke miss
3.	Using resources / material / media	✔	**[Extract 1]** **T** :lanjut ke contoh berikutnya // ini ya (showing the next slide of presentation) // Nah ini membri ucapan apa? **S** : Birthday, miss // ulang tahun!

			T : Okay, disini ada sender dan receiver nya nggak? S : Nggak ada! S : Iya, kok nggak ada, miss? T : Oh Iya ya, ini kebetulan nggak ada ya..
4.	Managing learning activities (beginning / main activities / ending the lesson)	✔	**[Extract 1]** (*Some students do not pay much attention to what the teacher said*) S : Dikerjain dimana, miss? S : Ini di bikin juga tabelnya? T : Di kertas selembar aja // iya dibuat juga tabelnya ya S : Miss ini ngerjain apa sekarang? T : Kerjain itu yang ada dilayar S : Ditulis dimana miss? Disalin juga tabelnya?
5.	Maintaining students' involvement	✔	**[Extract 1]** S : Ssstt! Diem, dong! Miss, belakang ngobrol terus T : Ssstt! Jangan ribut yang belakang // Okay lanjut ya (*The students at the back row keep talking out of turn*)
6.	Managing the students' time	✔	**[Extract 1]** (*The students are doing the task while teacher is walking around the class to check the students work*) T : Mana kamu kok belum tulis? Daritadi masih bikin table aja? S : Hehe, biar rapih miss T: Nanti dikumpul loh // itu Cuma 4 greeting card kok S : Iya, miss ini mau kerjain, masih lama kan waktunya? T: Temennya udah nomer 2 kamu belum sama sekali loh
7.	Managing students' movements	✘	**[Extract 1]** S : Miss, boleh ijin ke toilet? T : Gimana ngomongnya kalau mau ijin ke toilaet? Pake bahasa Inggris baru boleh keluar

			S : May, I was my hand? **T** : Yes, boleh silahkan
8.	Dealing with students' misbehavior	✓	**[Extract 1]** **S** : Ssstt! Diem, dong! Miss, belakang ngobrol terus **T** : Ssstt! Jangan ribut yang belakang // Okay lanjut ya (*The students at the back row keep talking out of turn*) **[Extract 2]** **T** : Sssttt! Jangan ribut hei, yang belakang! // Okay, sekarang kita lihat ya contoh greeting card itu seperti apa? (showing the material on the screen) **S** : Sssttt! Dieem ilzaa! **T** : Ssstt! Ayo diem dulu yang belakang!

STUDENT TEACHER (B)

Meeting II, 28th of September 2017

SMPN 99 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teachers' talk during the lesson using English	✓	**[Extract 1]** **T** : Okay, now... Ssst! // You choose one of the feast day that is celebrated by a lot of people // then, you make a draft or the points about what you are going to write on your greeting card // everybody understand? **S** : Bikin kartu ucapan miss? **S** : Haah? Apa miss? Ulang.. nggak ngerti iiihh **T** : Okay, jadi kalian pilih salah satu hari raya atau hari perayaan besar yang biasa dirayakan oleh banyak orang // Lalu kalian tuliskan draft atau poin-poin yang akan kalian tuliskan di dalam kartu ucapan tersebut.. // mengerti? **S** : Oh jadi, ini bikin kerangka dulu miss? **T**: Iya, kalian pikirkan kalian mau tulis apa di kartu ucapan itu **S** : Ohh iyaa iya, ngerti
2.	Matching the task to students' ability	✓	**[Extract 1]** (*approaching another desk*) Kamu sudah? **S** : Belum, miss.. saya bingung mau buat apa? **T** : Kan bebas, kamu bisa pilih hari besar, seperti hari raya, yang sudah kita sebutin tadi sama-sama, bisa ulang tahun, hari ibu atau ayah atau valentine juga bisa.. **S** : Iya, miss saya mau buat greeting card untuk hari raya idul fitri, tapi saya bingung ucapannya gimana?
3.	Using resources / material / media	✗	**[Extract 1]** **T** :Okay, semuanya kita lihat contoh greeting card yang ada di layar ya (showing the material on the screen) // coba ini jenis kartu ucapan apa nih? **S** : duka cita!

4.	Managing learning activities	✔	**[Extract 1]** (*The class is getting noisy*) **T** : Ssstt! Sudah mengerti semua apa tugasnya? **S** : Sudaah **S** : Beluum **T** : Aduuh, makanya kalau saya sedang menjelaskan itu di dengarkan, ya (*repeating the instruction again*) mengerti? **S** : Oh iyaa, miss, ngerti
5.	Maintaining students' involvement	✘	**[Extract 1]** **T** :Ada yang bisa kasih contoh kalimat yang biasa digunakan dalam kartu ucapan? Coba Ilza, kasih contoh **S** : saya, miss? Hmm .. 'congratulation for your winning'
6.	Managing the students' time	✔	**[Extract 1]** (*The bells ring*) **T** : Ya, sudah bel.. Yang sudah selesai boleh dikumpulkan.. **S** : Yaah, tunggu, miss.. belum **S** : Belum, miss tunggu **T** : Yaudah, yang sudah benar-benar selesai saja ya
7.	Managing students' movements	✘	**[Extract 1]** **T** : Hei, kamu mau kemana, erzo? Ngeluyur aja.. **S** : Ke toilet, miss ijin ya **T** : Hayo gimana ngomongnya kalau mau ijin ke toilet? **S** : Ya ampun, miss.. may I wash my hands?
8.	Dealing with students' misbehavior	✔	**[Extract 1]** **T** : 'Ya, boleh' // Sekarang kita akan melihat contoh greeting card ya // Sssst! Coba perhatikan dulu semuanya, attention please! **S** : Sssstt! Dengerin dulu, miss-nya!

			(*The students are keep talkingout of turn*)

STUDENT TEACHER (B)

Meeting III, 19th of October 2017

SMPN 99 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	[**Extract 1**] **T** :Sekarang kita akan melihat sebuah video // Now, I want you to listen carefully. Jadi kalian dengerin baik-baik, ya. Are you ready? **S** : Yesss [**Extract 2**] T : Nah, do you know about this? Kalian tau tentang ini? Ini kaya apa sih? Gimana? S : Yang pake *verb*-ing ya, miss? T : Ya, kalimatnya mengunakan *verb*-ing sama…?? Apa? S : keterangan waktu
2.	Matching the task to students' ability	✔	[**Extract 1**] **S** : Miss, miss! Saya masih nggak ngerti! **T** : Ya, nggak ngerti yang mana? (the teacher was *approaching the students*) **S** : Semuanya **T** : Semuanya? **S** : Iya, bedanya masih bingung *present tense* sama *progressive* apa. **T** : Kalo *present tense* kan *daily activity* sama *fact*, kan. Patternnya gmn hayo? **S** : Gatau miss, saya nggak ngerti-ngerti. Terus ini diapain ? **T** : Dikerjain. Coba diliat lagi catatannya. Dipahami lagi coba pelan-pelan.. **S** : Ah yaudah saya ngasal aja! **T** : Yah, kok gitu. Coba dibaca-baca lagi, tanya teman yang ngerti coba.

3.	Using the resources/ material/ media during the lesson	✖	**[Extract 1]** **T** : Okay, semua sudah liat videonya? Video tadi tentang apa sih? **S** : Cara belajar **S** : Telfon temen, ngajak belajar, mau ulangan.

| 4. | Managing the learning activities | ✓ | [**Extract 1**]
(*The students started to do the exercise*)

(*The teacheris walking around the classroom to check the students' work*)

T: Eh, ayo kerjain, dikumpul loh, ya. Malah ngobrol! // Semuanya, ini dikumpulin, ya.
S: Miss, ini kerjain dimana?
T : Kertas selembar. Tadi kan saya sudah bilang.
S: Yah, miss saya dibuku kerjainnya.
T : Dari awal kan sudah saya bilang, di kertas selembar.

[**Extract 2**]
S : Bingung, deh. Gimana sih ngerjainnya?
T : Haduuuh. Tadi miss, sudah jelasin loh, jawab dengan *simple present* atau *present progressive*. Yang kira-kira cocok dengan kalimat itu *tenses* yang mana?
S : Jadi, itu tinggal dilengkapin aja kan, miss?
T : Iya, tinggal dilengkapin aja.
S : Miss! Miss! Tulis soal?
T : iya, jadi kan itu kalimat per nomor belum lengkap, jd kalian lengkapin dengan tenses yang tepat, tinggal kalian ganti *verb* yang ada di dalam kurung dengan *verb* yang tepat, sesuai *tenses*-nya. Jadi, nggak usah ditulis yang di dalam kurung, langsung tulis verb yang benernya saja.
S : Miss, masih bingung. Dijawabnya gimana sih itu, miss? Contohnya gimana contoh jawabnya?
T : Okay, contohmya, semua dengarkan ya! (*The teacher explaining how to do the task again)* |
| 5. | Maintaining students' involvement | ✓ | [**Extract 1**]
T : Okay, ada *is, am* dan *are*. Contohnya? Coba dong satu orang kasih contohnya.

(*some students didn't pay much attention to the teacher*) |

S: Eh, apa miss?

T : Contoh dari *simple present tense*, coba satu orang kasih contoh.

S: ohh… yang mana, miss?

T : Hmm.. yang daily activity deh..

[**Extract 2**]

(*Some students are watching the video, some students at the back row are talking each other and even sleeping*)

T   : Okay, semua sudah liat videonya? Itu yang belakang ngapain itu, tidur, ya?

S   : I'm sorry, miss.

[**Extract 3**]

(*The teacher asked student to make a sentence of present progressive tense by asking questions to the student*)

T : Good, jangan lupa *ing*-nya ya kalau present continuous tense. // Coba Iza, what are you doing?

S : *I am reading.*

T : Waah. Reading what? (approaching the student)

S : Novel hahaha

T : Nah kan ketahuan! Ayo tutup dulu, sekarang lagi pelajaran!

S : Hehe..

(*The student is reading the novel again while the teacher back to the front of the class*)

 T: Jadi, present continuous itu menyatakan kejadian yang sedang dilakukan.... (*keep explaining*)

6.	Managing the students' time	✘	**[Extract 1]** **T** : Sudah selesai belum? 10 menit lagi ya **S** : Yaaah, miss belum **T** : Ayo yang lain udah selesai belum? Yang udah selesai boleh dikumpulkan.
7.	Managing pupil movements	✘	**[Extract 1]** **T** : hayoo, satu orang coba. Satu orang yang jawab. Angkat tangan yang mau jawab! // sambil duduk aja nggak usah berdiri **S** : Saya, miss! *She is writing on the white board!*
8.	Dealing with students' misbehavior	✘	**[Extract 1]** (*The students at the back row keptptalking each other and even singing, so the class is getting noisy*) **T** : Kerja sama tapi nggak usah teriak-teriak, ya. Apalagi nyanyi. Kerjakan semampu kalian aja. (*The students stopped singing*)

STUDENT TEACHER (B)

Meeting IV, 26th of October, 2017

SMPN 99 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	[**Extract 1**] T : Ya, he is cleaning the floor // dia membersihkan lantai. Terus next, gambar ke dua? S : He is ... climbing? T :Climbing, ya. Climbing apa ini? S : Tangga! T : Ya, *stairs*! Kosa katanya banyak ya kalian. Good! Jadinya gimana kalimatnya? S : 'He is climbing the stairs' T : Okay, good! // How about this one? Ayo?? Kalau yang ini apa? (*pointing out to the next picture*) S : *She ...*
2.	Matching the task to students' ability	✘	[**Extract 1**] (The teacher played the video) **T**: Okay, udah ya. kalian sudah tulis action verb-nya kan. **S**: Udaaahh **T**: Sekarang, buat kalimat positive, negative, dan intterogative dari action verb yang udah kalian pilih // Jadi, masing-masing action verb, ada tiga kalimat ya. // Silahkan kerjakan. (*The students did the task*) **T**: Yang sudah selesai boleh dikumpulkan, ya.
3.	Using resources and material media	✘	[**Extract 1**] Nah coba nih, tadi kan udah belajar pattern-pattern, coba bikin kalimat positifnya dari 4 gambar ini aja nih. Ayo bikin. **S** : We are...

			T : We are? Coba lihat dong gambarnya dia bareng-bareng apa sendiri? S : He is .. T : Ya.. He is apa?? S : He is cleaning the floor!
4.	Managing learning activities	✘	[**Extract 1**] T : Good morning guys.. S : Good morning, Miss T : Ok, yesterday we had a dailyexam about greeting card, invitation card and quantifiers S: Mana ulangannya, Miss? T : Belum selesai, belum selesai. Masih saya koreksi. Ok, so, which one do you think is the difficult part? // Apa yang menurut kalian susah kemaren ulangannya?
5.	Maintaining students' involvement	✔	[**Extract 1**] T: *Is the rabbit hopping?* Good!// Nah coba sekarang barisan sini tuh, pada ngapain sih ini? Ngerjain apa? Coba. Gimana pertanyaannya tuh? (*Approaching some students at the back who were busy doing their stuff*) S : Hah? Yang mana miss? Suruh ngapain? T : Tuh kan. Bikin pertanyaannya dr gambar didepan itu. [**Extract 2**] T : Ayo yang di belakang deh, kamu Ilza. S : Apaan, miss? T : Ayo maju, tulis contohnya. *Negatif form*-nya (the teacher gave a marker to the student) S: Ah males banget, miss T : Ayo ah, tulis *negative form*-nya sini S : Ah yang lain aja miss. Kaki saya sakit ini.. T : Masa? Yaudah kamu deh depannya.

6.	Managing the students' time	✘	**[Extract 1]** (*The bells rang*) **T** : Ya, udah bell tuh. Yuk, yang belum kumpulin sini. Pas loh ini 20 menit. **S** : Belom, miss! Tunggu.. **S** : Tunggu miss, dikit lagiii **T** : Ayo cepet, mau pergantian ke pelajaran selanjutnya loh kalian
7.	Managing pupil movement	✓	[**Extract 1**] (*Some students were moving from their seats, some were talking each other*) **T** : Eh, ini kenapa pada jalan-jalan ya? Duduk! **S** : Ntar dulu, miss. **T** : Ayo, cepet duduk! // Yaudah, sekarang tolong dinyalakan ya, LCD nya. // Ok, last week, what do you learn? (*the student still on his friend desk*)
8.	Dealing with students' misbehavior	✓	[**Extract 1**] **T** : Nah, sekarang coba lihat ini, (*Some students were talking each other, while the others make some noise by hitting their desk*) **T** : Hey, hey! Siapa itu yang pukul-pukul meja?! Sssst! Ayo listen to me! // Nah, ini adalah contoh-contoh *action verb*. (Showing some pictures describe with action verbs) (*The students keep making noise by hitting their desk*) **T**: Hey itu siapa sih yang pukul-pukul! Perhatikan ayo! [**Extract 2**] **T** : Okay. Next barisan sini coba.. (*Some students at the back row making some noise by hitting their desk*) **T** : Hey, coba itu yang belakang diam dulu! Temannya mau ngomong! Jangan pukul-pukul meja gitu! // Ayo kalian gimana kalimatnya?

STUDENT TEACHER (B)

Meeting IV, 26th of October, 2017

SMPN 99 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	[**Extract 1**] T : Ya, he is cleaning the floor // dia membersihkan lantai. Terus next, gambar ke dua? S : He is ... climbing? T :Climbing, ya. Climbing apa ini? S : Tangga! T : Ya, *stairs*! Kosa katanya banyak ya kalian. Good! Jadinya gimana kalimatnya? S : 'He is climbing the stairs' T : Okay, good! // How about this one? Ayo?? Kalau yang ini apa? (*pointing out to the next picture*) S : *She ...*
2.	Matching the task to students' ability	✘	[**Extract 1**] (The teacher played the video) **T**: Okay, udah ya. kalian sudah tulis action verb-nya kan. **S**: Udaaahh **T**: Sekarang, buat kalimat positive, negative, dan intterogative dari action verb yang udah kalian pilih // Jadi, masing-masing action verb, ada tiga kalimat ya. // Silahkan kerjakan. (*The students did the task*) **T**: Yang sudah selesai boleh dikumpulkan, ya.
3.	Using resources and material media	✘	[**Extract 1**] Nah coba nih, tadi kan udah belajar pattern-pattern, coba bikin kalimat positifnya dari 4 gambar ini aja nih. Ayo bikin. **S** : We are...

			T : We are? Coba lihat dong gambarnya dia bareng-bareng apa sendiri? S : He is .. T : Ya.. He is apa?? S : He is cleaning the floor!
4.	Managing learning activities	✘	[**Extract 1**] T : Good morning guys.. S : Good morning, Miss T : Ok, yesterday we had a dailyexam about greeting card, invitation card and quantifiers S: Mana ulangannya, Miss? T : Belum selesai, belum selesai. Masih saya koreksi. Ok, so, which one do you think is the difficult part? // Apa yang menurut kalian susah kemaren ulangannya?
5.	Maintaining students' involvement	✓	[**Extract 1**] T: *Is the rabbit hopping?* Good!// Nah coba sekarang barisan sini tuh, pada ngapain sih ini? Ngerjain apa? Coba. Gimana pertanyaannya tuh? (*Approaching some students at the back who were busy doing their stuff*) S : Hah? Yang mana miss? Suruh ngapain? T : Tuh kan. Bikin pertanyaannya dr gambar didepan itu. [**Extract 2**] T : Ayo yang di belakang deh, kamu Ilza. S : Apaan, miss? T : Ayo maju, tulis contohnya. *Negatif form*-nya (the teacher gave a marker to the student) S: Ah males banget, miss T : Ayo ah, tulis *negative form*-nya sini S : Ah yang lain aja miss. Kaki saya sakit ini.. T : Masa? Yaudah kamu deh depannya.

6.	Managing the students' time	✘	**[Extract 1]** (*The bells rang*) **T** : Ya, udah bell tuh. Yuk, yang belum kumpulin sini. Pas loh ini 20 menit. **S** : Belom, miss! Tunggu.. **S** : Tunggu miss, dikit lagiii **T** : Ayo cepet, mau pergantian ke pelajaran selanjutnya loh kalian
7.	Managing pupil movement	✓	[**Extract 1**] (*Some students were moving from their seats, some were talking each other*) **T** : Eh, ini kenapa pada jalan-jalan ya? Duduk! **S** : Ntar dulu, miss. **T** : Ayo, cepet duduk! // Yaudah, sekarang tolong dinyalakan ya, LCD nya. // Ok, last week, what do you learn? (*the student still on his friend desk*)
8.	Dealing with students' misbehavior	✓	[**Extract 1**] **T** : Nah, sekarang coba lihat ini, (*Some students were talking each other, while the others make some noise by hitting their desk*) **T** : Hey, hey! Siapa itu yang pukul-pukul meja?! Sssst! Ayo listen to me! // Nah, ini adalah contoh-contoh *action verb*. (Showing some pictures describe with action verbs) (*The students keep making noise by hitting their desk*) **T**: Hey itu siapa sih yang pukul-pukul! Perhatikan ayo! [**Extract 2**] **T** : Okay. Next barisan sini coba.. (*Some students at the back row making some noise by hitting their desk*) **T** : Hey, coba itu yang belakang diam dulu! Temannya mau ngomong! Jangan pukul-pukul meja gitu! // Ayo kalian gimana kalimatnya?

STUDENT TEACHER (C)

Meeting I, 14th of September 2017

SMPN 135 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	**[Extract 1]** T : Yap, ungkapan meminta dan memberi pendapat. Ada yang masih ingat contoh ungkapannya seperti apa? S : Hmm..itu miss. '*What do you think?*' T : Okay, '*what do you think of..?*' // What else? Selain itu apa lagi? S : '*How do you feel about?*' T : Ya, '*how do you feel about..?*' // Bagaimana perasaanmu terhadap.. // Apa lagi?
2.	Matching the work to students' ability	✘	**[Extract 1]** **T** : Sekarang kalian cari pasangan, berdua-berdua untuk membuat percakapan sederhana saja, nggak usah panjang-panjang, tentang *asking and showing attention* **S** : Miss, ini percakapannya ditulis? **T** : Iya, ditulis dulu, baru nanti kalian tampilkan didepan kelas.. **S** : Oke, miss
3.	Using resources / material / media during the lesson	✘	**[Extract 1]** **T** : Nah, sekarang coba look at the screen, here is the example of *expression of asking* and *showing attention* (showing the slide of the material presentation)

4.	Managing learning activities (beginning / main activities / ending the lesson)	✘	**[Extract 1] Ending the lesson** (*The bells ring*) **T** : Yaah, sudah bel ternyata // Okay, yang belum selesai mebuat percakapan, segera diselesaikan, dan di pertemuan berikutnya ditampilkan juga //Okay, thank you for the class today, see next meeting. Bye!
5.	Maintaining students involvement	✘	**[Extract 1]** **T** : Good. // Nah ini ada beberapa contoh *expression of asking and giving attention* //Coba tolong baca ya, yang keras, dan sebutkan artinya dari baris sini coba, ya.. // Asking dulu **S** : '*May I have your attention, please*' // Bolehkan saya meminta perhatianmu
6.	Managing the students' time	✘	**[Extract 1]** **T** : Ya, silahkan dikerjakan ya 15 menit cukup kan? **S** : Yah, cepet banget miss **T** : Emang mau berapa lama? Yaudah 20 menit deh // makanya saya mintanya kalian buat percakapan yang sederhana aja, yang simple // OKe silahkan dikerjakan..
7.	Managing student's movement	✘	[**Extract 1**] **T** : Itu kan kalian // Hey, itu ngapain jalan-jalan? Ayo duduk! **S** : (The student is back to his seat)
8.	Dealing with students' misbehavior	✔	**[Extract 1]** **T** : Eyes on the screen! Semuanya, hey! (*The students keep talking out of turn*) **S** : Ssttt! Dieem eeh! **S** : Dieeeem! Ssstt! **T** : Haduuh

STUDENT TEACHER (C)

Meeting II, 28th of September 2017

SMPN 135 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	[**Extract 1**] **T** : Okay *next…. Expressions to give instruction*. Giving instruction is an expression that is used in order that other person does what we instruct or request. **S** : Ha? Gimana miss? Nggak ngerti.. **T** : Iya, Jadi.. maksudnya itu ungkapan menyuruh dengan kata yang kita gunakan ketika kita ingin seseorang melakukan apa yang kita minta // Kayak tadi misalnya ayo pergi ke kantin atau misalnya *"don't sit here", "be quiet", "be diligent", "be smart"* gitu. Nah itu adalah contoh untuk menginstruksi seseorang // Nah selanjutnya ini ada bentuk kalimat dari expressionnya // Ada *"open please" atau "open the book", "open the window", "open the door", "close the window", "close the book"*. [**Extract 2**] T : *Now, you look to the dialog and try to find out the expression of giving invitation and giving instruction*. You may discuss this with your friends. Do you understand? S : Apa miss? Ulang miss, ulang saya blm ngerti S : Miss, pake bahasa Indonesia ajaa.. saya nggak ngerti T : Jadi sekarang tugasnya.. tugas buat kalian, kalian lihat atau cari di dialog tersebut, kalimat mana yang menunjukkan *giving instructions* dan *giving invitation*. Ditulis aja di kolomnya apa apa gitu, ya. Silahkan dikerjakan!
2.	Matching the work to students' ability	✘	[**Extract 1**] (The teacher were giving the instruction to do the task)

			S : ohhh iya, iya ngerti. Oke miss **T** : ya silahkan dikerjakan..
3.	Using resources / material / media during the lesson	✔	**[Extract 1]** (*teacher and students are watching the video*) **S** : Miss, kok nggak jelas deh suaranya. **S** : Iya, miss gajelas suaranya (*The teacher tried to setting the speaker*) **T** : coba ya. (playing the video again) Udah jelas belum? **S** : Belom miss, kaya bergaung suaranya.. **T** : hmm.. kalian ada yang bisa bantu saya setting speakernya? Saya kurang ngerti nih **S** : Coba miss, mana?
4.	Managing learning activities (beginning, / main activities / ending the lesson)	✔	**[Extract 1]** (*Some students are talking each other and do not pay much attention to what teacher asked*) **S** : eh..eh.. (raising hand) miss, ini suruh apa ya, miss? **S** : Iya, miss suruh ngapain sekarang? **T** : Tuhkan. Kalian nggak dengerin miss tadi jelasin? Jangan ngobrol aja, makanya! // Oke semuanya! Listen to me! Hei.. Aduuh. // Silent please! (*hitting the table*) // Nggak ada pengulangan ya. Jadi kalian cari kalimat yang menunjukkan giving instructions dan giving invitation. Dan ditulis aja di masing-masing kolom. Okay?
5.	Maintaining students' involvement	✘	[**Extract 1**] **T** : Nah bagian sana jadi Edo. Yang bagian sini jadi Benny. Yang barisan sini jadi Edo. Yang sebelah sini jadi Benny. Okay sekarang kita mulai roleplay nya, yang sebelah sana (Row 1) dimulai dari Edo. Okay, 1..2..3.. **S** : Hello Benny. This Edo. How are you? **S** : I'm fine.

6.	Managing the students' time	✔	**[Extract 1]** T : ya silahkan dikerjakan.. (*The students are doing the task given by the teacher*) (*The teacher is approaching some students to check their work*) **T** : (approaching another students) Kamu, udah selesai? **S** : Belum, miss, dikit lagi.. **T** : Okay, 10 menit lagi ya..
7.	Managing students' movement	✔	[**Extract 1**] (*The students still talking each other and move from their seat*) **T** : Coba duduk dulu, deh duduk! sit down please!!!! **Ss** : Eh duduk ehhh **T** :Sit down please….. Rizki duduk coba!

| 8. | Dealing with students' misbehavior | ✓ | [**Extract 1**]

 (Some students just entered the classroom)
T : Ini pada darimana ini? Kalian darimana? Kok baru masuk
S1 : (being silent, not answered the teacher)
T : Hei, I'm asking you.
S1: Dari luar, miss.
T : kenapa baru masuk kelas?
S1 : Ya, ada urusan tadi. (answer in angry tone)
T : Kok jawabnya gitu?
S1: (being silent)
T : Kamu darimana, hei?
S1: Yaudah sih, miss. Ada urusan tadi.
(*The teacher is continuing the lesson*)

[**Extract 2**]
T : Nah sekarang lihat video ini, perhatikan baik-baik. Please see the video and tentukan…(The students was being noisy) Ssst!! Silent please!! Nanti sebutin aja mana yang termasuk kalimat mengajak dan kalimat menyuruh..

(*The students keep talking out of turn*)

S : Ohh okay, miss. Eeh, diem dooong!
S : Kencengin miss, soundnya!
S : Jangan berisik! |

STUDENT TEACHER (A)

Meeting III, 29th September 2017

SMPN 74 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teachers' talk during the lesson using English	✔	**[Extract 1]** **T** : Sssstt! Silent please! Okay, listen to me. Heeeyy. Okay, find the difference of *letter, email* and *short message*. Cari perbedaan. Then, find the generic structure and example of them. **S** : Hmm, gimana, miss? Nggak ngerti.. **S** : Ulang, miss gimana tugasnya, jangan pakai bahasa Inggris makanyaa
2.	Matching the work to students' ability	✘	**[Extract 1]** **T** : Ok. Is there any homework? **S** : Yes! **T** : Okay, apa tugasnya? Mencari contoh caution, notice kan warning kan? Sudah dikerjakan semua? Mudah kan? **S** : Udah miss **S** : Udah Miss, tp belum ditempel!
3.	Using resources / material / media during the lesson	✘	**[Extract 1]** **T** : lanjut, yaa. (Showing the slide of the material presentation for the lesson) Nah ini contoh gambar atau symbol-simbol caution. Kalian bisa pelajari di rumah ya, dari buku cetak kalian. Lanjut lagi, sekarang *warning*. Loot at here, '*warning is a sign that usually place to attract people.*'

4.	Managing learning activities (beginning/ main activities/ ending the lesson)	✘	**T** : Sekarang kita main game. Setiap kelipatan tiga,diganti dengan kata "*bang*". Jadi nanti yang salah, maju ke depan, tulis arti dan perbedaanya notice, caution, and warning. Kita mulai, ya! (A student is making mistake during the game) **T**: Ayoo.. maju. Yang kamu tau aja tentang notice, caution, and warning.

5.	Maintaining students' involvement	✔	**[Extract 1]**
			T: Yaudah, maju dulu. (*giving a marker to the student*).
			 S: Yahh.. gatau ah miss. Jangan saya deh yang lain aja.
			T: Yaudah, maju dulu kamunya, yang kamu tau aja tentang *notice, caution* and *warning.*
			S: nggak mau ah, miss.
			  (*the student keep sitting on his chair and would not come forward to write on the white board*)
			  T: Kok gitu sih? Yaudah lanjut lagi deh, ya.
			
			 [Extract 2]
			T: Adit, kamu ngerjain apa? Sekarang pelajaran apa? Kok kerjain matematika?
			S : iya, miss.. abisan PR nya banyak, miss. Ntar dulu ya, miss dikit lagi
			T: kalau ada PR tuh kerjainnya di rumah! Ayo semuanya sekarang tulis yang tadi kita bahas.
			S : Ntar dulu, miss dikit lagi..

6.	Managing the students' time	✔	[**Extract 1**] **T** : silahkan kalau mau dicatat *(The teacher is walking around the class to check the students' works)* **T** : udah belom??

			S : ini miss, lagi dicatet. T : Udah, semua? Udaah belom? S : Belom, miss S : Belom miss
7.	Managing students' movements	✔	**[Extract 1]** **T**: udah, semuanya? Aris. Ngapain kamu disitu? Duduk di bangku kamu! **S** : bentar, miss. Bentarr.. (*The student kept standing and talking with his friend*) [**Extract 2**] **T**: udah ya, lanjut. Pertama, notice // hey, Andi. Kamu ngapain? **S** : ntar dulu, miss. Nyari buku. **T**: kok nyari di tempat Bobby? Makanya buku jangan ditinggal tinggal! Ayo dong yang lainnya duduk, jangan jalan-jalan! Coba sekarang Fadil baca. Yang lain dengerin ya! **S** : ntar dulu, miss, bentar.. **T**: ayo doong yang lain duduk tenang! Andi duduk! Ya ampun... Sssssttt! Yuk, Fadil. **[Extract 2]** *(The Teacher walked around the class top check the students works while a student was walking to his friend table)* **T**: Rais ngapain?! **S**: minjem matematika tuh, miss. **T**: kerjain PR itu di rumah. Ini sekarang pelajaran apa? Ayo duduk! **S**: Sebentar miss, dikit lagi..
		✔	**[Extract 1]** **T**: yaudah coba bacain. Ayo yang lain dengarkan temannya, ya. (*Students at the back row were talking each other*)

| 8. | Dealing with students' misbehavior | | **T**: hayooo yang lainnya diam, dengerin Hani. Coba ayo yang belakang!
  (The students keep making noises by talking out of turn)
T: ayooo yang lainnya diem! Silent, please! Ya ampun..

[Extract 2]
(The Teacher walked around the class top check the students works while a student is walking to his friend table)
T: Rais ngapain?!
S: minjem matematika tuh, miss.
T: kerjain PR itu di rumah. Ini sekarang pelajaran apa? Ayo duduk!
S: Sebentar miss, dikit lagi.. |

STUDENT TEACHER (C)

Meeting IV, 12th of October 2017

SMPN 135 Jakarta

No	Teaching Difficulties	Encountered	Evidence
1.	Managing teacher's talk during the lesson using English	✔	**[Extract 1]** T : Okay, now I want you to make a conversation about your experience in holiday or vacation. You can discuss it with your chairmate. Okay? Do you understand? S : Miss, pelan-pelan ngomongnya. Pakai Bahasa Indonesia aja.. saya belum ngerti S : Iya, miss Indonesia ajaa T : Haduuh.. Okay, sekarang kalian berdua dengan teman sebangku kalian, coba untuk membuat percakapan tentang pengalaman kalian saat liburan, seperti contoh tadi ya. S : Ooohhh
2.	Matching the task to students' ability	✔	**[Extract 1]** (*The teacher is walking around the class to check students' progress*) **S** : Miss, miss. Berarti ini pake *past tense* ya? **T** : Iya, ngerti kan? **S** : Nggak, itu bentuknya kaya gimana sih miss? **T** : Past tense itu menggunakan verb 2 // sudah pernah belajar kan kita? **S** : udah, miss tapi saya nggak ngerti, miss. **S** : iya, masih nggak ngerti miss. Karena saya nggak tau bentuk-bentuk past dari semua verbnya.. **S** : Iyaa miss gak ngertiiii // saya jadi bingung nulis percakapannya *gimana, karena nggak tau bentuk past tense nya.*
3.	Using resources / material / media during the lesson	✘	**[Extract 1]** (*The audio ended*)

			T : Kedengeran jelas kan suaranya? S : Jelasss T : So, from the audio? *What did you hear*? // S : Percakapan, miss
4.	Managing learning activities (beginning / main activities /ending the lesson)	✔	**[Extract 1]** T: Yaudah kamu bertiga aja gabung sama yang lain. // Okay, semua mengerti? Jadi tugasnya apa? S: belum, miss // gimana sih? S: Iya, miss tugasnya apa? T : Okay, saya ulang, ya.. // Dengerin semuanya! Jangan ngobrol dulu, biar miss nggak ngulang instruksinya.
5.	Maintaining students' involvement	✔	**[Extract 1]** T : Yaudah, Winda deh yaa S : Yaaah, jangan saya miss. Saya nggak bisa ngomongnyaa T : Gapapa ayo, kan sambil belajar.. gapapa salah S : Nggak ah miss, gamaau. Yang lain ajaa T : Haduuuh.. yaudah yang lain siapa nih mau baca?
6.	Managing the students' time	✘	**[Extract 1]** T : Ya, silahkan dikerjakan ya.. 15 menit ya? S : Yaah, cepet amat, miss! T : Buat percakapan sederhana saja kok // Yaudah 20 menit ya.. S : Yaudah deh.. seselesainya kita, ya, miss..

7.	Managing students' movement	✘	**[Extract 1]** **T** : Okay semua perhatikan! (standing in front of the class) // Coba yang di belakang itu duduk ditempat masing-masing. (*The students are sitting on their seats*)

| 8. | Dealing with students' misbehavior | ✔ | **[Extract 1]**
T : Apa itu summer? // Ssttt! Hello I'm asking you //Jangan ngobrol sendiri // Apa itu summer?
(*Some students keep talking out of turn*)
S : Gatau, miss
S : Eh diem dooong, berisik banget sih!
T : Ssttt! Coba itu yang belakang diem dulu, coba.

[Extract 2]
(*Some of the students at the back row are talking out of turn*)
S : Miss! Ini miss berisik banget, miss belakang nih!
T :Hey, kenapa itu yang belakang! Kalo tidak mau belajar diluar saja sana.. // Okay lanjut yaa
S : Ihhh, tuhkan, miss! Berisik lagi tuh ngobrol mereka, saya jadi nggak fokus!
T : Ssttt hey! Silent please!

[Extract 3]
T : Nah, kenapa sih kita perlu belajar *recount text*? Ada yang tau?
S : jadi kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita
T : Ssstt ! Coba yang lain tenang dulu, saya tidak bisa mendengar teman kalian yang menjawab! // Jadi apa? Kenapa kita perlu berlajar tentang recount text?
(*The students at the back row keep talking*) |

Date   : 18th of September 2017
School/Class : SMPN 74 Jakarta / 8-D
Meeting   : I
Student-Teacher : A

S   : Attention please!

S   : Ready!

S   : Before we study let's pray together, pray begin. ..... finish. Let's greet to the T!

S   : Good morning, miss.

T   : Good morning, everyone. How are you today?

S   : I'm fine, thank you. And you?

T   : I'm fine too thank you. Who is absent today?

S   : Nihil, miss!

T   : Ok. Is there any homework?

S   : Noooo!

S   : Nggak adaaa!

T   : Okay. Pertemuan terakhir kita bahas apa? inget ngga?

S   : *Expression*

T   : *Expression* apa aja tuh?

S 1   : *Giving* and respon instruction

S 2   : Itu miss, permission!

T   : Oke, terus apa lagi?

S 3   : giving and respon prohibition, miss

S 4   : itu miss... invitation

T   : Ya, jadi ada asking and giving, permission, prohibition, invitation and instruction. //

Eh, itu yang di belakang ada apa tuh kumpul-kumpul? Mau arisan?

S 1   **: Hahaha. Nggak, miss. Ntar dulu, bentarr**

S 2   **: Bentaran, miss!**

T   **: Duduk eh duduk! Orang udah mulai pelajaran juga. Sekarang bukan**

waktunya kerja kelompok ya. Ayo duduk ke tempat masing-masing!

(*The students keep standing there and talking each other*)

T   **: Cepet duduk! Ih!** // Okay, ada yang bisa kasih contoh *expression of giving*

inTruction? // Coba deh Rizal!

S 1   : Yah, miss nggak tau miss lupa!

T   : ya ampun baru minggu kemarin loh! Yang lain ada yang bisa kasih contoh

instruction?

S   : '*Open your book!*'

T : Ya. Instruction kan berarti apa, menyuruh ya atau memerintah. // next invitation! Seperti apa tuh expressionnya?// invitation itu dr kata dasar apa?

(*the class is being silent*)

T : krik..krik. Hayooo apa? in...vite. Apa itu invite?

S 1 : mengundang ya miss?

T : Ya, mengundang, mengajak juga bisa. Contohnya gimana tuh?

(*The students at the back row talking each other*)

T : Ahsan! Coba kasih contoh dulu *expression of giving invitation*. Ngobrol terus! Ayo apa?

S : Hmm.. ini, miss.. yang pake *would* itu ya?

T : Hayo apa? gimana? makanya jangan ngobrol terus!

S : *Would you like to come with me to the library*?

T : Ya, boleh. Okay. // Apalagi tadi tuh hmm *prohibiton*! Apa tuh *prohibition*?

S : Larangan!

T : Ya, larangan // coba Nisa contohnya apa?

S : *Don't come late*!

T : Ya. Good! // nah kalo asking permission? Ada yang bisa kasih contoh?

S : Saya, miss. '*can I sit here*'?

T : Ya, bolehkah saya duduk disini? // meminta ijin ya untuk duduk disini. Okay //Ada lagi yang lain?

S : '*Can I take permission to the bathroom*'?

T : Oh ya, ijin ke toilet maksudnya? // kalian bisa bilang 'can I wash my hand?' bgtu

S : '*Can I borrow your pen*?'

T : Nah, ya bisa itu. '*Can I borrow your pen?*'. // Jangan lupa ya kalo asking permission itu selalu ada kata, *may, can, could*. // Okay. Sekarang, hari ini kita akan belajar.

(*writing on the white board*)

S : (*Personal invitation*). Ohhh

T : Apa tuh *personal invitation*? // tadi kan ada yang sebut tuh invitation itu ...?

S 1 : mengundang, miss?

T : Ya. Kalo *invite* itu mengundang kalo *invitation* berarti...? Un...dangan. // *Personal invitation*, jadinya? Apa artinya?

S : pribadi... *undangan pribadi* ya, miss?

T : Ya, Good. Undangan pribadi // Oke, sekarang tolong dinyalakan proyektornya, Ihsan.

(*The teacher is preparing the material on the laptop for the lesson today*)

S : Miss, nggak mau nyala nih miss proyektornya.

T   : Yah, serius? Tumben.. coba coba lagi, dipencet tombol on/off nya udah?

S   : udaahh, miss.

(*The student try to turn on the projector*)

S 1   : Nggak bisa, miss. Dari kemarin emang agak-agak error gtu kadang gamau nyala gini

T   : Yaduuh, miss nggak ngerti lagi hehe // yaudah..yaudah Ihsan duduk. // Saya gambar aja dipapan tulis ya.

(*The teacher drew the material needed on the white board while the S talking each other so the class was getting noisy*)

T   : Hey.. hey! Nggak berisik, ya! Kebiasaan deh!

(*The students keep talking each other*)

T   : Udah ... udah! Nggak ribut! // Ayo semua perhatikan gambar di depan ini // Coba dibaca dulu, dipahami, kira-kira isinya tentang apa? 1 menit.

(*The S were reading the invitation on the white board*)

T   : Okay sudah paham isinya? Udah 3 menit loh ini..

S   : ntar dulu, miss.. itu apaan tuh RSVP?

T   : Okay, yuk kita bahas, ya** // Coba Jeremi baca invitationnya

S   : '*You're invited to Berta's sixteen birthday party, at KFC Pringsewiu, Lampung //Monday, October 5 // RSVP Desi 080890 // DC female green, male blue.*'

T   : Okay, thank you Jeremy // Ya, *you're invited to Berta's 16 birthday party* // Kamu diundang ke..? ulang tahun siapa disitu?

S   : Berta!

S   : Ulang tahun si berta!

T   : Ya, berta. Yang ke berapa?

S   : enam belas!

T   : Yang ke *sixteen*, enam belas. Okay, dimana?

S   : KFC, lampung

T   : Ya, KFC. Kapan?

S   : Senin, 5 oktober

S   : Ih, nggak ada tahunnya. Tahun berapa tuh, miss?

T   : Yaudah anggep aja tahun dua ribu tujuh belas lah ya **// Okay next, 'RSVP'. Apa tuh ya? Ada yang tau? Pernah denger atau baca dimana gitu?**

S   : nggak tau, miss.

S   : nggak tauuu

T   : RSVP itu.... aduuh saya lupa itu singkatan apa haha // pokoknya itu singkatan bahasa Perancis, artinya itu seperti mengonfirmasi kehadiran kita di suatu acara.**

S	: Maksudnya, miss?

T	: Iya, jadi kalo kamu dapet undangan suatu acara, dan ada tulisan RSVP itu kamu berarti harus konfirmasi kehadiran kamu ke nomer yang tertera disitu. // kamu bisa datang ke acara itu atau nggak.

S	: oohhhh ya ya yaa.

**T	: Yaa, gitu.. // okay next, ada DC apatuh? Singkatan apa?**

**S	: (*being noisy, talking each other*)**

**T	: Tuhkan, kumat lagi kan. Ssstt! Diem dulu hei! Ayo apa tuh DC?**

(***The students keep talking each other***)

**T	: Hey, are you listen to me? Ya ampuun**

S	: Ya, miss apaan miss?

T	: DC apa itu singkatannya coba?

S	: Saya tau, miss. Dress code! hahaha

T	: Yaa.. kok kamu tau?

S	: Iya laaah, saya gitu loh hhaha

T	: Iya, dresscode, apatuh artinya dress code?

S	: Kode daster?

T	: haha bukaan. Masa yang cowo pake daster juga? // Jadi, *dress code* itu kode pakaian atau kode busana // Aturan berbusana tertulis atau tidak tertulis dalam suatu acara.

S	: Iya, miss.. saya tau maksudnya, tapi susah ngomonginnya.

T	: Ya. Nah kalian pernah nggak dapet undangan?

S	: pernaaah!

T	: Nah, undangan apa aja tuh?

S	: Ulang tahun!

S	: Nikahan, miss. Nikahan hahha

S	: Sunatan miss! hahaha

T	: Hahaha, kamu pernah diundang nikahan?

S	: Mama saya, miss haha tapi saya ikut

T	: Ohh. // Okay, ya ternyata undangan ada banyak jenisnya ya. Nanti kita akan bahas.// sekarang kita bahas dulu nih, Truktur *invitation* // Jadi didalam sebuah undangan harus ada apa ajaa?

S	: Itu tuh, tempat, waktunya!

S	: Nama acaranya, miss!

S	: RSVP tuh, kaya yang itu

T	: Ya, ada tempat dan waktu yang jelas (writing on the white board), terus yang paling penting, jangan lupa doong, nama acaranya. // kalian ngundang-ngundang orang atau diundang orang nggak tau ke acara mau nggak datang?

S : nggaaakk!

T : Nah, kan. Makanya acaranya itu harus jelas acara apa. Ulang tahun kah, *wedding* kah, atau apa tadi sunatan, gitu.. // Okay, nah si RSVP sama *dress code* itu adalah *additional information* saja // Apa itu *additional information*?

S : informasi additional

T : Apa itu additional? Tam...ba..han // Jadi, RSVP sama *dresscode* itu informasi tambahan // boleh ada boleh nggak, tergantung yang mengundang. // kadang nggak ada yang mencantumkan kontak RSVP itu sama dress code, jadi bebas aja.. // **Okay jadi apa saja struktur personal invitation??**

S : *Day*, miss. Hari miss hari

T : *Day*, **iyaa. Terus? Tanggal apa tanggal?**

S : *Date*!

T : **Yaa. Terus ada apalagi tuh tadi, waktu! Apa?**

S : *Time*!

S : *Place* juga, miss

T : **Ya, waktu dan tempat ya. // Jadi.. oiya orang yang mengundang juga perlu ditulis ya, siapa yang udang harus jelas jugaa**.. //**Jadi, pertama ada** '*invitee*' **atau orang yang mengundang** (writing on the white board) // Terus yang kedua, ada *body of invitation*. Ada *occasion* **apa itu occasion?**

(The students at the back row are talking each other)

T : Tuh kan, kebiasaan deh. Ditinggal apa dikit, ngobrol, gurunya lagi jelasin malah ngobrol // Coba Adit apa itu occasion?

S : Occasion itu .... hmm apa ya? haha

T : Malah ketawa! Makanya, jangan ngobrol terus, kalo gurunya lagi jelasin // Okay, *occasion* itu... acara, ya. (*Writing on the white board*) // Jadi, jenis acaranya apa // terus ada apalagi tadi? *day* or *date* // Terus ada *time* // dan yang terakhir itu, *place*. // Nah, ini Truktur yang harus ada dalam undangan dan harus jelas ya //Yang RSVP sama dress code tadi itu termasuk apa tadi?

S : *information*!

T : *Additional....information* // itu tidak harus ada ya, tergantung dari orang yang mengundang. // Okay, silahkan dicatat kalau mau dicatat.

(*The students are writing the material discussed while the teacher were walking around the class to check their work*)

T : ngapain kamu?

S : Ini miss ntar dulu, ya.. dikit lagi

T : Sekarang itu pelajaran apa? kok malah kerjain PR pelajaran lain? //emang setiap hari matematika ada PR, ya?

S : **Iyaaa, miss. PaTi selalu ada tugas dan banyakk**

T : **Tapi kan tetep aja itu adalah pekerjaan rumah, yang seharusnya dikerjakan di rumah bukan di sekolah! Ayo tutup dulu, catet dulu itu..**

S : **bentar, miss. Bentar lagiii. Dikit lagi. Abis itu saya nyatet itu kok**

T : **Hadeeh** // yang lain udah selesai belum nyatetnya?

S : belom miss belooom

T : Lama banget nyatet doang deh kalian..

(*The teachers is walking around the class to check the students' work*)

T : Udah ya, kalian yang belum nanti liat temennya aja yang udah, ya. // Okay, sekarang kita bahas jenis dari personal invitation // Ada apa aja yaa

S : ntar dulu, miss, bentar..

T : Nanti kamu catet dari temen kamu yang udah aja ya // lanjut ya // Jadi, personal invitation itu banyak ya jenisnya, seperti yang udah kalian bilang tadi, ada apa aja?

S : birthday!

T : Ya, birthday party. Ulang tahun // terus apalagi? Wedding ya, tadi.. terus? Ada juga baby shower..

S : apa tuh, miss?

T : Itu buat wanita yang sedang hamil dan menunggu kelahiran bayinya. Biasanya dirayakan kalo usia kandungan sudah 7 bulan, kan sebentar lagi lahir tuh..

S : oohhh iya iya, tau miss

T : Nah, sebenernya jenis personal invitation itu ada yang *formal invitation* ada yang *informal invitation* // Nah, yang informal itu biasanya yang seperti wedding, birthday, baby shower gitu // Kalo yang formal itu biasanya yang megundang untuk datang ke presentasi dalam meeting atau urusan bisnis biasanya atau undangan dari sekolah untuk orang tua, itu juga formal..

(*The students at the back row are talking each other*)

T : Duuh, itu yang belakang ngapain tuh ya asik banget . Ngapain Faris? //

S : Hehe nggak, miss

T : Ini besok besok di rolling aja deh ya tempat dudunya, biar yang belakang itu didepan aja ngoobrolnya sama saya, ya. // Okay, lanjut. Hmm sebenarnya, saya punya banyak contoh invitation nih, tapi sayang proyektornya tidak bisa nyala, jadi nggak bisa ditampilin // Tapi **pokoknya struktur inti dari *invitation* itu adalah tadi tuh, nama pengundang siapa, terus jenis *occasion*-nya apa, trus jangan lupa juga *date, time*, and *place*. Ya itu pokoknya yang wajib ada ketika kalian ingin membuat undangan.** Okay, sampai sini sudah paham apa itu *personal invitation* juga Trukturnya? Ada pertanyaan?

S : Nooo

T : Okay, tadi kita udah bahas, struktur invitation, terus jenisnya apa aja nih yang belum apa?

S : Apa miss?

T : Unsur kebahasaan dalam *invitation* // Jadi, bagaimana kalimat yang digunakan ketika membuat undangan, terus pakai present atau past tense? // Coba kita lihat lagi didepan ini, contoh invitation atau undangan .. apa ulang tahun //Disini kalimat ajakan atau kalimat mengundangnya yang mana?

S : Yang itu, miss yang diawal itu.

T : Ya, apa tuh?

S : '*You're invited to Berta's birthday party*'

T : Ya, yang itu ya // You're invited to Berta's birthday party // Okay. Nah kan kita sebelumnya udah belajar expression of giving and responding invitation, kan? Masih inget nggak gimana kalau mau mengundang atau mengajak seseorang?

S : '*Would you come with me to the party?*' Asiiik hahaha

T : Ya, good. Itu memang kalimat undangan ya. Tapi biasanya yang di invitation card itu bukan kalimat tanya seperti itu ya. Biasanya statement kaya yang Berta ini tadi, ya. '*You're invited....*' // Bisa juga (writing on the white board)

S : Let's ... celebrate Kevin's birthday

(*The students write some examples on the white board*)

T : Ya ini ya sontoh statement yang biasanya ada di invitation card, atau personal invitation // Ada apa aja coba, Wina coba baca..

S : '*Please join us for the reunion of 74 Junir High School Class of 2000*'

T : Okay**.** Mari bergabung bersama kami untuk hadir di reuni SMP 74 angkatan 2000 ya itu // okay, next. Shill baca..

S : '*Request the honour of your presence at the marriage of Jane and Robert*'

T : Nah, kalo ini agak ribet ya kata-katanya // Apa ini artinya? Ada yang tau?

S : Meminta hormat ..

T : Haha bukaan. Ini maksudnya, sangat mengharapkan kehadiranmu dalam pernikahan Jane dan Robert, gitu... // okay, next kamu deh

S : 'Let's celebrate Kevin's birthday'

T : Ya.. Apa itu artinya?

S : Ayo rayakan ultah Kevin.

T : Ya, good! Ayo kita rayakan ulang tahun Kevin // ya, itu beberapa contoh statement atau kalimat yang biasanya dipakai dalam kartu undangan // Sampai sini ada pertanyaan?

S : nggaaak

T : Nah, sekarang kalian siapkan selembar kertas

S   : Mau ngapain nih, miss?

S   : Ah males nih..

T   : Udah ayo disiapkan aja cepet

(*The students prepared the paper for themselves*)

T   : Nah, sekarang kalian buat contoh *personal invitation*, tadi kan ada banyak tuh jenis *invitation* kan, nah kalian buat aja dua jenis invitation // acaranya bebas, hari tanggal waktu, tempat bebas // Sama kalimat ajakan kalian yang menarik gimana // biasanya kan kartu undangan menarik ya, bentuknya, berwarna gitu, nah ini karena terbatas jadi ya yaudah gunakan alat tulis yang ada aja hahaha

S 1   : Aaaahh

S 2   : Yaaah , miss males nih

T   : Ah, kamu males mulu nih, pantesan duduk di belakang terus //Okay, semuanya udah ngerti? Suruh ngapain?

(*The teacher is walking around the class to check the students works while some students were talking each other so the class is getting noisy*)

S   : bikin undangan!

T   : Yaaa, okay sekarang silahkan kerjakan

S   : Eh, sekarang ngapain miss?

T   : Nah kan ngobrol sih, kan udah saya jelasin tadi, bikin 2 jenis undangan bebas. Kontennya bebas, gunakan struktur dan kalimat yang udah kita bahas tadi.

S   : Ooohh, okee

S   : miss, kerjain dimana, miss?

T   : Tuhkan nanya lagi, nggak dengerin sih tadi // Semuanya dengerin ya, liTen to me! //buat 2 jenis undangan, konten bebas gunakan kalimat undangan yang udah kita bahas tadi tuh.. // Kerjain di kertas selembar // kalo nggak muat ya ambil kertas lagi

(*The students are doing the task given by the teacher while the teacher is walking around the classroom to check the students' work*)

T   : Kamu, udah? Coba liat?

S   : Kaya gini, miss (showing her work) gapapa kan?

T   : Iya, ini *let*-nya pake 's'

S   : ohhh iya iya

S   : Miss, miss! Sini deh

T   : Apa? (approaching the S)

S   : Kalo kalimatnya begini nggak apa-apa kan?

T   : Ya, boleh. *Invited*, ya. Karena kalimat pasif,.

S   : Kok, pasif miss?

T : Iya kan kamu mau tulis '*you are invited*' kan? Nah, kamu kan yang ngirim undangan kan, berarti you disini untuk orang yang diundang kan? // jadinya *you are invited*, kamu diundang, oleh saya // kalo kamu tulis you are invite nanti jadi 'kamu mendundang..', ini undangan siapa? Gitu... ngerti?

S : Ohh iyaa iya, ngerti

(*The bells rang*)

T : Okay, semuanya. Listen to me! Pembuatan invitation card ini kalian lanjutkan di rumah ya, jadi PR // diperbaiki lag,i dibuat semenarik mungkin, boleh pake hiasan, kertas yang bagus, minggu depan di kumpul yaa.

S : Yaaaah

T : Oiya, satu lagi kalian cari tau tentang *greeting card* ya. Definisinya apa, contohnya gimana, jenis nya ada berapa. Nah kalian cari ya, minggu depan kita bahas. Paham semuanya? Jadi PR nya apa aja hayo?

S : Selesaiin invitation cardnya..

T : terus?

S :Cari tau tentang greeting card. Artinya, contoh sama jenisnya

T : Okay, good. Nanti yang masih belum jelas bisa tanya sama Rahma, ya. // Okay, sekian dulu pertemuan hari ini, thank you for join the class today and bye! Wasallamualaikum wr, wb..

(*The teacher left the classroom*)

(*The teacher is entering the class*)

S   : Attention please!

S   : Ready!

S   : Before we study let's pray together, pray begin. ..... finish. Let's greet to the teacher!

S   : Good morning, miss.

T   : Good morning, everyone. How are you today?

S   : I'm fine, thank you.. And you?

T   : I'm pretty well, thank you. Who is absent today?

S   : Eh siapa ya yang ga masuk?

S   : Itu, si Bobby, miss

T   : Oh, bobby. Kenapa dia?

S   : Sakit, miss katanya

T   : Aduhh, sakit apa?

S   : Nggak tau miss, dia cuma bilang gitu.. terus katanya suratnya nyusul,

T   : Okay, yaudah // Hmm, ada PR kan? Sudah semua, membuat *invitation card*?

S   : Belum, miss. Tinggal dihias nih dikit lagiii

S   : Udaaah!

S   : Udah, miss

T   : Mana coba liat?

S   : Nih, miss punya saya. Bagus kan hehe

T   : Iya, giood job! // Ayo yang lain mana? Coba liat kamu, mana?

S   : Baru satu, nih miss

T   : Kan disuruhnya buat berapa jenis invitation?

S   : Saya mau cari yang beda gitu, miss. Ntar sama kaya yang lain.

T   : Kalo jenis acaranya sama, ya nggak apa-apa, yang penting kata-kata kamu menarik dan undangannya menarik juga // Ayo, yang udah kumpulin sini // Yang belum, miss tunggu sampai nanti istirahat ya, terakhir kumpul pas istirahat.

S   : Yaah, ntar aja miss, pulang sekolah terakhir

T : Nggak, istirahat itu pengumpulan terakhir. Jangan dibiasain dong kamu kerjain tugas rumah di sekolah, namanya aja pekerjaan rumah ya dikerjakan di rumah.

S : Yaaah, miss maaah

(*The students submitted their assignment to the teacher's desk and the class getting noisy*)

T : Okay, udah semua ya? //Pokoknya terakhir kumpul nanti isitirahat, ya. Lewat dari istirahat nggak saya terima, ya.

S : Yaaaah misss

(***The students are getting noisy by talking each other***)

T : Udah yaa! Ssssttt! Silent please! // Okay, jd pertemuan terakhir kita bahas apa aja ya?

(***Some students are keep talking each other***)

T : Hey yang disanaa ayo diem dulu coba //Kemarin bahas apa, masih inget ngga?

S : Itu, miss. Invitation kan

T : Iya, invitation itu apa?

S : Undangan, miss..

T : Iya, di dalam undangan ada apa aja tuh? Strukturnya gimana?

(***The class is being silent***)

T : Hayoo, apa? ada jenis acaranya kan? Apa tuh? Acara apa acara?

S : hmm.. occasion, miss

T : Ya, occasion. Trus ada apa lagi?

S : *Time, date*

S : *place*

T Ya, ada *place*, *date* , *time* // trus ada apalagi,? Additional...? infor ..mation // additional information itu apa?

S : infromasi tambahan

T : Ya. Apa aja kemarin? Yang termasuk informasi tambahan?

S : yang itu tuh mis, singkatan apatuh ya kemarin ya?

S : Oiya yang RSVP ituu

T : Nah, iya itu kan kemarin saya bilang itu singkatan bahasa perancis (writing on the white board) // *Repondez s'il vous plait* atau kalo dalam bahasa inggris artinya 'please respond' // apa itu artinya?

S   : tolong respon

T   : Ya, tolong direspon. Direspon apanya? Undangannya.. bisa hadir atau tidak // Jadi, kalo undangan itu ada information RSVP, sang pengundang pasti akan mencantumkan nomor kontak yang dapat dihubungi untuk konfirmasi kehadiran si pengundang // Okay gitu ya, selain RSVP ada apa lagi additional information itu?

S   : itu miss, *dress code*! Kode busana

T   : Ya *dress code* //biasanya si pengundang juga akan mencantumkan baju apa yang harus digunakan dalam acara tersebut // Entah warna baju kah, atau jenis bajunya kah.. gitu yaaa // Okay, nah today kita akan bahas *short functional text* lagi // sejenis dengan *invitation card* // Apa tuh? Ada yang tau? Keamarin kan saya sudah minta dicari tuh, apa?

S   : *Greeting card!*

T   : Yaa! Udah pada nyari belum? Definisi, dan contohnya?

S   : Udaaah!

T   : Okay. Coba Ihsan tolong nyalakan proyektor nya. Bisa nyala nggak nih? Haha

S   : Udah bisa, miss. Kemarin dibetulin kayaknya..

T   : Ohh..Alhamdulillaah

(*The student is turning on the projector while the teacher preparing the material for the lesson today*)

T   : Okay // Coba, yang udah cari artinya, siapa? *Greeting card* itu apa sih?

S   : kartu ucapan!

T   : Iya, kartu uccapan // kamu udah cari tau definisi kartu ucapan dalam bahasa inggris itu apa?

S   : Ini, miss. Sebentar saya liat catatan saya dulu. Nih, a greeting card is... an illustrated, folded card featuring an expression of friendship or other feeling"

T   : Okay. Kamu ngerti nggak itu artinya?

S   : hmm kartu ucapan adalah ... illustrated apaan miss?

T   : *Illustrated* itu diilustrasikan; yang diilustrasikan

S   : ohhh .. kartu ucapan adalah sebuah kartu yang diilistrasikan, *folded* apa miss *folded*?

T   : *Folded* itu dilipat // dari kata *fold*, lipat.

(*Some students made some noise by talking each other*)

T   : Hey, yang baris sana! Coba tadi temennya ngomong apa?

S   : hmm

T   : Jelasin tentang apa, temennya tadi? Denger nggak?

S   : (being silent)

T   : nggak kan? Ngobrol terus sih.. // udah ayo lanjut lagi, Gita.

S   : Kartu ucapan adalah sebuah kartu yang diilustrasikan, dilipat ... hmm featuring? Diikuti ya miss?

T   : *Featuring* itu seperti, meliputi, atau bisa juga kaya bersamaan gitu..

S   : Oohh.. jadi kartu ucapan adalah sebuah kartu yang diilustrasikan, dilipat dan meliputi sebuah ekspresi pertemanan atau perasaan lainnya.

T   : Yaa. Coba ulang lagi Aris..

S   : hmm.. apaan tadi? (asking his chairmate)

S   : kartu yang diilustrasikan...

T   : Ayo, apa Aris?

S   : Kartu ucapan adalah kartu yang diilustrasikan untuk menyatakan perasaan, miss!

T   : Okay // Ya, jadi kartu ucapan adalah kartu yang dibuat untuk mengungkapkan perasaan, atau harapan atau juga ucapan // biasanya dikirimkan kepada seseoarng dalam peristiwa atau momen-momen tertentu.. Nah karena kita akan bahas *greeting card* atau ucapan berbentuk kartu, makanya tadi pengertiannya ada kata-kata illustrated, folded.. // diiliustrasikan dan bisa dilipat-lipat juga..// Nah, kalian udah cari contohnya belum?

S   : udaahh

S   : beluum

T   : Nah loh, ada yang udah ada yang belum. Kenapa itu yang belum?

S   : Tugas yang lain banyak, miss!

T   : Terus tugas pelajaran bahasa inggris jadi nggak dikerjakan gitu?

S   : hehehe

T   : Yang udah cari contohnya, mana?

S   : Saya miss. Nih kartu ucapan ultah

T   : Mana? // Okay (writing on the white board) //ada kartu ucapan ulang tahun atau '*birthday card*', yaa.. terus apa lagi yang lain?

S   : kartu ucapan terima kasih, miss.

T   : Yaa.. kartu ucapan terima kasih (writing on the white board) atau kita bisa sebut juiga'*thank you card'*// Apalagi?

S   : Ucapan selamat, miss

T   : Ya kartu ucapan selamat atau .... apa? bahasa inggrisnya?

S   : *Congratulation*!

T   : Ya, good. Congratulation ... card // okay, ada lagi?

S   : Hmm apalagi ya? Saya nemunya itu daong, miss hehe

S   : Saya juga, miss

T   : Masih ada lagi, ayo apa? kira-kira seseorang akan mengirim ucapan kalau momen apa aja?

(*the students are being silent*)

T   : Ayoo, apa? // nih ngobrol aja pada bisa, jawab pertanyaan nggak bisa kan.. //Okay, semuanya! liat ke depan, ya (preparing the material on her computer)

(*The students are talking each other some of them move from their seats*)

T   : (Showing the material presentation on the screen) // Okay, attention, please! Ayo yang dibelakang duduk dulu!

S   : Iya, miss

T   : Okay, ini adalah contoh kartu ucapan atau greeting card // ini yang pertama ada *Birthday card*..

(*the students at the back keep standing and talking with other students*)

T   : Farhan! Ayo dong duduk dulu.. capek lho saya suruh-suruh duduk terus//nanti aja ngurusin apasih itu?

S   : Iya, miss.. bentarrr aja miss

T   : Saya nggak akan lanjut, kalo kamu nggak duduk.

S   : Duduk ih, Farhan! Suka banget jalan-jalan dah!

S   : Iya.. iyaa (back to his seat)

T   : Okay // sampai mana tuh saya tadi?

S   : Birthday card, miss.

T   : Oiya, birthday card // nah jadi birthday card udah pasti ditujukan untuk orang yang berulang tahun, ya.. 'Dear Anton, wish you more happy the day. May God bless you with health., wealth and prosperity in your life. Happy birthday. Your girlfriend**,** Anti'// Nah ini contohnya ya, Untuk Anton, aku harap kamu

lebih bahagia di hari ini.. Semoga Tuhan merahmatimu dengan kesehatan, '*wealth*' apa itu *wealth*?

S : bukannya kesehatan juga ya, miss?

T : Kesehatan kan itu '*health*'// kalo wealth itu apa? keka...yaan.

S : Ooohh

T : Nah, bisa terlihat disini bahwa greeting card juga berisi harapan, ya. '*Wish*' // ini berarti harapannya kesehatan, health, terus kekayaan, wealth, terus ada prosperity // Apa tuh?

S : saya pernah denger, tapi gatau apa artinya miss

T :*prosperity* itu, kemakmuran yaa //jadi biar si Anton ini diberikan kesehatan, kakayaan dan kemakmuran sama Tuhan // Nah, siapa ini pengirimnya?

S : pacarnya, miss. *Girlfriend..*

T : Ya, girlfriend. Kekasihnya ya, namanya siapa itu disitu?

S : Anti

T : Okay. Next ya, ada contoh greeting card yang lain nih (Showing another example of grreting card) // kira-kira kartu ucapan apa ini?

S : hmmm ... ucapan selamat miss.

T : Iya, ucapan selamat. Selamat untuk apa tuh? // Coba Ihsan baca deh..

S : Yaah, kok saya miss?

T : Baca doang lho.. ayo

S : hmm.. Dear Tia...

(*Some students are talking each other*)

T : Sebentar dulu, Ihsan // Ayo, yang disana. Temennya mau baca dulu ini, dengarkan ya // Ayo Ihsan..

(*Some students are keep talking*)

S : '*Dear, Tia. Congratulation on your success in the prince and princes competition. I hope you do the best for the future., Husna*'

T : Okay, thank you Ihsan // Jadi si Tia mengucapkan selamat atas apa nih?

S : Atas kesuksesan di kompetisi.. apa tuh hmm *prince* and *princess*.

T : Ya..Jadi siapa yang menang di kompetisi *prince* and *princess* itu?

S : Tiaaa

T : Iyaa, Tia. Si Husna nya itu siapa?

S : Yang ngucapin miss

T   : Iyaa, si Husna adalah *sender*, ya // nanti kita bahas juga strukturnya // satu lagi nih ada contohnya // coba baca, Rahma..

S   : hmm.. '*We wish to express our deepest condolences on the passing of your grandfather, On Friday, 25 November 2014. May God almighty bless and keep him always. Management and staff*''

T   : Ya, ini contoh greeting card apa nih? Isinya apa??

S   : Hmm.. *passing* apa miss?

T   : passing disini itu, meninggal..

S   : Oohh, kakaenya meninggal ya? Berarti kayak dukacita gitu dong?

T   : Yap, correct! Jadi ini contoh kartu ucapan duka cita // disini berarti yang berduka cita siapa?

S   : Hm... no name miss, nggadisebut disitu ya?

T   : Ohiyaa, disini ternyata nggak disebut siapa yang kehilangan kakeknya yaa.. harusnya ada // Okay, itu tadi contoh-contoh dari *greeting card* // sampai sini ada yang belum jelas?

S   : nggak ada miss

T   : Okay nggak usah kalian catat ya, kalian kan udah cari contoh dari gretting card kan?

S   : Iya, miss

T   : Okay, sekarang kita akan bahas struktur dari *greeting card//* yang pertama ada *receiver* //apa itu? (*writing on the white board*)

S   : penerima!

T   : Ya, pasti harus ada penerimanya ya. // (writing on the white board) terus ada, *body* atau isi *greeting card* nya, ya ada *quotes* atau kutipan kata-kata yang berhubungan sama momennya, lalu ada *expression of feeling*-nya sama biasanya ada *picture*-nya juga. Nah yang terakhir ada apa lagi nih? // *Sen...der.* Apa itu *sender*?

S   : pengirim!

T   : Ya, pengirim itu juga harus jelas ya. // Okay, itu dia struktur dari greeting card. // sampai sini, any question?

S   : miss, kalo bikin greeting card sender dulu atau receiver dulu nulisnya?

T   : Nah iya

(*Some students are laughing at the back row*)

T : Hey, yang di belakang, ketawain apa itu? Listen to me // Ya, jadi kalo greeting card itu, *receiver*-nya duluan ya // seperti contoh yang sudah miss tunjukan tadi .. nih (showing the example again)

S : Oohhh jadi pengirimnya dibawah ya. Okay miss

T : Okay, sampe sisni sudah jelas semua?

S : Sudaaahh.

T : Nah, sekarang perhatikan layar semuanya //ini ada soal exercise

S : yaaaah

T : Salin oalnya, kemudian langsung diisi yang kosong-kosong ini dengan jawaban yang tepat ya. nah ini ada 2 part ya, yang part A tentang *invitation card* yang part B tentang *greeting card*. //Okay?

S : Hah? Gimana miss, maksudnya? Nggak ngerti..

S : Iya, miss nggak ngerti, ulang dong..

T : Ya, jadi begini // Ini ada soal exercise, Ada 2 bagian yang A tentang *personal invitation* yang B tentang *greeting card*, kalian salin saja soalnya terus yang kosong-kosong itu diisi dengan jawaban dengan benar.. Understand?

S : Ohhh iya, iya miss ngerti

S : Oohhh gitu, oke miss

(*Some students is starting to do the work and the other are talking out of turn*)

S : Miss, ini sekarang untuk ngapain, miss?

T : Tuhkan, mulai deh. Makanya kalau ada guru ngomong tuh didengarkan, jangan ngobrol // Miss jadi ngulang-ngulang lagi kan ngejelasinnya.// kerjakan soal didepan itu // isi yang kosong-kosong dengan jawaban yang tepat // mengerti?

S : Ooohh oke, miss. Iya ngerti

 (*The teacher is walking around the class to check the students' works while some students are talking each other so the class is getting noisy*)

T : Mana, kerjaan kamu? Udah selesai?

S : belomlah miss...

T : Ngerti kan tapi?

S : Eh ini ada yang mau saya tanyain, *Scout chair person* apa ya miss?

T : Ohh itu *ketua pramuka*

S : Ohhh, okay miss. Thank you

T   : Okay, semuanya ngerti ya perbedaan invitation card dengan greeting card? //
        Masih ada yang bingung sama exercisenya?

S   : Ngerti miss!

S   : Nggak adaaa

T   :Okay.

 (The students were doing the task given by the T while the T was walking around the classroom to check the students' work)

(The bells rang)

T   : Wah, sudah bell // yasudah dilanjutkan di rumah saja untuk kalian latihan ya
        // soalnya sudah dicatat kan?

S 1   : belom miss, ini dikit lagi.

S 2   : iya miss, catet soalnya duluuu

T   : Yaudah saya tunggu 5 menit ya, cepet nulisnya//

S 1   : iya, miss

T   : kalo ada yang udah selesai bisa share nanti ke teman lainnya ya // Okay,
        sekian dulu pertemuan hari ini, thank you! Wasallamualikum wr, wb

(*The teacher is entering the classroom*)

S   : Attention please!

S   : Ready!

S   : Before we study let's pray together, pray begin. ..... finish. Let's greet to the teacher!

S   : Good morning, miss.

T   : Good morning, everyone. How are you today?

S   : I'm fine, thank you. And you?

T   : I'm fine too thank you. Who is absent today?

S   : Nesfi, miss!

T   : Ok. Is there any homework?

S   : Yes!

T   : Okay, apa tugasnya? Mencari contoh caution, notice kan warning kan? Sudah

         dikerjakan semua? Mudah kan?

S   : Udah miss

S   : Udah Miss, tp belum ditempel!

S   : Miss, punya saya ilang!

T   : Haduuh. Yaudah, sekarang kita main game, Kemarin tugasnya apa saja?

S   : Notice, caution, warning.

(*The teacher is making a table on the white board*)

T   : Main gamenya seperti yang sudah kita pernah mainkan. Setiap kelipatan tiga, diganti

         dengan kata "*bang*". Jadi nanti yang salah, maju ke depan, tulis arti dan perbedaanya

         notice, caution, and warning. Kita mulai, ya!

S   : Okaay, miss

(*The game is started*)

S   : one

S   : two

S   : *bang*!

S   : four

S   : five

S   : *bang*!

S   : hah?... hmm.

S   : lima..empat..tiga...dua..satu! majuuuu!

T   : Ayoo.. maju.

S   : Yahh...belom baca, miss. Ulang miss ulaang.

T   : Kan tadi saya udah bilang yang salah, maju. Yang kamu tau aja tentang notice, caution, and warning.

S   : oh...oooh. Apa ya? Nggak tau miss...

T   : Yaudah, maju dulu. (giving a marker to the student) // Mulai dari 1 lagi ya.

(The game is going on... There is another student making a mistake during the game)

T   : Nih pagi-pagi belum fokus, nih. Ayo, maju. Tulis perbedaannya, misalnya notice tuh apa, warning tuh apa, caution tuh apa?

S   : yahh.. gatau ah miss. Jangan saya deh yang lain aja.

T   : Yaudah, maju dulu kamunya, yang kamu tau aja tentang *notice, caution* and *warning.*

S   : nggak mau ah miss.. (*keep sitting on his chair and would not come forward to write on the white board*)

T   : Kok gitu sih? Yaudah lanjut lagi deh, ya.

S   : huuuuuuu!

(The game is going on... There is another students making a mistake during the game)

T   : Ayo, kamu maju. // Ayo, mulai lagi ya.

(The game is going on)

T   : okay, finish.

S   : Miss, gimana sih maksudnya? Nggak ngerti..

T   : nih, cari definisinya. Dari definisi, kalian bisa tentuin perbedaannya apa.

S   : (showing her book) gini, miss?

T   : iya, penjelasannya aja.

(The student are writing on the white board while the T checked each of Ss' homework by approaching to every S's desks.)

T   : coba liat mana tugasnya?

S   : yang ini belum, miss hehe.

T   : kalo kamu?

S   : belum, miss.

T   : hmm.. yang sini udah belum? Yang sana udah, kenapa kamu belum?

S   : ini punya yang depan, miss. Saya mah udah.

T   : kamu udah belum?

S   : *(Showing his book to the T)*

T   : kamu, mana? Ngerjain matematika lagi! Buat, nggak?

S   : nggak hehe tugas yang lain juga banyak, miss!

T   : saya juga buanyak tugasya.

(The class is getting noisy while the teacher checked the white board. Some students are walking around the class, some are talking each other)

T   : Jeremiah udah maju belum?

S   : saya nggak tau, miss..

T   : coba dulu ayo, yang kamu tau aja. Contohnya deh contohnya aja.

S   : apa ya?

(The class is getting noisy while the teacher checked every student's work)

T   : udah..ayoo semuanya duduk. look at the white board. Ada yang jawabannya selain yang di depan?

S   : saya, miss.

T   : apa jawaban kamu? Intinya aja.

S   : nggak tau. Hehe.

T   : yaudah coba bacain. Ayo yang lain dengarkan temannya, ya.

(*Students at the back row are talking each other*)

T   : hayooo yang lainnya diam, dengerin Hani. Coba ayo yang belakang!

 (*The students keep making noises by talking out of turn*)

T   : ayooo yang lainnya diem! Silent, please! Ya ampun..

S   : sstt! Silent please!

S   : ready! *(being quiet)*

S   : *(read her written task)* Notice is a simple......

T   : short and simple. Ada kata-kata itu kan?

S   : ada, miss. Adaa.

T   : (*Write on the white board*) Hani ada kata-kata itu di buku?

S   : adaa

T   : yang lainnya? Ada yang selain di depan? Coba dengerin apa lagi?

S   : (*being noisy, talking each other*)

T   : coba yang lainnya diem dulu!.. ada lg yang beda?

S   : giving information, miss.

T   : (*Write on the white board*) oke, yang lain ada lagi yang lain? Kalo nggak ada, kita move ke caution. Caution ada yang berbeda dari yang ini?

S   : *(talking each others)*

T   : coba, caution apa definisinya?

S   : nggak tau, miss. Belum buat..

T   : ya ampun..

S   : to avoid danger or mistakes, miss!

T   : ya. *(Underline the statement on the white board)*

S   : ibu, *danger* apaan bu artinya, bu?

T   : hayoo.. _danger_ apa artinya? Ada yang tau?

S   : _danger_.. itu... bahaya.

T   : ya, betul. Oke. Kalau warning, apa? Eh.. yang caution ada lagi ngga?

S   : nggak, miss.

T   : yaudah, kalau warning apa?

S   : _explain danger that might result in personal injury_ atau death.

T   : ya, correct!.

S   : _might_ apasih, miss?

T   : might itu artinya, mungkin. Nah sekarang coba tolong dinyalakan proyektornya. Nah sekarang kita lihat short video ini. _(playing the video)_

(Some students are talking each others, some are watching the video)

T   : oke, now I will give the explanation about notice, caution, and warning.

T   : nah sekarang coba liat ke slide di depan sini semuanya, eyes to the power point! Coba sekarang Bayu baca!

S   : notice, caution, warning are signs to warn people in English... apaan itu, miss?

T   : language.

S   : ...English language. All of them usually placed in public places but they have different form and meaning.

T   : okay, artinya??

S   : hmmm nggak tau, miss...hehe

T   : jadi, notice, caution and warning adalah tanda untuk... untuk apa?

S   : memperingatkan seseorang dalam bahasa inggris.

T   : ya, memperingatkan seseorang dalam bahasa inggris. Nah, All of them.. semua. Semua disini merujuk kemana? Ke...notice, caution, and warning.

T   : nah, notice, caution and warning itu biasanya ada di...

S   : tempat umum!

T   : ya, tempat umum. Tetapi mereka berbeda dalam bentuk dan....arti

(The students write the topic of the material on their own book)

T   : (_Approaching each S desk to checked their works._)

T   : Aris buku kamu mana?

S   : ini miss, tadi kan belum disuruh nulis.

T   : sekarang pelajaran apa? Bahasa inggris kan? Ya dikeluarin dong bukunya, sekarang tulis.

T   : Adit, kamu ngerjain apa? Sekarang pelajaran apa? Kok kerjain matematika?

S   : iya, miss.. abisan PR nya banyak, miss. Ntar dulu ya, miss dikit lagi

T   : kalau ada PR tuh kerjainnya di rumah! Ayo semuanya sekarang tulis yang tadi kita bahas.

S   : Ntar dulu, miss dikit lagi..

S   : udah, miss..

S   : belum, miss....

T   : mana kamu?

S   : Ini miss (*showing her unfinished homework*), ntar dulu..kan nanti di kumpul.

T   : Udah ini ntar aja, catet dulu

(Some students are being noisy, some are walking around the class)

T   : udah, semuanya? Aris. Ngapain kamu disitu? Duduk bangku kamu!

S   : bentar, miss. Bentarr..

(*The students keep standing and talking with his friend*)

T   : udah, yaaa. Yuk, lanjut..

S   : belum, miss..

T   : yang penting sebangkunya udah. Kamu nanti liat temen sebangkunya.

S   : belom miss, beloom..

(*The class are being noisy*)

T   : udah ya, lanjut. Pertama, notice // hey, Andi. Kamu ngapain?

S   : ntar dulu, miss. Nyari buku.

T   : kok nyari di tempat Bobby? Makanya buku jangan ditinggal-tinggal! Ayo dong yang lainnya duduk, jangan jalan-jalan! Coba sekarang Fadil baca. Yang lain dengerin ya!

S   : ntar dulu, miss, bentar..

T   : ayo doong yang lain duduk tenang! Andi duduk! Ya ampun... Sssssttt! Yuk, Fadil.

S   : notice is a short and simple information sign that give instruction (mispronounce)

T   : instruction (correcting the pronunciation)

S   : ...give instruction or warning to people. The information must be easy to read and understand.

T   : okay, thank you.

S   : yes, your welcome, miss.

T   : jadi kalian ngerti kan ya, *notice* adalah informasi yang singkat dan ringkas yang memberikan instruksi atau yang memperingatkan semua orang. Informasinya harus mudah dibaca dan dimengerti.

(Students wrote the explanation from the power point that was given by the T while talking each other)

T   : tolong dong jangan ngobrol dulu dong ah! Cepet nyatetnya!

S   : iya, miss.

T   : ayo sambil lanjut, ya. Coba Ramadhan, baca.

S   : purpose (mispronounce)

T   : purpose (correcting the S), trus...

S   : to give direction, to give instruction or order, as announcement of event, as a sign of people position.

T   : okay, next. Fahmi.

S   : bentar, miss. Belom.

T   : masa tulis 4 points aja lama banget. Yuk, sekarang example-nya, example dari notice (show the slide on the power point presentation). *No Smoking*; *Keep the area clean*; Hot *surface. Do not touch!; Keep the door close*. Kalo *No smoking* artinya apa?

S   : dilarang merokok!

T   : kalo *Keep the area clean*?

S   : gatau miss.

T   : jaga kebersihan area ini. Hot *surface. do not touch!,* apa artinya?

S   : panas jangan dipegang! Surface- nya nggak tau, miss.

T   : surface itu permukaan. Jadi apa? Permukaan panas jangan di...pegang. Next, *keep the door close.* Apa artinya?

S   : harap......

T   : kalo buka pintu harus di....?

S   : tutuuup!

T   : Good! Next, ini ada contoh gambar atau symbol-simbol dari *notice.* Nah ini kan ada symbol dilarang merokok. Nah kalo yang ini apa? *(pointing to one of the symbols)*

S   : dilarang belok kiri, miss!

T   : dilarang belok kiri bahasa Inggrisnya gimana hayo?? Kiri apa kiri?

S   : left!

T   : jadi?? Do not turn...?

S   : left!

T   : pokoknya kalian kalo notice, coution and warning pelajari gambar-gambarnya saja. Biasanya klo di soal pertanyaannya, "arti dari gambar disamping adalah..?" dan biasanya kamu liat gambar itu dimana, ya semacam itulah. // Okay, next. Sekarang *Caution* (showing the material on power point) *is a sign that tells people against certain acts in avoiding danger.* Jadi *caution* itu.... *(two Ss were caught talking each other)* hey Raja!

S `   : dia nanya caution itu apaan, miss.

T   : jadi, coution itu adalah tanda untuk memperingatkan orang agar menghindari bahaya.

(The tudents are writing the material on their notebooks)

T   : sudah, ya. Next, *purpose of caution*. First, *to warn people to do or not to do something*. Untuk...memperingatkan orang tentang sesuatu yang boleh dilakukan dan tidak boleh dilakukan. Second, *to inform something dangerous to people*. Untuk memberitahu suatu bahaya pada...orang-orang. // **silahkan kalau mau dicatat 5 menit ya**

(The teacher is walking around the class to check the students' works)

T   : udah belom??

S   : ini miss, lagi dicatet.

T   : Udah, semua? Udaaah?

S   : Udah, miss.

S   : belooom, miss. Kok banyak banget sih, miss?

T   : Udah? Dito, udah belom??

S   : belom.

T   : lama banget sih. Udah ya, next. *Example of caution.* Ini beberapa contoh dari caution. (Underlining three statements of cautions) nah sekarang coba sekarang kalian cari tau arti dari ketiga caution ini. Udah, tiga aja tuh.

(The teacher is walking around the class to check the students' works while a student was walking to his friend table)

T   : Rais ngapain?!

S   : minjem matematika tuh, miss.

T   : kerjain PR itu di rumah. Ini sekarang pelajaran apa? Ayo duduk!

S   : Sebentar miss, dikit lagi..

T   : lanjut, yaa. (Showing the slide of the material presentation for the lesson) Nah ini contoh gambar atau symbol-simbol caution // Kalian bisa pelajari di rumah ya, dari buku cetak kalian // Lanjut lagi, sekarang *warning. Warning is a sign that usually place to attract people. This sign is made for the reader safety.* Jadi, tanda yang dibuat untuk keamanan si pembaca, ya. Next, tujuan. Tujuan dari *warning are to warn people that it is very dangerous and to provide direction by warn people.* Nah, ini contoh-contoh warning ya, bisa dilihat. Okay, berhubung sudah mau bel, saya akan kasih tugas,

S   : Yaaahhhh! (talking out of turn)

T   : Sssstt! Silent please! Okay, listen to me. Heeeyy. Okay, find the difference of *letter, email* and *short message*. Cari perbedaan. Then, find the generic structure and example of them.

S   : Hmm, gimana, miss? Nggak ngerti..

S   : Ulang, miss gimana tugasnya, jangan pakai bahasa inggris makanyaa

T : First, find the difference of *letter, email* and *short message*. Jadi cari perbedaan dari ketiganya. Then, find the generic structure and example of them. Masing-masing satu contoh aja. Jadi, letter satu, email satu, short message satu.

S : Kerjain dimana, miss?

T : di buku catetan kalian aja, okay? Coba ulang tadi tugasnya apa? Coba satu orang

S : cari perbedaan letter, email sama short message. Terus cari contohnya masing-masing satu.

T : Okay, good. Jadi yang kurang jelas sama tugasnya bisa tanya Zihan, ya. Yap, that's all for today! Thank you. Wassalamualaikum wr. Wb.

S : Attention please!

S : Ready!

S : Before we study let's pray together, pray begin. ..... finish. Let's greet to the T!

S : Good morning, miss.

T : Good morning, everyone. How are you today?

S : I'm fine, thank you. And you?

T : I'm fine too thank you. Who is absent today?

S : Sasa, miss!

T : Ini ada yang izin juga ya keluar? Berapa orang?

S : delapan orang, miss. Osis.

T : Ok. Kemarin kita belajar apa?

S : Notice, caution, warning!

T : Ya, notice, caution and warning. Ada PR ya?

S : Nggak ada, miss!

T : Hayoo, sengaja lupa nih! Ada yang inget?

S : Oiya, miss. Adaaa. Yang perbedaan dari letter, email sama short message, sama generic structure nya, miss.

T : Nah, tuh ingat // sudah cari semuanya?

S : Sudaah

S : Beloom

(The teacher is making a table to differentiate letter, email and short message on the white board.)

T : Sudah. Hei, Kevin! Duduk!

S : Iya, miss.

T : Nah, kalian nyari perbedaannya bagaimana? Bukan definisi loh, ya. Itu beda.

S : Yahh...saya gitu miss ngerjainnya.

S : Iya, miss. Saya juga hahaha

T : Nah kalian bisa cari perbedaannya dari definisinya. Kalau ditanya perbedaan jangan kalian tulis definisinya, kalian cari tau inti dari definisinya baru di list bedanya dimana. Nah terus apalagi selain perbedaan dari *letter*, *e-mail* dan *short message*?

S : Itu miss, example-nya sama struktur teks nyaa.

T : Ok. Sekarang, perbedaanya apa? Dari ketiga jenis surat tersebut? Kalo letter itu apa?

S   : Letter itu surat, miss. Surat!

T   : Ketiganya memang jenis surat, kan. Bedanya apa? Kalo letter gimana? Fajar, kalo letter itu apa?

S   : Letter itu pesan tertulis, miss. Ada kop nya. Ada perangkonya..

T   : Hmm.. coba coba in English.

S   : *letter is a person's written message.*

T   : Okay (the T wrote it on the white board). *Letter* itu *a written personal message.* Kalau *e-mail* apa?

S   : Surat elektronik, miss!

T   : An electronic version of .... message. Nah kalo *short message*?

S   : Surat pendek, miss. Pesan singkat gitu, SMS! hahaha

T   : Hmm.. kalian pernah denger ini, nggak? (the T wrote it on the white board)

S   : Ohhh *memo*.. iya iya tau.

T   : Okay. Nah kalau *letter* yang mau kita bahas disini itu *personal message*. Jadi, dari temen ke temen. Bukan business letter, bukan formal letter, tapi informal letter.

S   : Yah.. miss nggak bilang, saya kira yang ada kop gitu juga termasuk *letter*.

T   : Iya itu juga termasuk surat, tapi yang mau kita bahas disini itu yang *personal letter* atau *informal letter*. Okay? Nah sekarang, *example* sama *generic structure* dari *letter* apa aja hayoo. Coba satu-satu. Hmm..kalau surat terdiri dari apa aja?

S   : Tanggal, miss. *Date!*

T   : Okay (the T wrote it on the white board). Nah, kalo ini apa namanya? *Dear my friend*, *Dear Tina..*

S   : hmm.. apa ya? Gatau miss..

T   : Ini adalah *greeting*. (writing on the white board) Nah trus kalau ini adalah *body* atau *content of the letter*. Apa itu?

S   : Isi surat, miss.

T   : Yap, good! Setelah isi surat lalu ada apa lagi? (writing on the white board) Nah ini apa, "*P.S. I bring souvenir for you.*" P.S itu apa?

S   : itu miss, request gitu..

T   : P.S itu seperti catatan, seperti kalian suka tulis N.B gitu.. Nah itu namanya *closing*. Lalu baru tanda tangan si pengirim suratnya. Apa bahasa inggrisnya?

S   : *Signature*, miss!

T   : Okay. Nah itu tadi *structure of a letter*. Terus bedanya sama *e-mail* apa? Kalau di *e-mail* biasanya diawal email ada apa?

S   : *To*, miss. *To* siapa, gitu..

S   : *Header* miss *header*.

S   : e-mail yang dituju, miss.

T   : Ya, header. Hayoo.. biasanya *to* dulu atau *from*?

S   : *to* dulu miss, *to..*

T   : (Writing on the white board) ya *to* dulu baru *from.* Apalagi?

S   : sender, isi *e-mail,* miss.

T   : Okay, now listen to me. Nah, *header* di *e-mail* itu ada tiga; *receiver*-nya siapa, si *sender*-nya siapa, dan *title* atau judul dari *letter*-nya itu apa. Terus bawahnya, baru *content* atau isi suratnya apa. Nah, bedanya *e-mail* sama *letter* itu, di *e-mail* itu nggak ada tanda tangan. Okay, sudah jelas ya? / Ada pertanyaan sampai sini?

S   : sudah, miss.

S   : Nggaaak

T   : Nah, sekarang lanjut ke memo. Kalian pernah membuat *memo* nggak?

S   : pernah, miss.

T   : Coba buat *memo*-nya itu seperti apa?

S   : Memo itu harus singkat

T   : Ya..terus?

S   : Menggunakan kata yang efektif.

T   : Ya, singkat, kata yang efektif. Terus?

S   : Jelas, padat, bermakna.

T   : ya, okay. Misalnya... (writing on the white board)

(*Some students are being noisy by talking each other while the teacher writing the example on the board*)

T   : Hei, sudah..sudah! Ssstt, jangan ribut! Okay, semuanya liat ke depan

(*Some students at the back are talking each other*)

T   : Itu yang dibelakang! Ngapain sih? Liat sini semuanya, ya! // Nah disini udah keliatan apa saja struktur dari memo. Ada apa aja?

S   : *Receiver*, *content*, and *sender.*

(**The *students at the back row keep talking each other and busy doing their stuff***)

T   : Okay. Nah sekarang silahkan dicatat. 10 menit ya.

S   : Oke, miss..

(*The students are getting noisy while written down the material*)

T   : Hei, hei! Sssstt! Menulis itu pakai tangan, bukan mulut! Oiya, buat kalian yang udah kerjain PR yang cari perbedaan, struktur teks sama contoh dari ketiganya, tinggal tambahin aja yang belum ada dicatatan kalian. // **hey itu, ngapain jalan-jalan! Ayo tulis dulu!**

S   : Iya, miss. Ntar dulu.

T   : Semua yang sudah kita pelajari sampai sekarang ini, ada di UTS ya!

(The teacher is walking around the class to check every student)

S : Miss, miss. Ada setan nih miss!

T : Heh, nggak boleh gitu! Omongannya yang baik.

S : *(talking each others)*

T : Sudaah?? Hey, Farhan! Sudah nulisnya?

S : Belum, miss.

T : Kenapa jalan-jalan? Ckck. Ayo duduk !

S : Iya, bentar dulu miss..

T : Aduuhh, suka banget jalan-jalan sih! // Oiya, untuk UTS, kalau *letter*, *e-mail*
sama *short message* itu soalnya berhubungan dengan isi dari surat itu, maksud dari
surat itu. Lalu, informasi apa aja yang ada di surat itu. Nanti dipelajari lagi, ya.

(*Some students are writing the material discussed*)

**T : Oiya, selain *notice caution* and *warning*. Lalu, *letter*, *e-mail* and *short message*,
ada lagi yang sebelumnya sudah kita bahas, apa? *invitation, table* and *label*. //
apa bedanya invitation sama ... Kalau *invitation* apa?**

(*The class being silent*)

T : Ayo, apa?

S : undangan, miss.

(The students keep writing the material discussed)

T : Kalian waktu kecil pernah dapat kartu undangan ulang tahun temen kalian?

S : Pernah lah, miss.

S : Pernah, miss.

T : Nah, didalam kartu undangan itu ada apa aja?

S : (Talking out of turn)

T : Coba satu orang yang jawab. Rizal coba, apa rizal?

S : *Date, time*..

T : Okay, (writing on the white board) Apa lagi, rizal?

S : Content, miss. Content.

T : Okay, satu lagi apa?

S *:* Place, miss!

T : Ya, place! Nah, content itu date, time, place ini semua termasuk kedalam konten atau
isi undangan atau *invitation* tersebut. Nah terus apalagi? Orang yang mengirim
undangan sebutannya?

S : *Sender*, miss.

T : Ya, Good. Terus penerimanya?

S 1 : *Receiver!*

T : **Okay, biasanya di invitation juga ada** *additional information* **seperti** *contact person.* **Nah, misalnya ada pesta ulang tahun yang harus dihadiri, yang diundang biasanya harus menghubungi kontak yang tertera disitu untuk konfirmasi kehadiran, misalnya mau hadir sendiri atau berdua, gitu. // Nah, di bagian** *additional information* **biasanya juga ada informasi tentang** *dresscode***. Jadi, ada kostum atau busana tertentu yang digunakan ketika menghadiri acara tersebut. // Nah, itu tadi** *invitation,* **kalau** *greeting card* **apa?**

S : **undangan! Untuk mengundang....**

T : **Undangan tadi kan, udah.** *Invitation. Greeting card* **apa? kartu... u..capan***.* // Nah, *greeting card* biasanya ucapan apa?

S : Ucapan selamat ulang tahun!

S : Ucapan selamat lahiran!

S : Ucapan dukacita.

T : Ya, great! (writing the types of greeting card on the white board) // Jadi, *content of greeting card* itu, ditujukan untuk siapa, ucapannya apa, doanya apa, baru deh sender-nya. // Okay, silahkan kalau mau dicatat. // sudah??

S : Udaaah, miss.

T : Okay. Nah sekarang, kalo *schedule* itu apa?

S : Jadwal, miss.

T : Jadwal apa??

S : Jadwal acara, miss!

S : Jadwal pelajaran!

T : Hmm.. kalian disini itu belajarnya, jadwal keberangkatan transportasi. Keberangkatan kereta, bis, pesawat. (*Writing the example of train schedule on the board*)

S : (*talking each other so the class were getting noisy*)

T : Hey, sudaah! Ssssttt! Alvin!

S : Dia cubit saya, miss!

T : Udah, ayo udah! // Nah, semua liat ke papan tulis. Jadi, di jadwal ini ada berapa kereta?

S : Empat, miss!

T : Tau darimana empat?

S : Itu ada empat, miss.

T : Keretanya ada tiga, jadwalnya baru empat.

S : ooohhh

T   : Kan saya tanya berapa kereta, ada Argo Lawu, Argo Parahyangan sama Brantas. Ada tiga. Tapi kalau ditanya ada berapa jadwal, ada empat. Nah, itu *schedule*, yang biasanya pertanyaan di UTS ya seperti itu. // Nah, terkahir, label. Apa itu label?

S   : Itu, miss. Yang biasa ada di kemasan gitu.

T   : Ya, label itu biasanya ada di kemasan suatu produk (Writing on the white board) // label itu berisi informasi tentang kandungan produk tersebut, dan biasanya produk makanan. Jadi, ada berapa persen lemak, berapa persen karbohidrat, seperti itu. // Semua produk pasti ada *label*-nya. // Silahkan kalau mau dicatat, untuk bahan belajar persiapan UTS.

(*The bell is ringing*)

T   : Okay, that's all for today. Thank you, wasallamualaikum warohmatullahiwabarokatuh

S   : Walaikumsalam wr wb, thank you, miss.

Date   : **28th September 2017**
School/Class   : **SMPN 99 Jakarta / 8-C**
Observation   : **I**
Student-Teacher: B

T   : Good, morning, everyone!

S   : Good morning, miss.

T   : How are you today?

S   : I'm fine, thank you. And you?

T   : I'm fine too thank you. Who is absent today?

S   : nggak ada , miss!

T   : Oh, masuk semua ya berarti? // Okay, pertemuan sebelumnya kita bahas apa ya?

S   : Invitation!

T   : Okay, apa itu invitation?

S   : Undangan!

T   : Undangan? // *personal invitation* itu apa?

S   : Undangan!

S   : Undangan pribadi!

T   : Ya, undangan pribadi // Ada yang bisa memberikan contoh personal invitation?

S   : Ulang tahun! Birthday!

T   : Undangan ulang tahun? Ya // What else?

S   : Pernikahan, miss!

T   : Wedding invitation? Okay // Apa lagi?

S   : Baby shower, miss!

S   : Iya, tujuh bulanan tuh, miss

T   : Okay // Sekarang ada yang bisa kasih contoh kalimat mengundang seseorang dalam sebuah undangan itu seperti apa?

S   : '*Let's join us!*'

T   : *Let's join us?* Hmm okay // what else?

S   : '*We, Invite you!*'

T   : Ya // '*You are invited to...*' juga bisa, ya. // Okay, struktur *personal invitation* ada apa saja?

S   : Day! Place!

S   : Time!

T   : Pertama, ada nama acaranya dulu dong // Apa sebutannya? O...?

S   : *Occasion!*

T   : Ya, occasion // Setelah *occasion*? Ada apa? // Keterangan... waktu dan... tempat ya // Okay setelah itu ada apalagi? Pengirimnya harus ada ngga?

S   : Adaaa

T   : Pengirim apa sebutannya dalam bahasa inggris?

S   : Sender miss!

T   : Ya. Sender.. // Nah hari ini kita akan belajar functional text lagi, yaitu greeting card // Ada yang tau gretting card itu apa?

S   : Kartu , miss

S   : Kartu ucapan, ya miss?

T   : Ya, kartu ucapan! // **Sssttt! Jangan ribut hei, yang belakang! // Okay, sekarang kita lihat ya contoh greeting card itu seperti apa? (showing the material on the screen)**

S   : **Sssttt! Dieem ilzaa!**

T   : **Ssstt! Ayo diem dulu yang belakang!** // Nah, ini contoh greeting card yang pertama // Nah sebelum kita mengidentifikasi strukturnya, miss mau tanya // tujuannya greeting card kira-kira apa ya? Ada yang tau?

S   : memberi ucapan, miss!

S   : iya, ucapan!

T   : Ucapan? Okay.. // Biasanya kita memberi ucapan apa aja ya ke seseorang?

S   : Hmm ucapan selamat!

S   : Ucapan terima kasih!

T   : Ya, ucapan selamat, terima kasih.. Apalagi?

S   : nggak, tau lagi miss

T   : Okay, jadi tjuannya member ucapan selamat ya? Mengucapkan selamat dalam bahasa inggris apa?

S   : (*no answer*)

T   : Ayo apa? Nggak ada yang tau nih? // Kalau kata congratulation pernah denger?

S   : pernaaah

T   : Nah itu kira-kira apa artinya?

S   : Selamat!

S   : Oiya, berarti *congratulation*, miss!

T   : Ya, congratulation itu dari kata dasar *congratulate* (writing on the white board) // Jadi tujuan dari greeting card is...?

S   : To congratulate someone?

T   : Ya, to congratulate someone // To wish or to show sympathy for someone // Untuk mendoakan seseorang dan menunjukkan sympathy kita untuk orang tersebut. // Nah, sekarang kita lihat contoh nya ini dilayar // ini kira-kira greeting card-nya berisi tentang apa?

S   : Graduation itu apa miss?

T : Graduation itu kelulusan..

S : Ohh dia berarti ngucapin kelulusan miss

T : Iya, '*Dear Any, Congrats for your graduation. We are proud of you and hope you get a great success someday. Congratulations and Bravo...!!! Love Andy*'

(*The class is getting noisy*)

T : Ssstt! Silent please! // Okay, jadi di greeting card ini siapa yang lulus?

S : Andy

S : Anyy

T : Andy atau Any?

(*The teacher is walking around the class to check every student*)

S : Anyy!

S : Anyy, miss!

T : Iya, si Any, ya // Okay // Nah disitu dibilang we hope you get a great success someday // Apa itu artinya?

S : *Proud* apa miss?

T : *Proud* itu 'bangga'

S : Kami bangga padamu. Kami harap kamu bisa sukses suatu hari nanti!

T : Ya, great! // Kami bangga padamu dan kami berharap kamu bisa sukses suatu hari nanti // Nah, kira-kira disisni siapa sender nya? Sender tadi apa?

S : pengirim!

T : Ya, pengirimnya siapa?

S : Andy, miss!

T : Good! Andy, ya.. // *receiver* nya siapa?

S : Any!

T : Okay, good! Jadi disni sudah keliatan ya, kalo ada *sender* dan juga *receiver* nya // Nah, kalimat yang panjang itu apa? // Yang '*we proud of you*' dan '*we hope*' ..?

S : Ucapannya miss!

T : Ya, ucapannya dan apa? Ada lagi disitu..

S : Harapannya miss!

T : Ya, harapannya! // Tadi ada receiver, sender, dan ucapannya ya // Nah, ucapannya ini itu termasuk kedalam '*content of the greeting card*' // Nah di content ini berisi expressionnya, terus kalau mau pakai gambar juga bisa, dan quotes yang berhubungan sama momen pada saat kita memberikan greeting card // Okay, sampai sini ada pertanyaan?

S : Noooo

T : Okay // lanjut ke contoh berikutnya // ini ya (showing the next slide of presentation) // Nah ini membri ucapan apa?

S : **Birthday, miss // ulang tahun!**

T : **Okay, disini ada sender dan receiver nya nggak?**

S : **Nggak ada!**

T : **Iya, ini kebetulan nggak ada ya,** biasanya ini dikirim lewat media sosial, jd langsung tau pengirmnya siapa // Okay, disitu expression of congratulate atau harapannya yang mana?

S : Itu, miss, yang '*we wish you that whatever you want most in life it comes to you just the way you imagined it or better*'

T : Ya, itu harapannya ya!

S : **Ssstt! Diem, dong! Miss, belakang ngobrol terus**

T : **Ssstt! Jangan ribut yang belakang // Okay lanjut ya //**

(*The students at the back row keep talking out of turn*)

T : Okay satu contoh lagi nih (showing another example of greeting card) // Nah inin kira-kira kartu ucapan apa ya? Coba dibaca dulu..

S : Kesedihan ya?

T : Iya, kesedihan karena apa?

S : Ohh kakaknya meninggal ya miss? Passed away meninggal kan?

T : Iya, meninggal // berarti ucapan apa?

S : Ucapan duka citaa!

T : Iya, ucapan duka cita // apa ucapan duka cita dalam bahasa inggris?

S : (*no anwer*)

T : Ada yang tau?

S : nggaak

T : Condolence (writing on the white board)

S : Condolence ooh

T : Ya, jadi ucapan dukacita itu condolence ya // Nah di dalam greeting card kita dapat menulis harapan atau doa kita kepada seseorang yang ditinggalkan ya // Okay sampe sini ada pertanyaan?

S : Noooo

T : Mengerti semuanya ?

S : Ngertiii

T : Okay // kalau perbedaan wish dan hope itu apa? // Tadi dicontoh yang saya berikan ada yang menggunakan I 'wish'.. ada yang menggunakkan 'hope' // Ada yang tau?

S : Lah bukannya sama miss?

T : Memang artinya sama, tapi ada perbedaannya konteks.. // Jadi, '*hope*' itu adalah harapan yang bisa diwujudkan dan sangat mungkin terjadi // Contoh, '*I hope we can still be friends*' (writing on the board) // Kalau '*wish*' itu harapan yang belum tentu bisa

diwujudkan atau kadang mustahil // Contoh, "*I wish I can fly*" // Begitu.. do u understand?

S   : ohhh iyaaa miss ngertiii

S   : Ngertiii

T   : Okay, lalu perbedaan *greeting card* dan *invitation card* apa?

(*The students are talking out of turn*)

T   : Silent please! Sssst!

S   : Sssstt!

T   : Ayo, coba diem dulu semuanya! // Okay, jada apa bedanya *invitation* dan *greeting card*?

S   : Kalo invitation itu untuk mengundang sesorang ke sebauh acara miss , kalau greeting card untuk member ucapan kepda seseorang

T   : Iya, kalau invitation sudah jelas untuk mengundang seseorang hadir dalam suatu acara ya, kalau greeting card untuk memberikan selamat, harapan dan juga mengungkapkan perasaan kepada sesorang sesuai momen dan konteksnya // good! // Okay, sekarang kita exercise ya

S   : Yaaahh

T   : Jadi disini ada table ya, *in the left column there are some greeting cards, what you have to do is write down on the right column what kind of greeting card are they? Each of the greeting card ya..*

S   : Hah?? Apa miss? Gimana?

S   : ulang...ulang miss..nggak ngerti. Bahasa Indonesia aja sih misss

T   : hmm.. jadi, di kolom sebelah kiri ada contoh greeting card // nah kalian disebelah kanan nanti tulis kira-kira itu kartu ucapan apa dan kalian tuliskan juga yang merupakan ucapan selamat atau menunjukkan simpati atau harapan yang mana dari greeting card tersebut // Okay ? mengerti semua?

S   : Ohhh, iya ngerti

(*Some students do not pay much attention to what the teacher said*)

S   : Dikerjain dimana, miss?

S   : Ini di bikin juga tabelnya?

T   : Di kertas selembar aja // iya dibuat juga tabelnya ya

S   : Miss ini ngerjain apa sekarang?

T   : Kerjain itu yang ada dilayar

S   : Ditulis dimana miss? Disalin juga tabelnya?

T   : Iya. Dikertas selembar saja

S   : Miss kaya gimana ngerjainnya? Contohin dong satu aja

T   : Nih misalnya // semuanya dengerin dulu ya // nomor 1 itu termasuk jenis *greeting card* apa? Birthday kan? Nah kalian tulis tuh dikolom kanan // lalu, kalian cari mana yang merupakan kalimat ucapannya dan harapan atau doany atau juga yang menunjukkan perasaan simpatinya // Berarti kan itu kalimat ucapannya, yang "*We wish you have a great life ahead! Happy Birthday*" // Mengerti semua?

S   : Ohhh iya miss ngerti

S   : Ngertiii miss

T   : Silahkan dikerjakan..

(***The students are doing the task given** while **the teacher is walking around the class to check the students work***)

T   : Mana kamu kok belum tulis? Daritadi masih bikin table aja?

S   : Hehe, biar rapih miss

T   : Nanti dikumpul loh // itu Cuma 4 greeting card kok

S   : Iya, miss ini mau kerjain, masih lama kan waktunya?

T   : Temennya udah nomer 2 kamu belum sama sekali loh

(*The teacher is approaching another table*)

(*After for about 20 minutes*)

T   : Sudah semua??

S   : belom miss, dikit lagiii

S   : belooom

(*The bells ring*)

T   : Sudah bell tuh, ayo sampai mana?

S   : satu lagi miss..

S   : beloman miss

T   : Okay, cepet ya! dikumpul loh // Oiya, untuk pertemuan berikutnya kalian bawa peralatan menggambar ya // pensil warna atau atau crayon boleh, sama kertas karton, gunting dan juga lem..okay?

S   : Buat apa, miss?

T   : yaudah dibawa saja ya // yuk yang sudah dikumpul

(*The students are submitting the task to the teacher*)

T   : sudah semua ya? // Okay, that is all for today, see you next meeting, dan jangan lupa dibawa ya alat2 nya! See you!

Date   **: 12th October 2017**
School/Class   **: SMPN 99 Jakarta / 8-C**
Meeting   **: II**
Student-Teacher : B

T   : Good, morning, class!

S   : Good morning, miss.

T   : How are you today?

S   : I'm fine, thank you. And you?

T   : I'm fine too thank you. Who is absent today?

S   : Nihil, miss!

T   : Oh, masuk semua ya? // Okay, minggu lalu kita bahas apa ya?

S   : Greeting card!

T   : Okay, apa itu greeting card?

S   : Kartu ucapan!

T   : Ya, kartu ucapan // fungsi kartu ucapan itu apa?

S   : Memberi ucapan

S   : Menyatakan simpati!

T   : Ya, betul. Memberi ucapan dan menyatakan simpati // Ada yang bisa kasih contoh kalimat yang biasa digunakan dalam kartu ucapan? Coba Ilza, kasih contoh

S   : saya, miss? Hmm .. 'congratulation for your winning'

S   : 'we wish you a happy birthday'

T   : 'Ya, boleh' // Sekarang kita akan melihat contoh greeting card ya // Sssst! Coba perhatikan dulu semuanya, attention please!

S   : Sssstt! Dengerin dulu, miss-nya!

(*The students are keep talking out of turn*)

T   : Sssst! Hmm // Okay, semuanya kita lihat contoh greeting card yang ada di layar ya (showing the material on the screen) // coba ini jenis kartu ucapan apa nih?

S   : duka cita!

S   : Iya, apatuh bahasa inggrisnya, lupa miss!

T   : Apa hayo kemarin ucapan dukacita? // Con...do...lence

S   : Oiya, condolence!

T   : Nah, kalau di kartu ucapan ini (showing the greeting card on the screen) kira-kira sendernya siapa?

S   : '*The management and staff!*'

T   : Good // Lalu, receiver nya atau penerimanya siapa?

S   : *Mr. David*

T   : Okay, lalu disini menyatakan ungkapan duka cita atas peristiwa apa?

S   : Ayahnya meninggal

S   : Atas meninggalnya ayahnya

T   : Ya, atas meninggalnya ayahnya. Kapan?

S   : 25 November 2014, miss

T   : Good. // Nah, lalu ungkapan duka citanya yang mana?

S   : Hmm.. yang we wish to express our deepest condolence ya, miss?

T   : Ya..that's right! // Artinya apa itu?

S   : kami...ingin mengucapkan turut berduka cita atas meninggalnya ayahmu..

T   : Great.. terus ada apa lagi di konten kartunya? What else?

S   : Doa ya, miss?

T   : Doa? Yang mana yang termasuk doa?

S   : Itu miss, yang '*may God almighty*..'

T   : Iya, itu doa ya, harapan juga bisa..

S   : Almighty artinya apa, miss?

T   : Almighty itu seperti hmm...Tuhan yang maha esa, gitu..

S   : oooh

T   : Ya, okay.. // Nah, ini kan ucapan duka cita.. adalagi yang tau selain duka cita apa lagi contoh ucapannya? Untuk momen seperti apa lagi?

S   : ulang tahun!

S   : Kalo hari raya gitu termasuk nggak, miss?

T   : Ohya, bisa kok .. // kalian tau hari raya atau hari besar apa saja?

S   : Idul fitri

T   : Yaa, idul fitri.. // apalagi?

S   : Christmas! Natal..natal!

S   : Mother's day!

T   : Ya, ada banyak ya // Nah, sekarang kita akan membuat kartu ucapan! // Kalian bawa peralatan menggambar dan menghias kalian kan?

S   : Bawaa

S   : Nggak, miss ketinggalan

T   : Kan miss sudah bilang ini tugas individu, jadi harus siapkan alat-alat sendiri // terus kamu ngerjainnya gimana?

S   : Yaudah saya nggak usah ngerjain ya miss hehe

T   : Yaudah terserah nanti kan kamu yang tidak dapat nilai.. // **Okay, now... Ssst! // You choose one of the feast day that is celebrated by a lot of people // then, you make a draft or the points about what you are going to write on your greeting card // everybody understand?**

S   : Bikin kartu ucapan miss?

S   : Haah? Apa miss? Ulang.. nggak ngerti iiihh

T   : Okay, jadi kalian pilih salah satu hari raya atau hari perayaan besar yang biasa dirayakan oleh banyak orang // Lalu kalian tuliskan draft atau poin-poin yang akan kalian tuliskan di dalam kartu ucapan tersebut.. // mengerti?

S   : Oh jadi, ini bikin kerangka dulu miss?

T   : Iya, kalian pikirkan kalian mau tulis apa di kartu ucapan itu

S   : Ohh iyaa iya, ngerti

S   : Kerjain dimana miss?

T   : Kerangkanya kalian buat dulu di buku tulis kalian // Nanti saya akan cek, kalo penulisan dan tata bahasanya benar, kemudian baru kalian buat kartu undangannya dengan alat alat yang kalian sudah bawa.

(*The class is getting noisy*)

T   : Ssstt! Sudah mengerti semua apa tugasnya?

S   : Sudaah

S   : Beluum

T   : Aduuh, makanya kalau saya sedang menjelaskan itu di dengarkan, ya // kalian buat kerangka penulisan untuk membuat kartu ucapan itu, mau kalimatnya seperti apa, atau bagaimana // Nah, nanti kalo sudah benar baru kalian buat kartu ucapan yang menarik dengan alat-alat yang kalian bawa itu // mengerti?

S   : Oh iyaa, miss, ngerti

(*The teacher is walking around the class to check every student*)

T   : Ayo kamu, dibuat kerangkanya..

S   : Bentar miss, mikir dulu..

T   : Coba diingat-ingat contoh yang sudah dibahas atau kamu liat catetan kamu..

(*The teacher is approaching another student's desk*)

T   : Kamu sudah?

S   : Kaya gini, bener nggak miss?

T   : Hmm.. kamu mau buat kartu ucapan untuk mother's day?

S   : Iya

T   : Oh, iya, boleh.. seharusnya kamu tulis, '*Thank you for raising me with love and patience*'gitu aja..

S   : Ohh gitu, oke miss. Thank you

T   : Ya. (*approaching another desk*) Kamu sudah?

S   : Belum, miss.. saya bingung mau buat apa?

T   : Kan bebas, kamu bisa pilih hari besar, seperti hari raya, yang sudah kita sebutin tadi sama-sama, bisa ulang tahun, hari ibu atau ayah atau valentine juga bisa..

S : Iya, miss saya mau buat greeting card untuk hari raya idul fitri, tapi saya bingung ucapannya gimana?

T : Yaudah coba kamu tulis dulu bahasa indonesianya.. mau ngomong apa?

S : Ya, selamat idul fitri, semoga allah selalu melindungi kamu dan keluarga..

T : Oh, gini aja, '*Happy Eid Mubarak, may the guidance and blessings of allah be with you and your family*'

S : Itu artinya apa, miss?

T : Ya, yang kamu bilang tadi itu..

S : Ohahaha, yaudah miss, thank you

T : Ya.. // Yang lain sudah sampai mana? Sudah tulis draft kerangka untuk greeting card kalian?

S : belooom miss belom selesai

S : Udah nih, miss

S : Udaaah nih

T : Okay, yang sudah, boleh langsung dibuat greeting card nya yaa, dengan alat-alat dan bahan yang sudah kalian bawa // Yang belum segera diselesaikan draft-nya, supaya bisa langsung buat greeting card nya...

S : Okay, miss

(*The teacher is walking around to check the students' progress*)

(*After 30 minutes*)

T : Sudah sampai mana mengerjakannya? Sudah membuat *greeting card* nya?

S : Sudah miss, tapi belom selesai

S : Udaaah, dikit lagi selesai

S : Tinggal diwarnain sama dihias, miss

T : Oh berarti sudah sampai membuat semua ya? Okay..

(The teacher is walking around to check the students' progress)

T : Hei, kamu mau kemana, erzo? Ngeluyur aja..

S : Ke toilet, miss ijin ya

T : Hayo gimana ngomongnya kalau mau ijin ke toilet?

S : Ya ampun, miss.. may I wash my hands?

T : Nah gitu dong // yes, please

T : Ih.. bagus punya kamu..

S : Iya dong, miss.. hahaha

T : Kamu mana?

S : Ini miss, belum selesai dihias

T : (approaching another desk) Udah selesai?

S : Belum, miss ini masih dihias

T   : Okay, yang sudah selesai boleh dikumpulkan yaa

(***The bells ring***)

T   : Ya, sudah bel.. Yang sudah selesai boleh dikumpulkan..

S   : Yaah, tunggu, miss.. belum

S   : Belum, miss tunggu

T   : Yaudah, yang sudah benar-benar selesai saja ya // yang belum bisa dikumpulkan
**   nanti pulang sekolah..**

(*Some students are submitting the wok*)

T   : Okay, that's all for today. Thank you and see you on next meeting! Bye..

S   : Thank you, miss! Bye

T   : Good morning, everyone. How are you today?

S   : I'm fine, thank you. And you?

T   : I'm fine too thank you. Who is absent today?Siapa yang nggakmasuk?

S   : Ramzi!

T   : Udahsatu orang saja? Ok. Kemarinkitabahasapa? Belajarapasih?

S   : *Simple Present Tense*

T   : Simple Present Tense itu yang kaya gimana? Untukapasih? Menyatakanapa?

S   : Sehari-hari, miss

T   : Ya, kegiatansehari-hariatau*daily activity*. Terusapalagi?Kanadaduaya?

S   : Fakta

T   : Ya, fakta. ApasebutanfaktadalambahasaInggris?

S   : *General truth*!

T   : Nice! Ya, *general truth.*(Writing on the white board) sama*daily activity,*ya. // Okay, terus sentence patternnyaapa? Bentukkalimatnyagimana?

S   : *Subject*

T   : Ya, *subject*. What are they? Subjeknyaadaapasaja?

S   : *I, you, they..*

S   : *We..*

T   : Ya, *I, you, they, we*. Terus..*he, she, it.*// Okay, laluadajuga*to be*. What are they?

S: *are, is*, you ehh*am!*

T   : Okay, ada*is, am*dan*are*. Contohnya?Coba dong satu orang kasihcontohnya.

(*Some students didn't pay much attention to the teacher*)

S   : Eh, apa miss?

T   :Contohdari*simple present tense*, cobasatu orang kasihcontoh.

S   : ohh… yang mana, miss?

T   : Hmm..yang daily activity deh..

S   : *I read the book everyday*

T   : Oke, boleh..ituberarti activity ya (The T wrote it on the white board) Eh, yakin kalian bacabukutiaphari?

S   : Iya, miss

S   : nggaaak

T : Haha okay. And how about *general truth*?Contohnyaapa?

S : *The oceans are deep and cold*

T : ya, good! (The T wrote the sentence on the white board) So far, any question? Hey, yang dibelakangjanganribut! // So, today we are going to learn about *present progressive.*

S : *Present progressive*? Emangada, miss?

T : Atau kata lainnya yang sering kalian dengar*present continuous tense,* yang berlanjut.

S : oooohhh

T : Nah,do you know about this? Kaliantau tentangini?Ini kaya apasih? Gimana?

S : Yang pake*verb*-ingya, miss?

T : Ya, kalimatnyamengunakan*verb*-ingsama…?? Apa?

S : keteranganwaktu

T : Ya, itujelas, tapibiasanyasebelum*verb*adaapa? To…be. // Nah, kalian udah tau kanpasangan*to be*untuktiapsubjek? Kalo*she*?

S :*is*

T : Ya. Klo*he ..?is,*kalo*it*juga *is*. // kalo*they*?

S : *are*

T : Good. *You…are*; *we*juga*are.*Gituya. // **Sekarangkitaakanmelihatsebuah video // Now, I want you to listen carefully.Jadi kalian dengerinbaik-baik, ya. Are you ready?**

S : Yesss

(*The teacher is playing the video*)

(***Some studentsare watching the video, some are talking each other and even sleeping***)

T : Okay, semuasudahliatvideonya? Itu yang belakangngapainitu, tidur, ya?

S : I'm sorry, miss

T : Astaga..yaudahlanjutinimaudiulangsekalilagiataucukup? Sudahmemahamivideonya?

S : lagi, miss lagi..

(*The student at the back row is back to sleep again*)

T : (*playing the video again*)// sudah? Okay, video taditentangapasih?

S : Cara belajar

S : Telfontemen, ngajakbelajar, mauulangan.

T : Ya, terus? Biasanyakalomauulangannanyaapa?

S : Materi yang dipelajari

T : Ya..apaaja yang dipelajari? Dialagingapain? // Nah, *present continuous*inisebenernya kaya … hm main questionnyaitu*what are you do?*// (Writing on the white board) //Apa yang sedangkamulakukan? Atau ,lagingapainsihsekarang? Here, right now. // So, present progressive is used to express *temporary activity.* Jadi,aktivitas yang

berlanjut.Kemarin, sekarang, sampaibesokmasihberlanjut, makanyainimenggunakan*to be* dan*verb-ing*. // Tadicontohnyaapayangdi video tadi? Ada yang ingat?

S   : (being silent)

T   :Tadi orang-orang di video tadingomonginapasih? Adacontohkalimat present continuous tense, nggak?

S   : adaa

T   : Nah, apatuh?

S   : I'm studying…

T   : Ya, benar. I am studying.(Writing on the board).Inisubjeknyaapa?

S   : *I*

T   : Ya, makanyadiikuti*to be: am,* lalu verb-*ing, studying* // kalauyou gimana?

S   : *you are studying*

T   : Okay, good. (Writing on the white board) Kalo*He* jadigimana?

S   : *He is studying*

T   : Kalo*we*gimana?

S   : *We are studying*

T   : Ya! Nah, sekarangkalokalimatnegatifnyagimana?

S   : *She is not studying*

T   : Ya, benertuh! *She is not stdying* (Writing on the white board) Jadi, kalaunegatif verb-nyatetapcumaditambahinnotajasetelah*to be*. Misalnya, *they are not studying.* // Okay, sekarang I want to ask, Giska. What are you doing?

S   : *I am studying*

T   : Okay, cobakalauFahri. Fahri, what are you doing?

S   *:* I …

T   : Hayogimana? Mau ngomongapa? I am…

S   : I am menulisapa, miss menulis?

T   : Hayoapa? Wri …

S   :Oiya, write

T   : Cobadiulang. I am…

S   : *I am writing*

T   : Good, janganlupa*ing*-nyayakalau present continuous tense. // CobaIza, what are you doing?

S   : *I am reading*.

T   : Waah. Reading what? (approaching the S)

S   : Novel hahaha

T   : Nah kanketahuan! Ayo tutupdulu, sekaranglagipelajaran!

S   : Hehe..

(***The studentis reading the novel again while the teacher is back to the front of the class***)

T : **Jadi, present continuous itumenyatakankejadian yang sedangdilakukan.**Tapi, adasatulagifungsi*present progressive*, yang menggunakan*adjective*untuk*temporary behavior*. // tadi di viedeoituadalohkitaketemulohsama*temporary behavior.*Ada yang tau?

S : Boring, boring..

T : Nah. Tadituh *she is being annoying.* Diasedangmerasaterganggu.

(*The students are talking each other so the class was getting noisy*)

T : Hey, listen to me!Jadi, this kind of sentence is for *adjective.*Jadi, ada*to be*lalupakai*being*. // For example you are being …

(Some students at the back roware keep talking)

S : *Being*ituapa?

T : jadi ... menjadi. // *You are being busy;*terusapalagi? *they are being…* berisikapabahasaInggrisnya?

S : *noisy*, miss.

T : Nah, good! *Noisy*! Jadi, *They are being noisy* (Writing on the white board) // Nah sekarangkalaubikinpertanyaan, atau*interrogative*, kalo present progressive itupakai 5W+1H.Apaajaitu 5W+1H?

S : What, when, why..

T : Apalagi, *what*, *when*, *why*... terus?

S : *Who*!

T : Ya, *who*. Terusapalagi?

S :*Where*!

S : *How*!

T : Nah, but in present progressive we mostly use 'what', 'where', 'when' sama 'why'. // Whatitu kata tanya 'apa', untukmenanyakansesuatu. Teruskalu where untuk setting apa?

S : tempat!

T : Ya, tempat. In English..?

S : *place*!

T : Ya, good! place. // teruskalo *when*untuk*setting*apa?

S : waktuu!

T : Ya, waktu. Time. //kalau why untuk setting sebabakibat, ya// nahsekarangcontohnya. Hmm..apaya? // '*She is studying at home.'*(writing on the board) // berartipakai kata tanya yang mana?

S : *Where*..

T : Ya, *where*. // Jadigimananih? Where blablabla...?

S   : *is she..*

T   : Ya, jadinya, '*where is she studying?*' // what does it mean? Diabelajardimana?

S   : '*She is studying at home.*'

T   : Terusapalagicontohnya? // misalkanapalagiya..hmm //ini.. (*writing on the whiteboard*) 'I am eating because I am hungry' // gimanakalimattanyanya? Pakaiapa?

S   :Why

T   : Ya, jadi... Why...?

S   : you

T   : *You*dulunih?

S   : 'Are'

T   : Yau , are. Jadi 'why are you eating?' // kenapakamumakan? Karenasayalapar.Right? // so far any question? // gampanganiniatau yang kemarin?

S   : Iniii!

T   : Ini? Okay //Sekarangkita main games ya // kalian tau main '*miming*'?

S   : Mining?

T   : Miming. (*wrote the word on the white board*) //Jadi, nantiada 1 temen kalian yang akanmemperagakansatugerakan yang sayasuruh. // jadinantidiaperagain, terus yang lain tebak what is he/she doing? // Nah, pilihorangnya, spidolinikitaestafetdenganlagu, okay? Pakailagudarisaya, ya.//Nanti yang jawabbenardapetpoin, okay? Are you ready?

S   : ready!!! Yeeeea(the Ss made noises of excitement)

T   : Ssssstt! Ayo tenangdulu.

S   : Ssstt, woydiemwoy!

(*The class isbeing silent*)

T   : Okay, sayasudahpunyakartu yang berisi kata-kata disini. Sayamulaiya (play the music) (the Ss were moving the marker to others)

(*The marker stopped at one of the students*)

T   : Ayo, Alyamaju. //Oiya, jawabnyaharuspake present progressive, ya. //okay, iniya, Alya (Showing the card to the chosen S) // Silahkandiperagakan

(*The student is miming the action from the card*)

T   : Ayo ini kira2 temen kalian lagingapain, ini?

S   : Writing, miss! Writing.

T   : Hayoo, pake*present progressive* dong. Gimanajadinya?

S   : Writing. 'She is writing!'

S   : 'She is writing!'

S   : 'She is writing,' miss!

(*Some studetns answered at the same time*)

T : hayoo, satu orangcoba. Satu orang yang jawab.Angkattangan yang maujawab! // sambildudukajanggakusahberdiri

S : Saya, miss! *She is writing on the white board!*

T : Yap, betul! *She is writing on the white board*.

S : Yesss!

T : Eh, jawabnya per group, ya. Dari barissini, A, B, C, and D.

S : Yaaahh! Sayakiraindividu, missnantipoinnya.

T : Sorry ya, sayalupakasih tau hehe // Okay, yuklanjutlagi. (*playing the music again*)

(*the students are moving the marker to others*)

(*The marker stopped at one of the students*)

T : Yuk,Aldimaju. // ini, ya. (theT showed the card to the S)

(*The class was getting noisy*)

T :hey cobatenangdulu, initemennyamauperagain! Haduuh, yukAldi.

(*Ss keep making noises*)

(*thestudent is miming the action from the card*)

S : Aaaah! *Opening the door!*

S : *She is opening door*

S : *He is opening the door!*

(*The students answered at the same time*)

T : Hey, satu- satu! Angkattanganmewakilibarisnya.

S : Teeet! Teeet! Saya, miss!

T : Ya, kamu. Apa?

S : *He is opening the door*!

T : Yap, betul! 100 untuk group C!

S : yeaaaah!

(*The class is getting noisy again*)

T : Sssstt! Ayo mulailagi, ya. (*Playing the music*)

(*thestudents were moving the marker to others*)

(*The marker stopped at one of the students*)

S : Hahahahah! (making noises)

T :Ssssttt! Pelan-pelan, janganteriak-teriak, nantiganggukelas lain.

S : (keep talking out of turn but not too loud like the first one)

T : haduuuh. Ayo. Jihanmaju // iniya (showing the card)

(*The student is miming the action form the card*)

(*The students answered different answers at the same time, so the class was getting noisy*)

S : *washing*!

S : *clothes*!

S   : *washing clothes*!

T   : Ayo, apa? yanglengkap dong! // ya, kamu?

S   : *She is washing the clothes*!

T   : Ya, '*She is washing the clothes*'// 100 untuk group A! // Yuk, lanjutlagi, ya (playing the music again)

(*The studentsare moving the marker to others*)

(*The marker stop at one of the students*)

T   : Ihsan, ayomaju.. // iniya (*showing the action card*)

(*The studentsare miming the action form the card*)

S   : *Drive*!

S   : *He isdriving car*!

S   : *He is driving*!

(*The studentsanswer different answers at the same time, so the class were getting noisy*

T   : Ya, benar! Kamuduluan! (The T wrote the score on the white board) // 100 yabuat group A lagi.

S   : Yessss!

T   : Okay, finish ya! Group B sama D blmberhasiljawab, ya. Kurangcepat // Selamatuntuk group yang menang! Hadiahnyaminggudepan, ya. // Okay, sekarangkitalatihan, ya. // Tolongdinyalakan, projectornya, ya.

S   : Ah soalmulu miss!

T   : kanbiar kalian tambahbisa, tambahngerti.//Okay, inisoallatihanya. (theT showed the exercise items on the screen) // Now, I want you to answer these questions. Only, answers. Hanyajawabannyasaja. Okay? Dikerjakan di kertasselembarsaja. // Kalimatnyaditulisduluyasemuanya, terusdiisi yang kosong-kosongnyaituya. // 10 soalaja, kok.

(*Some students at the back row were talking each other*)

T   : Hey, yang dibelakang, listen to me! // Jadi, soalnyadijawabdenganmenggunakan*simple present*atau*present progressive* // I want you to know the differences. Jadimisalnya yang nomor 1 ya.Itukan 'Kathy is (sit) ..... at the front row'. Nah yang dalamkurungdiganti with the appropriate tense, ya.

(*The students at the back row are keep talking each other while the teacher gave the explanationhow to answer the questions*)

T   : Okay silahkandikerjakan. Bolehkerjasama, ya.

(***The students started to do the exercise***)

(***The teacheriswalking around the classroom to check the students' work***)

T   : Eh, ayokerjain, dikumpulloh, ya. Malahngobrol! // Semuanya, inidikumpulin, ya.

S   : Miss, inikerjaindimana?

T : Kertasselembar. Tadikansayasudahbilang.

S : Yah, misssayadibukukerjainnya.

T : Dari awalkansudahsayabilang, di kertasselembar.

S : Bingung, deh. Gimanasihngerjainnya?

T : Haduuuh. Tadi miss, sudahjelasinloh, jawabdengan*simple present*atau*presentprogressive*. Yang kira-kiracocokdengankalimatitu*tenses* yang mana?

S : Jadi, itutinggaldilengkapinajakan, miss?

T : Iya, tinggaldilengkapinaja.

S : Miss! Miss! Tulissoal?

T : iya, jadikanitukalimat per nomorbelumlengkap, jd kalian lengkapindengan tenses yang tepat, tinggal kalian ganti*verb* yang ada di dalamkurungdengan*verb* yang tepat, sesuai*tenses*-nya. Jadi, nggakusahditulis yang di dalamkurung, langsungtulis verb yang benernyasaja.

S : Miss, masihbingung. Dijawabnyagimanasihitu, miss?Contohnyagimanacontohjawabnya?

T : Okay, contohmya, semuadengarkanya! Nomor 1. '*Kathy usually sits in the front row.*'

S : Ohh, tinggalditambah-tambahinajaya, miss?

T : Iya, tinggalditambahin–*ing*, kah*verb*-nya, atauditambah*to be*, atau verb-nyaditambah -*s* or –*es*

S : Miss, miss! Sayanggakngerti!

T : Ya, nggakngerti yang mana? (theT was *approaching the Ss*)

S : Semuanya

T : Semuanya?

S : Iya, bedanyamasihbingung*present tense*sama*progressive*apa.

T : Kalo present tense kan*daily activity*sama*fact*, kan.*Pattern*-nyaapahayo?

S : Gataumiss,sayanggakngerti-ngerti. Terusinidiapain?

T : Dikerjain. Cobadiliatlagicatatannya.Dipahamilagicobapelan-pelan..

S : Ah yaudahlahsayangasalaja!

T : Yah, kokgitu. Cobadibaca-bacalagi, tanyatemen yang ngerticoba. // Sudahselesaibelum? 10 menitlagiya

S : Yaaah, missbelum

T : Ayo yang lainudahselesaibelum? Yang udahselesaibolehdikumpulkan.

(*The students at the back row are keep talking each other and even singing, so the class is getting noisy*)

T   : Kerjasamatapinggakusahteriak-teriak, ya. Apalaginyanyi.Kerjakansemampu kalian aja.

(*The students stopped singing*)

(*The bell is ring; a sign to start the next subject*)

T   : Okay, ayodikumpulkan, ya. Semampu kalian aja, nggakapa-apa. // Yang, belumnantikumpulkan di meja miss, ya. // Thank you for join the class today and wasallamualaikumwrwb.

Date   : **12th of October 2017**

School/Class   : **SMPN 99 Jakarta / 8-C**

Meeting   : **IV**

Student-Teacher : B

T   : Good morning guys..

S   : Good morning, Miss

T   : Ok, yesterday we had a dailyexam about *greeting card*, *invitation card*and *quantifiers*

S   : Mana ulangannya, Miss?

T   : Belum selesai, belum selesai.Masih saya koreksi. Ok, so, which one do you think is the difficult part? // Apa yang menurut kalian susah kemaren ulangannya?

S   : Greeting card

S   : Invitation!

S   : Artinyaaa. Nggak ngerti!

T   : Artinya gak ngerti? // Ayo barisan ini, apa yang menurut kalian susah?

S   : Invitation. Banyak artinya juga yang ga ngerti

T   : Okay, kalau barisan ini apa?

(*Some students are talking each other so the class is getting noisy*)

T   : Sssstttt! Hey, kenapa ribut sih! // Ayo barisan ini bagian mana yang susah?

(*Some students arekeep talking each other*)

S   : Soalnya

S   : Quantifiers! Semuanyaaa

T   : Yaudah.. Kalian ini ya, semuanya susah? Minggu depan kayaknya sekelas deh yang remedial.

S   : Alhamdulilaah…..

S   : Yah elahh

S   : Gak usah belajar, miss!

(*Some studentsare moving from their seats, some were talking each other*)

T   : Eh, ini kenapa pada jalan-jalan ya? Duduk!

S   : Ntar dulu, miss.

T: Ayo, cepet duduk! // Yaudah, sekarang tolong dinyalakan ya, LCD nya. // Ok, last week, what do you learn?

(**thestudent is still on his friend desk**)

S   : Ulangan

T   : Ulangan? Ulangan mah beda.

S   : Simple present

(*Some students at the back row were talking each other*)

T : Okay simple present. Simple present itu apa, hey yang di pojok kanan! Jangan berisik!

T : Okay simple present. What is it? How about the patterns of simple present?

S : Ehm.. Subject

T : Okay, Subject

S : Verb

T : Verb? Ya..

S : s/es

T : Okay, 'V plus s/es'.

S : And noun

T : Ha, noun? Okay… Kalau V1 nya pakai?

S : S or es

T : S or es. Okay. So, can you give me an example of *simple present tense*? Each row.Please give me an example of *simple present tense*. Ayo, barisan sana kasih 1 contoh.

S : I eating

T : eating???

S : Eh I eat....chicken

T : I eat?Pake 's' nggak?

S : Hm..nggak

T : '*I eat chicken*.' Okay. So, this row?

S : '*I brush my hair*'

T : '*I brush my hair,*' Okay, daily activity, right? So, this row?

S : '*I wash my clothes*'

T : '*I wash my clothes*'. Okay, nice. How about this row? Just one example..// Masa dari sederet ini gaada yang bisa jawab?

S : '*I wash my plates*'

T : '*I wash my plates*,' Okay. // Jadi, ada "I wash my clothes", "I brush my hair", "I eat chicken"… // hey , itu kenapa tidur?

S : Astagfirullahh…

T : Duduk.. Ayo duduk! Sit down..Kamu begadang yah semalem?

S : Iyah… haha

T: Okay. *Simple present tense*… Kalau *Simple Present Tense*, Not only affirmative, right? dia gak cuma positive kan? Ada bentuk negatifnya..

S : Iya negative..

T : Can you tell me the negative pattern of *simple present tense*?

S : 'I don't need pen'

T : Ya, bisa. 'I don't need to put a note.' // Okay. How about this row?

S : I'm not ………….

T : "I'm not……" okay this row coba

S : I don't touch……..

T : Apa? He does?

S : He doesn't…

T : He doesn't… apa?

S : He doesn't play football

T : Okay good. Next, the last row

S : She doesn't ….

T : She doesn't….. apa ayo?

S : 'She doesn't sing'

T : Okay..terus kalau bertanya gimana?

S : Do you eat my chicken?

T : Hahaha, iya bisa..kalau this row gimana kalau bertanya?*Simple present* kalau bertanya.. Ayo belakangnya bantu jawab

S : 'Do you walk?'

T : 'Do you walk?' Okay..this row?

S : 'Does he play a football?'

T : Very good. Okay the next row..Bertanya, bagaimana kalimatnya?

S : 'Does she go to school today?'

T : Good, 'does she go to school today?'. Okay, berarti *Simple Present* semuanya udah paham ya? Do you have any question about this?About *Simple Present*?

S : Nooo

T : No? Yakin?If next week I'll have an exam about Simple Present, and you agree?

S : Nooo

T : Yes. Okay?

S : No, please…

T : Haha..Okay, now, today we will review about *Present Continuous Tense*. As you know, ini tentang yang sedang berlangsung, apa yang terjadi sekarang. Let's see the patterns. Look at the patterns now. Kebaca nggak? // What is "O"?

S : O is object.

T : Can you read it and speak louder for your friends?

S : Positive. *S + to be (am, is, are) + V1 +ing+O*. We are studying now. Negative. *S+to be (am, is, are)+not+ V1 +ing+O*.We are not studying English now // Question. To be + S + V1 + ing + O ? Are we studying English now?

T : Okay. Now, follow me! '*We are studying English now*' // 1..2..3..!

S : 'We are studying English now'

T : 'We' is *subject*, yakan? 'Studying' is *verb-ing*. Base form-nya apa *studying*?

S :Study

T : Good. Terus, '...*English now*,' Nah, ini lihat ya, biasanya kalau present continuous itu ada kata "now", selain itu ada kata "at this moment", "at this time" // Pokoknya yang sedang kalian lihat sekarang deh, saat ini.

S : Today miss

T : 'Today' biasanya di Simple Present

S : Ohh iya miss

T : Nah balik ke kalimat tadi, subjeknya apa?

S : *We*

T : Yap. Kalau 'to be' nya?

S : *Are*

T : And then the verb?

S : *Now*

T : Hah?

S : Eh *study* miss

T : 'Studying' ya. Nah kalau kalimat negatif pake?

S :'Not'

T: 'Not', okay. Gampang yaa.// sekarang bentuk kalimat tanyanya. Bisa dilihat apa perbedaannya dengan kalimat yang positifnya? //

S : *Are*-nya didepan!

T : Nah, iya *to be*-nya didepan. // Now, repeat me again, 'are we studying English now?' // intonasinya turun ya

S : 'Are we studying English now?'

T : Okay. Next, we have how many 'subject'?

S : 'I, You, They, We, He, She, It.'

T : So, how many subject s we have here?

S : seven

T : How many 'to be'?

S : Three. " are", " is", " am"

T : Okay. Kalau '*It*' itu jadi "*It is*". Nah, kalo *it* itu biasanya describing something, seperti hewan, *building*, nah itu pakainya *it*, ya. So, now I want to change the form, hmm this one, with all of *subjects* and all of *to be*. Coba bareng-bareng..eh saya mau dari barisan sini dulu deh. Ini kanada 4 barisan, yang paling sini dulu ya. Coba ganti kalimat ini (we are studying English now), subjectnya pakai 'I'

S : "I am studying English now."

T : Kenapa sih yang jawab kamu terus? Coba yang paling belakang, ganti subjectnya pake 'You'.

S : "You are studying English now."

T : Yap. Good. Okay, sekarang barisan sini, ganti kalimat negatif ini, subjectnya pake 'They'.

S : "They are not studying English now."

T : Okay. Coba ganti pake 'She'

S : 'She is studying now'

T : Okay, 'she is studying now'. Nah, coba barisan sini kalimat bertanya, bertanya pakai 'He'.

S : 'Is he studying now'

T : 'Is he studying English now'. Gitu ya..coba pake um…. Pake 'You'

S : 'Are you studying English now?'

T :*Are you studying English now?*, okay.. sekarang barisan terakhir, coba bikin pakai subject *They* tapi pake kalimat negative.

S : They are not studying English now.

T : Okay. So far, any question?

S : Miss kalau *it* gimana miss?

T : Nah seperti yang tadi saya bilang, *it* itu abstrak, kan kalau *He* jelas untuk cowok, *She* untuk cewek, *They* untuk mereka, cewe cowo, *You* untuk cewe cowo juga. Nah kalau *It* itu…..

S : Untuk semuanya, miss.

T :Semuanya tapi mengarah ke mana? Ke manusia kah?Hmm..in english kalau untuk akademik, kayak sekolah gini, *it* itu jarang digunakan, jadi entah dia bisa *refers* ke barang, hewan. Makanya kalau hewan langsung disebut nama hewannya, tidak diganti dengan *it*. // Nah, sekarang kalian pahami teks ini baik-baik ya..(moved to the next slide of PPT) Nah, lihat nih ya, ternyata kalau bertanya pakai simple continuous tense itu gak cuma pake subject, 'are you studying English right now?' tapi you can use this one 5W+1H (*what, when, where, who, why, how*)// Nah, kalau *when is talking about what?*

S : Time!

T : Yap, waktu. Kalau *where?*

S : *Place*

T : Yap, *place.*Kalau *who?*

S : *Subject,* orang ya

T :*Good.* Kalau *why?*

S : *Reason*

T :*Yap, very good.*Kalau *how?*

S   : Bagaimana.

T   :Yap, bagaimana tuh biasanya menanyakan cara, ya. Nah sekarang perhatikan ini, examplenya.Perhatikan. Nah ini kan ada keterangannya *at this moment, now*. Nah bedanya sama yang tadi apa, yang subjeknya di depan?

S   : Bedanya dia ada *what, when,* gituannya, miss.

T   : Yap, berarti ada 5W+1H nya kan?

S   : Iyak

T   :Tapi, subjectnya dibalik. Coba perhatikan, pahami…. (T continuing to the next slide)

T   : Coba semalem siapa yang gak belajar?

S   : Sayaaa *(raise their hand)*

T   : Iya sih ya, belajar kalau ada pr doang.

S   : Iyaaa betul miss hehehe

S   : Engga, engga juga, miss.

T   : Nah, sekarang coba lihat ini,

(Some studentsare talking each other, while the others make some noise by hitting their desk)

T   : Hey, hey! Siapa itu yang pukul-pukul meja?! Sssst! Ayo listen to me! // Nah, ini adalah contoh-contoh *action verb*. (Showing some pictures describe with action verbs)

(*The students keep making noise by hitting their desk*)

T   : Hey itu siapa sih yang pukul-pukul! Perhatikan ayo! // *Action verb* itu kegiatan yang bener-bener bergerak. Nah coba nih, tadi kan udah belajar pattern-pattern, coba bikin kalimat positifnya dari 4 gambar ini aja nih. Ayo bikin. (*Showing the picture on the screen*)

S: We are...

T   : We are? Coba lihat dong gambarnya dia bareng-bareng apa sendiri?

S   : He is ..

T   : Ya.. He is apa??

S   : He is cleaning the floor!

T   : Ya, he is cleaning the floor // dia membersihkan lantai. Terus next, gambar ke dua?

S   : He is ... climbing?

T   :Climbing, ya. Climbing apa ini?

S   : Tangga! *Stairs..stairs*!

T   : Ya, *stairs*! Kosa katanya banyak ya kalian. Good! Jadinya gimana kalimatnya?

S   : 'He is climbing the stairs'

T   : Okay, good! // How about this one? Ayo?? Kalau yang ini apa?(*pointing out to the next picture*)

S   : *She ...*

S   : *She is cooking*!

T   : Cooking apa dia? Liat itu

S   : Egg! Egg!

S   : Egg, miss!

T   : Hei, jangan lupa *article*-nya! Apa?

S   : *An*! An egg!

T   : Yaa! Okay, next! (pointing out to the next picture) kalau ini apa tuh? Ngapain?

S   : He is ....

T   : How do you know if this baby boy or girl?

S   : Yaudah, miss pake it!

S   : Itu rambutnya sedikit mis, kaya cowok! Hahaha

T   : Bayi kan emang belum ada rambutnya. Hayo gmn dong?

S   : He is crawling

T   : Yaudah boleh. Apasih *crawling* itu?

S   : Merangkak!

T   : Okay jadi tadi ada,*cleaning*, *climbing*, *cooking*, *crawling*. // Okay next picture, kita pakai kalimat negative ya. Kalo verb yang ini, jadinya gimana?

S   :*He is not crying*

T   : Yaa, *he is not crying*. Nah, he ini kan juga bisa pakai *The baby*. Jadinya?*The baby is not crying.*

S   : Ooohh

T   : Coba this row. This picture, jadi..??

S   : The girl...

T   : Sssst! Yang lain diem! Coba this row..

S   : *She does not dance*

T   : Okay. Next barisan sini coba..

(***Some students at the back row making some noise by hitting their desk***)

T   : Hey, coba itu yang belakang diam dulu! Temannya mau ngomong! Jangan pukul-pukul meja gitu! // Ayo kalian gimana kalimatnya?

(*The students stop hitting their desk, but continuing to talk with others*)

S   : *He is not .....*

T   : He is not apa? itu gambarnya dia lagi ngapain sih?

S   : *She is not dropping the rock*

(*Some students arekeep talking each other*)

T : Okay. Sekarang kalimat bertanya ya. Dari barisan sana deh! // Coba kalimat pertanyaan dari gambar itu gimana?

S : *Is the butterfly flying?*

T : Iya, *is the butterfly flying?* // Coba barisan sini, gambar berikutnya itu..

S : *Is the rabbit hopping*?

T : **: *Is the rabbit hopping? Good*!// Nah coba sekarang barisan sini tuh, pada ngapain sih ini? Ngerjain apa? Coba.Gimana pertanyaannya tuh? (*Approaching some Ss at the back who were busy doing their stuff*)**

S : Hah? Yang mana miss? Suruh ngapain?

T : Tuh kan. Bikin pertanyaannya dr gambar didepan itu.

S : *Why are they...*

T : Kok pake 'why'?

S : Are they hugging?

T : Okay, udah ya. Now, repeat after me! *Jump*!

S : Jump

T : *Jumping*!

S : *Jumping*!

T : Bedanya *jumping* sama *hopping* apa coba?

S : *hopping* itu loncat!

S : itu *jumping*!

S : *hopping* itu lompat, miss.

T : Ya, *hopping* itu lompat, *jumping* itu loncat. //Yuk, lanjut lagi. *Kicking*!

S : *Kicking*!

T : *Laugh*!

S : *Laugh*!

T : *Laughing*!

S : *Laughing*!

T : *Lifting*!

S : *Lifting*!

T : Apa itu *lifting*?

S : Mengangkat

T : Okay, good. Nah sekarang coba kalian sendiri. (pointing the next picture)

S : Play! Playing!

(*Keep pointing the other picture*)

S : *Read*! *Reading*! // *Ride*! *Riding*! //*Run*! *Running*! // *Sing*! *Singing*! // *Sit*! *Sitting*! // *Sleep*! *Sleeping*! // *Smell*! Smelling! // *Wave*! *Waving*!

T : Good! Waving itu apa?

S   : Melambai!

S   : Melambaikan tangan!

T   : Ya, melambai. // Nah ini ada video about *present continuos tense*. Kita lihat bareng-bareng, ya (playing the video)

S   : (Ss were watching the video)

T   : (Pausing the video) Nah coba itu, kotak yang kosong isinya apa tuh sesuai gambar. *My sister* blablabla *an apple*.

S   : *is eating*!

T   : Yang lengkap dong.

S   : *My sister is eating an apple*!

T   : Okay! Next! (Playing the video) Nah, klo ini isinya apa? Gambarnya lagi ngapain tuh? '*Stella and her sister* blablabla *their room*'

S   : hmmm ..*cleaning* ya, miss?

S   : *Tidy* ya, miss? Eh apa ya?

T   : Nah, coba kita lihat ya videonya (playing the video)

S   : tuh kan, '*are tidying*'

T   : Ya, jawabannya '*are tdying*', ya. // Apa artinya *tidying*?

S   : merapihkan!

T   : Ya, good! // Okay lanjut lagi ya. (Playing the video) //Nah, apatuh '*I* (titik-titik) *with my dog*'.

S   : *playing*

S   : *am playing*

T   : Ya, betul. '*I am playing with my dog*'// Next. (playing, and pausing the video) Nah kalo ini apa nih?

S: Ilza having lunch?

T   : Apa hayo, semuanya? Ini pake apa nih having atau apa? // Ilza sedang makan siang di kantin. Apa? Jadi gimana kalimatnya?

S   : '*Ilza is having lunch in the canteen*'

T   : Ya, benar (Playing the video) // (Playing, and pausing the video again with another picture in it) Nah kalo ini apa? // '*The boys...*'ngapain nih*the boys*-nya

S   : '*The boys ...*' hmm..nggak tau itu ngapain dia?

T   : bisa talking, bisa walking. Yang mana kira-kira kalo gambarnya itu?

S   : *Talking*, miss. *Talking*.

S   : Iya, *talking*.

S   : listening, miss

T   : Jadi gimana kalimatnya? // (Playing the video)

S   : '*The boys are talking to their T*'

T   : Ya, '*The boys are talking to their T*' // Okay, next (playing the video) // (pausing the video) Nah ini ngapain nih? *Buying* itu ngapain?

S   : Membeli!

T   : Membeli apa?

S   : Hamburgers!

T   : Hamburgers atau hamburger? Banyak apa satu?

S   : satuuu!

T   : Okay (playing the video) // Nah kalo ini '*Monica feels it is going to rain*'// Nah nanti kita akan belajar future tense, menggunakan '*going to* atau *will*'. // Jadi going disini artinya, 'akan' bukan 'pergi' ya //Nah kalau dalam bahasa Indonesia kan berarti artinya *will* dan *going to* sama-sama 'akan', terus bedanya apa sih?

S   : '*Going to*' itu udah pasti, miss.

T   : Ya, kalau *going to* itu bener-bener akan kejadian // misalnya udah gerimis, udah mendung, berarti *it is going to rain*, akan hujan. // kalau *will* kaya harapan gitu, akan terjadi tapi belum pasti. // Okay, tadi itu hanya ulasan sedikit ya tentang *future tense* (*playing the rest of the video*) // Nah, ada exercise nih (*showing picture on the screen*) // Nah ini coba satu orang kasih contoh kalimat dari *action verb* ini. // coba kamu maju, tulis di papan tulis coba contoh kalimatnya.

S   : Yah, saya miss?

T   : Iya, kamu. Udah nggak apa-apa tulis sebisa kamu aja.

(*The students wrote the example on the white board*)

T   : Ya, boleh. '*She is skipping*'// next is '*run*' //siapa yang mau nulis contoh lagi? // **ayo yang di belakang deh, kamu Ilza.**

S   : Apaan, miss?

T   : Ayo maju, tulis contohnya. *Negatif form*-nya (the teacher gave a marker to the students)

S   : Ah males banget, miss

T   : Ayo ah, tulis *negative form*-nya sini

S   : Ah yang lain aja miss. Kaki saya sakit ini..

T   : Masa? Yaudah kamu deh depannya.

S   : Lah jadi saya, miss.

T   : iya, udah ayo sini tulis

(*The students wrote the example on the white board*)

T   : Ya, '*She is not running*', *run*-nya double 'n' ya kalo ditambah *–ing* //Nah, ayo lanjut siapa lagi yang mau ke depan?

S   : Saya deh, miss.

T   : Tulis disini, *positive form*-nya. Dilihat juga ya itu gambarnya, subjeknya apa? Kucing, berarti pake?

S   : *It.*

T   : Ya, bisa 'it' bisa juga pake 'cat' aja juga nggak apa-apa.

(*The students wrote the example on the white board*)

T   : Okay, next. '*play*'// Kamu deh, buat kalimat tanyanya.

S   : Bertanya kan, miss?

T   : Ya, kalimat bertanya. Dilihat subjeknya itu apa?

(*The students wrote the example on the white board*)

T   : '*Are they playing football?*' // bener nggak nih?

S   : Beneeerr

T   : Ya, bener ya // Nah, sekarang miss pengen tau, coba sebutin dong taadi *action verbs* yang udah kita pelajari apa aja?

(*The students answered at the same time*)

S   : playing, walking, running...

S   : jumping, hopping, crawling, singing....

S   : eating, running, skipping,

S   : banyak, miss hahaha

S   : reading..

T   : Ya, banyak ya hehe // Nah, sekarang siapkan selembar kertas

S   : Mau ngapain, miss?

T   : Udah siapin aja. Kita mau kuis hehe

(*The studentsare being noisy by preparing the stuff for the quiz*)

T   : Ssssst! Ayo cepat siapkan, ngobrolnya nanti aja

(*The students keep talking each other*)

T   : Kita akan melihat video lagi ya.

S   : Trus nanti ngapain, miss?

T   : Yaudah ditonton dulu aja // Udah ya, ready semua? Okay (playing the video) // perhatikan setiap *verb*, *tenses*, *to be*..

(*Some students at the back keep talking each other*)

T   : Sekarang, kita tonton lagi ya // lalu kalian tulis *action verb-nya* saja

S   : *Action verb* nya aja kan, miss?

T   : Iya action verb-nya aja.

S   : Misalnya, gimana, miss? Contohnya gmn?

T   : Misalnya, *I am eating*. Tulis 'eat'-nya saja. // minimal 4 *verbs* ya.

S   : Jadi ini action verb nya aja kan, miss?

T   : Iya, tulis *action verb*-nya dulu aja pokoknya ya.// udah ya, ready semua?

S   : Yesss

(*The teacher is playing the video*)

T   : Okay, udah ya. kalian sudah tulis action verb-nya kan.

S   : Udaaahh

T   : Sekarang, buat kalimat *positive*, *negative*, dan *intterogative* dari action verb yang udah kalian pilih // Jadi, masing-masing action verb, ada tiga kalimat ya. // Silahkan kerjakan 20 menit ya.

(*The students did the task*)

T   : Yang sudah selesai boleh dikumpulkan, ya.

(*The bells rang*)

T   : Ya, udah bell tuh. Yuk, yang belum kumpulin sini.Pas lo ini 20 menit.

S   : Belom, miss! Tunggu..

S   : Tunggu miss, dikit lagiii

T   : Ayo cepet, mau pergantian ke pelajaran selanjutnya loh kalian

(*All of students have submitted the task*)

T   : Udah semua ya ini? // Okay, thank you for joining the class today! see you on the next meeting. Bye .

(*Theteacher left the classroom*)

Date : 14th of September 2017
School/Class : SMPN 135 Jakarta / 8A
Meeting : I
Student-Teacher: C

S : *Good Afternoon, class!*

S : *Good afternoon* miss….

T : *How are you?*

S : *I'm fine, thank you and you?*

T : *I'm very well thank you* // Siapa yang tidak masuk hari ini?

S : Nihil, miss.

T : Okay, berarti masuk semua ya? // Now, are you ready to study?

S : Yesss!

T : Ada yang masih ingat pertemuan sebelumnya kita bahas materi apa ya?

S : Opinion, miss!

S : Asking and giving opinion, miss!

T : **Yap, ungkapan meminta dan memberi pendapat. Ada yang masih ingat contoh ungkapannya seperti apa?**

S : **Hmm..itu miss. 'What do you think?'**

T : **Okay, 'what do you think of..?' // What else? Selain itu apa lagi?**

S : **'How do you feel about?'**

T : **Ya, 'how do you feel about..?' // Bagaimana perasaanmu terhadap.. // Apa lagi?**

S : (*no answer*)

T : Ayo coba apalagi, sambil diliat coba buku catetannya // Catet kan materinya pertemuan kemarin?

S : Cateet

S : Nggaak

T : Ayo, apa lagi?

S : '*Do you have any opinion on...?*'

T : Yaa, good! // Nah itu tadi yang kalian sebutkan termasuk *asking* or *giving opinion*?

S : hmm asking, miss!

T : Ya, *asking* ya // Nah kalau yang *giving opinion* seperti apa?

S : '*I think I like it*'

S : '*In my opinion...*'

T : Okay, ada '*I think I like it*', '*in my opinion*' // what else?

S : Ini miss, hmmm, '*from my point of few..*'

T   : Yaa, ''*from my point of few*..' // Okay, jadi *asking* and *giving opinion* digunakan untuk menyatakan apa?

S   : pendapat!

S   : pendapat, miss1!

T   : Ya, good. Pendapat.. // Nah, sekarang kita masih akan membahas tenatang expression ya, ungkapan. // '*Attention, please!'* // '*Excuse me*, *Safa.. do you see my pen? //*

S   : Hmm.. no..

T   : Nah, expression yang saya ucapkan barusan, itu kira-kira apa ya? Menanyakan apa?

S   : Menanyakan pulpen, miss?

T   : Hahaha, no // *Expression*, '*Attention, please*!' and '*excuse me..*' // menyatakan ungkapan apa itu?

S   : *(no answer)*

T   : Coba, coba kalo di bahasa Indonesia, itu artinya apa? // *Attention please*

S   : *Attention...* berarti, perhatian..

T   : Ya, that's right! // berarti perhatian ya // Nah, today we will learn about expression of *asking* and *giving attention* // Nah, ungkapan yang miss ucapkan tadi, itu termasuk contoh *asking for attention* ya // Ada yang tau lagi contoh-contoh dari asking for *attention* atau *meminta perhatian*? // Biasanya kalo di bahasa Indonesia gimana kalo mau meminta perhatian?

S   : hmm..pangil *eh eh,* gitu miss biasanya haha

T   : Itu kan kalian // Hey, itu ngapain jalan-jalan? Ayo duduk!

S   : (*The student is back to his seat*)

T   : Ngobrolnya tadi sudah kan waktu istirahat..//Perhatikan dulu ya.. //Nah, sekarang coba look at the screen (showing the slide of the material presentation) //Nah tadi kalo *asking* apa?

S   : memintaa

T   : Okay. Kalo *giving*?

S   : memberiii

T   : Good. // Nah ini ada beberapa contoh *expression of asking and giving attention* //Coba tolong baca ya, yang keras, dan sebutkan artinya dari baris sini coba, ya.. // Asking dulu

S   : '*May I have your attention, please*' // Bolehkan saya meminta perhatianmu

T   : Good! // Next

S   : '*Can I get the attention!'* // Bisakah saya mendapat perhatian!

T   : Execellent! *Next row*!

S   : *Excuse me*! // Permisi!

T : Waah, kalian sudah bagus ya kosa katanya // *Okay, next* //

(*The class getting noisy*)

S : *Attention please*! // perhatian-perhatian

T : Great! // Okay, Sekarang yang giving attention // Ada '*okay*', '*yes, sir or madam*', '*really*, '*I know what you mean*' // Sampai sini, any questions?

S : Miss, itu '*mean*' artinya apa?

T : Ohh.. *mean* dsini artinya 'maksudnmu', jadi aku tahu mengerti maksudmu. // Okay, sekarang kita akan menonton video ya // **Eyes on the screen! Semuanya, hey!**

(***The students keep making some noise***)

S : Sstttt! Dieem eeh!

S : Dieeeem! Ssstt!

T : Haduuh // Okay, are you ready?

S : Yess

(*The teacher is playing the video and all of the Ss are watching it*)

(*The video ended*)

T : Okay.. kira-kira apasih yang ada dalam video tadi?

S : Percakapan, miss!

T : Iya, percakapan siapa dengan siapa?

S : Sarah, Daniel

S : Sarah and Daniel!

T : Ya, the conversation between Sarah and Daniel // What are they talking about?

S : Ulangan matematika, miss

T : Ya, kenapa dengan ulangan matematika?

S : Itu, si Daniel gabisa matematika, takut dapet nilai jelek!

S : Minta ajarin Sarah, miss!

T : Ya, Daniel kurang bisa matematika dan meminta diajarkan oleh sarah // bagaimana respon sarah?

S : Mau ajarin

T : Nah, tadi di percakapan itu ada expression of asking for attention tidak?

S : Adaaa..

T : Apa itu?

S : '*Can I have your attention*?'

T : Good // lalu bagaimana responnya di percakapan tadi?

S :"*Sure, what's the matter*"

T : Okay, that's right! // Sampai disini ada yang mau ditanyakan?

S : Tidaak

S : Miss boleh catat yang tadi nggak, yang ekspresi-ekspresinya?

T : Oh, boleh.. Nih yang lain dicatat juga ya sekalian.. 10 menit ya

S : Okaay, miss..

(*The students are copying the material to their book*)

(*After 10 minutes*)

T : Sudah ya, nyatetnya?

S : Tunggu, miss.. belom

S : belom, miss.. belom

T : Loh daritadi ngapain aja? Udah 10 menit loh // yaudah nanti lihat temaannya yang sudah saja ya. // Sekarang kalian cari pasangan, berdua-berdua untuk membuat percakapan sederhana saja, nggak usah panjang-panjang, tentang *asking and showing attention* // kalian bisa lihat contohnya dicatatan kalian atau di buku cetak juga ada..

S : Yaah miss saya sendiri..

T : Yaudah bertiga gabung sama temannya saja

S : Miss, ini percakapannya ditulis?

T : Iya, ditulis dulu, baru nanti kalian tampilkan didepan kelas..

S : Yaaah.. ditampilkan didepan kelas miss?

S : Yaaah..pake teksnya gak miss?

T : Iyaaa ditampilkan, pake teks boleh

S : Yess! Oke, miss

T : Ya, silahkan dikerjakan ya 15 menit cukup kan?

S : Yah, cepet banget miss

T : Emang mau berapa lama? Yaudah 20 menit deh // makanya saya mintanya kalian buat percakapan yang sederhana aja, yang simple // Oke silahkan dikerjakan..

(*The teacher is walking around the classroom to check the Ss work*)

T : Semua sudah ngerti ya tugasnya apa? Any question

(*After 20 minutes*)

T : Oke udah 20 menit nih.. sudah belum?

S : beloom miss, ih cepet banget!

T : Yang udah selesai siapa?

S : Saya miss!

T : Ayo maju yuk // bawa teksnya juga nggak apa-apa // Yang lain, coba perhatikan temannya yang maju dulu ya

(*The students are presenting the conversation*)

(*Some sudents are talking each other and busy finish their task*)

T : Stop dulu, gita.. // Sssstt! Coba yang belakang itu dengar dulu temannya lagi perform ini..

(*The students finished their conversation*)

T   : Give applause for gita dan rahma!

   (*The students are giving applause*)

T   : Okay, semuanya sudah dengar ya percakapannya? // Tadi mereka berbincang tentang apa ya?

S   : Gita memenangkan kompetisi, miss

T   : Iya, kompetisi apa?

S   : Kompetisi nyanyi

T   : Okay, benar ya gita dan rahma?

S   : Iya, miss bener

T   : Ayo sekarang siapa lagi yang mau maju?

S   : Saya, deh miss

T   : Okay, silahkan..

(*The students are presenting the conversation*)

T   : Okay, give applause to nisa and elsa!

(*The students are giving applause*)

T   : Tadi nisa dan elsa berbincang tentang apatuh?

S   : Tentang...berita terkini miss

T   : Benar nggak elsa? Tentang berita terkini?

S   : Bener , miss

T   : Okay, benar ya..

(*The bells ring*)

T   : Yaah, sudah bel ternyata // Okay, yang belum selesai mebuat percakapan, segera diselesaikan, dan di pertemuan berikutnya ditampilkan juga //Okay, thank you for the class today, see next meeting. Bye!

Date   : October 28th, 2017
School/Class : SMPN 135 Jakarta / 8A
Meeting   : 2
Student-Teacher : Ms. N

(The teacher is preparing the material for the lesson)

T   : Hey, ini yang lain pada kemana kok cuma segini kalian? Ayo tolong dipanggilin dulu teman-temannya. // Sudah-sudah ayooo duduk jangan ribut, jangan keluar masuk kelas! Sudah mau mulai pelajaran.

S   : Bentar miss, keluar sebentar ada yang ketinggalan

T   : Ayoo hey yang dibelakang itu duduk ayo duduk!

(The student is standing by his friend desk, keep talking)

T   : Hey dengar nggak yang dibelakang itu? Ayo, duduk // Okay, Good *afternoon everyone, how are you today?*

S   : *I'm fine thank you. And you?*

T   **:** *I'm fine too, thank you.* Okay, *today we're going to learn to invite someone* and *giving instructions.* coba.. *open your book…*

S   : Book?

T   : yes, your book..

S   : Miss halaman berapa?

T   : Yang bab empat..

S   : Lah itu bukannya buku baru? Ohh beda buku?

T   : Ya. // okay, please look at this and…. coba lihat di sini (*showing a picture on the screen*).. dari gambar ini di sini tulisannya apa..?

(Some studentsare keep talking each other)

S   : "*Happy Birthday Lina*"

T   : Nah di gambar ini, kalau misalnya kalian ada yang ingin ulang tahun, pasti kan ngundang temen-temen kan?

S   : yaaa…

T   : Cara ngundangnya gimana misalnya kalimatnya?

S   : eeee…

T   : Yang maau jawab, *raise your hand.. raise your hand..* Ayo, Dika.. gimana kalau misalnya mau ngundang temannya?

(Some students are keep talking and walking around)

T   : Coba itu, duduk dulu!

S   : Saya miss!

T   : Please raise your hand…

S   : (raise hand) '*would you want to join to party today*?'

T : Yeah, good boy. And… kalau misalnya pesta ulang tahun..ini kan ada gambarnya Lina nih, pesta ulang tahunnya biasanya kalau pesta ulang tahun tuh ngapain?

S : Makan-makan.

T : Makan?

S : iyaa…

T : Terus apaa?

S : Tiup lilin..

T : Ya tiup lilin. Kalo misalnya kita nyuruh temennya gimana berarti?

S : Tiup lilinnya..tiup lilinnya (singing)

T : Itu.. itu namanya perintah apa? Mengekspresikan sebuah apa?

S : Perasaan?

T : But... give? *instruction*.. blow the candle..

Okay next.. expression to invite someone to do something.. // giving invitation is an expression that is usually used when we want to ask someone to come to a place or when we want someone to do something. // Jadi, giving invitation itu atau mengajak teman kalian itu di mana ungkapan kalian di mana ketika kalian meminta seseorang untuk datang ke suatu tempat atau emm.. ke sebuah acara kayak gitu..

(*Some students are keep talking*)

T : Misalnya; "*would you come to my birthday party*?" Atau yang meminta seseorang untuk melakukan sesuatu, contohnya "*Could you bring my bag?*" (*Writing on the white board*) // Nah kalau yang pertama ini giving invitation atau ketika kalian meminta teman kalian atau seseorang, mengajak teman kalian misalnya ke sebuah acara atau ke sebuah tempat. Nah ini misalnya "*would you come to my birthday party*?" Nah kata '*come*' itu kata kerja nya. Terus kalau misalnya we want someone to do something, nah itu contohnya could you bring my bag? Gitu ya..okay next..

(*And then, the teacher move on to the next slide*)

T : Kelihatan gak yang di belakang?

S : nggak, miss kecil banget!

S : Kelihatan miss

S : Kagaaak

S : Kelihatan kok miss

T : Kelihatan ya? Nah this is *expression of inviting someone*. Ini adalah ekspresi-eskpresi untuk kalian mengajak seseorang untuk melakukan sesuatu atau mengajak mereka ke suatu tempat. // Di sini ada giving invitationnya (*underlining the sentence*) // Nih, ini adalah expressionnya. Dan ini adalah, jika kalian merespons atau menanggapi, *accepting* when you accept the invitation and this is the respon for you to say // You

say itu ketika kalian menerima ajakan dari teman kalian *(the T underlined the sentences)*

(*Some studnets just entered the classroom*)

T : **Ini pada darimana ini? Kalian darimana? Kok baru masuk**

S : (*being silent, not answered the T*)

T : **Hei, I'm asking you.**

S : **Dari luar, miss.**

T : **kenapa baru masuk kelas?**

S : **Ya, ada urusan tadi.**

T : **Kok jawabnya gitu?**

S : (*no answer*)

T : **Kamu darimana, hei?**

S : **Yaudah sih, miss. Ada urusan tadi.**

(*The teacher is continuing the lesson*)

T : Okay, lanjut ya, nah ini contohnya; *I would, thank you, that would be nice, alright, that sound great, sure why not, ok, sounds great.*

Okay, first listen to me and repeat after me, okay? Giving invitation, the invitation first.. "*would you like to come to my birthday party?*"

S : "*Would you like to co*: "*I would like*"

S : "*I would like*"

T : Nah, ini jawaban yang lainnya. "*I wish I could, but me to my birthday party?*"

T : "*So we go to the cinema together?*"

S : "*So we go to the cinema together?*"

T : "*That would be nice*"

S : "*That would be nice.*"

S : Bacanya gimana miss?

T : *Enough*

S : Ohh *enough...*

(*The teacher is explaining to the studnets but not all of them listening to her*)

T : Nah ini expression nya yaa, jadi bisa pake "*what about?*" gitu, for example; "*What about having dinner*" Now, listen to me and repeat after me. 1..2..3.. "What about having dinner"

S : "*What about having dinner*"

T : "*In Camplity Hotel?*"

S : "*In Camplity Hotel?*"

T : *Wonderful!*

S : *Wonderful!*

(The students keep repeating the teacher)

T : nah ini misalnya contoh expressionnya '*let's*' // Kalian ngajak teman kalian *let's go to the home or let's go to Bali.* Disini contohnya "l*et's go out for some fresh air.*"

S : "*let's go out for some fresh air.*"

S : udara segar ya miss

T : Ya. // *sure, why not?*

S : *sure, why not?*

T : '*I'm sorry. I have something to do. Thank you for inviting me. Bye! See you!*'

S : (repeating)

T : Nah jadi kalau expression mengajak, jadi kalian ada pakai kata *"would you like", 'would you mind', 'would you come', 'what about', 'let's'*. Nah biasanya yang paling banyak pasti tuh kalian pakainya yang *Let's.* Kayak misal, ayo pergi ke kantin yuk? *Let's go to the canteen, let's go to the gallery, let's go to eat.* Nah itu namanya *asking,* meminta atau mengajak. Nah kalau *answering* biasanya "ah boleh tuh", "ah enggak deh di sini aja" gitu. Seperti *sounds great, I'm sorry, I would like to stay here.* Kalau yang ini respon menerima, kalau yang ini respon menolak. (Pointing the table on the screen) *Do you guys understand*?

S : *Yess*

T : Okay *next…. Expressions to give instruction*. Giving instruction is an expression that is used in order that other person does what we instruct or request.

S : Ha? Gimana miss? Nggak ngerti..

T : Iya, Jadi.. maksudnya itu ungkapan menyuruh dengan kata yang kita gunakan ketika kita ingin seseorang melakukan apa yang kita minta // Kayak tadi misalnya ayo pergi ke kantin atau misalnya *"don't sit here", "be quiet", "be diligent", "be smart"* gitu. Nah itu adalah contoh untuk menginstruksi seseorang // Nah selanjutnya ini ada bentuk kalimat dari expressionnya // Ada *"open please"* atau *"open the book", "open the window", "open the door", "close the window", "close the book".*

S : Tanda seruu

T : Dan ada kalimat *"please"*. Nah kata 'please' ini bisa ada di depan atau belakang kalimat. Nah fungsi kata *please* ini fungsinya kita untuk meminta seseorang dengan lebih sopan. Kayak misalnya *"attention please"* nah itu masih masuk sebagai perintah.

S : Iyaa

S : *What's the next miss*?

S : Yeay nonton video ya, miss?

S : Nonton miss.. miss nonton miss

(Most of the students are talking each other so the class was getting noisy)

S : Sssssttt…

S : Diem weyy diem sstt!

T : **Nah sekarang lihat video ini, perhatikan baik-baik. Please see the video and tentukan…(The Ss was being noisy) Ssst!! Silent please!! Nanti sebutin aja mana yang termasuk kalimat mengajak dan kalimat menyuruh..**

(*The students keep talking out of turn*)

S : **Ohh okay, miss. Eeh, diem dooong!**

S : **Kencengin miss, soundnya!**

S : **Jangan berisik!**

(*Teacher and students are watching the video*)

S : **Miss, kok nggak jelas deh suaranya.**

S : **Iya, miss gajelas suaranya**

(*The teacher is trying to setting the speaker*)

T : **coba ya. (playing the video again) Udah jelas belum?**

S : **Belom miss, kaya bergaung suaranya..**

T : **hmm.. kalian ada yang bisa bantu saya setting speakernya? Saya kurang ngerti nih hehe**

S : **Coba miss, mana?**

(*a student is trying setting the speaker*)

S : Coba, miss play lagi video-nya

(*The teacher plays the video*)

S : Nah, udah jelas tuh miss

T : Alhamdulillah.. // kita ulang lagi ya. Perhatikan baik-baik videonya

(*The video ended*)

T : Okay, sebutkan kalimat mengajak yang ada di video tadi! Raise your hand, ya!

S : (raise his hand) *Let's go!*

S : Iyaa *let's go, go*

S : Ayo pergi!

T : Satu-satu. Raise your hand if you can answer the question. Coba kalau tadi untuk perintah memberikan *instruction*, ada nggak? Di video tadi ada nggak?

S : Ada

S : *Noo*

T : Apa? Yang jawab 'ada' coba angkat tangan, yang jawab 'ada.'

S : Gaada

T : Tadi siapa yang jawab? Jadi ada nggak?

S : Gaada

T : Iya gaada ya. Kalau giving invitation? yang bisa angkat tangan coba yang bisa. Mengajak yaa

S : *Let's go*

T : *Ya, let's go*!

S : *Come on*

S : *Come on* tadi gak ada

T : Coba kita tonton lagi ya

S : ssstt…

S : Mana miss?

T : Nah okay, biar kalian makin paham, kita roleplay aja, jadi kita bermain peran, okay?

S : Waduh..

S : Okay miss

S : Yah miss yahh

T : Nah pertama.. dengerin.. *listen carefully and try to remember what they say… choose a* role and practice the role play. *But first, we will try together.* Do you understand?

S : Okaay, miss!

(*The teacher and the students are practicing the role play*)

T : *Let's check the presents*. Nah ini kalimat ini apa coba? (pointing the word *"let's"*)

S : Kalimat mengajak

T : Benar! Dari mana kalian taunya?

S : "Let's"!!!

T : Good. '*Let's check the presents*'. *What does the meaning of this sentence?* Ada yang tau gak arti dari kalimat ini?

S : Ayo kita cek barang-barangnya

T : Barang? Ayoo..apa artinya? // Artinya itu ayo kita memeriksa hadiah-hadiahnya. *Present* itu hadiah.

S : Kalau gift bukannya hadiah miss?

T : Itu bisa. Arti dari hadiah itu bisa *present* bisa *gift*, gitu // Kalau ini berarti apanya] (pointing the word on the power point slide)

S : *Okay*

T : *Okay* berarti apa?

S : Baik

T : Jawabannya. Berarti menolak apa menerima?

S : Menerima

T : Betul. (giving her thumbs up). Now listen to me and repeat after me, okay. *"Gloves"*

S : *Gloves*

(*The students keep repeating the teacher*)

T   : Ini kalimat apa?

S   : Menyuruh miss

T   : Apa?

S   : Menyuruuhh

T   : Yap bener. Ini instructions. Jadi "*put on your pants*" yang artinya pakai celana mu. Itu kalimat menyuruh

T   : *Is this mine?*

S   : *Is this mine?* (repeated)

(*The students keep repeating the teacher)*

T   : Sekarang ada bagian yang lain, kita liat yang lainnya ya videonya

S   : Yeay

T   : (playing video) // (the video ended) Okay, dari video tadi, itu termasuk menunjukkan apa? Kalimat apa ?

S   : Menyuruh

S   : Mengajak

S   : Menyuruh

T   : Berarti kalo in English apa?

S   : *Opinion*

S   : *Invitation*

T   : *Giving in? Instructions*. Berarti tuh di sini kalimatnya ada apa aja?

S   : *Let's go*

T   : *Ya lets go*, terus?

S   : *Open the door*

S   : *Close the book*

T   : Yap, okay. Nah sekarang buka buku kalian, open your note book and open the….

S   : Miss (raise hand), gak bawa note book miss

T   : Buku catatan aja. Buka buku catatan kalian yang kemarin. Udah pada nyatet kan kemarin?

S   : Udaaah

S   : Belomm

T   : Nah sekarang coba kita lihat dialognya. Coba lihat di dialognya itu. Nah sekarang miss mau kalian roleplay. Hem mulai bagian sini sama bagian sini. Terus bagian sini sama bagian sini. Okay, paham?

S   : Okay, miss! Pahaam

T   : Yang lain paham nggak?

S   : Pahaam

T : Nah bagian sana jadi Edo. Yang bagian sini jadi Benny. Yang barisan sini jadi Edo. Yang sebelah sini jadi Benny. Okay sekarang kita mulai roleplay nya, yang sebelah sana (Row 1) dimulai dari Edo. Okay, 1..2..3..

(The students are practicing the dialogue asked)

T : Sekarang gantian yang barisan sini jadi Edo, yang barisan sini jadi Benny. Okay 1..2..3..! (Ss in row 3 and 4 repeated the dialog like they did before (row 1 and 2)

T : Okay. Thank you. ***Now, you look to the dialog and try to find out the expression of giving invitation and giving instruction*. You may discuss this with your friends. Do you understand?**

S : **Apa miss? Ulang miss, ulang saya blm ngerti**

S : **Miss, pake bahasa Indonesia ajaa.. saya nggak ngerti**

T : **Jadi sekarang tugasnya.. tugas buat kalian, kalian lihat atau cari di dialog tersebut, kalimat mana yang menunjukkan *giving instructions* dan *giving invitation*. Ditulis aja di kolomnya apa apa gitu, ya. Silahkan dikerjakan!**

(*Some students are talking each other and do not pay much attention to what teacher asked*)

S : **eh..eh.. (*raising hand*) miss, ini suruh apa ya, miss?**

S : **Iya, miss suruh ngapain sekarang?**

T : **Tuhkan. Kalian nggak dengerin miss tadi jelasin? Jangan ngobrol aja, makanya! // Oke semuanya! Listen to me! Hei.. Aduuh. // Silent please! (*hitting the table*) // Nggak ada pengulangan ya. Jadi kalian cari kalimat yang menunjukkan giving instructions dan giving invitation. Dan ditulis aja di masing-masing kolom. Okay?**

S : ohhh iya, iya ngerti. Oke miss

T : **ya silahkan dikerjakan..**

(*The students are doing the task given by the teacher*)

(*The teacher is approaching some students to check their work*)

T : Kamu, mana? Udah selesai?

S : belom, miss // ini kaya gini kan miss kerjainnya?

T : Iya betul kok. // **(approaching another students) Kamu, udah selesai?**

S : **Belum, miss, dikit lagi..**

T : **Okay, 10 menit lagi ya..**

(The teacher is walking around the class to check another student)

(The students are doing the task given and talking out of turn)

T : Hei kerjasamanya sama teman sebangku aja, nggak usah jalan-jaln gitu // Sudah selesai semua, tugasnya? Hey, semuanya! Listen to me! //

S : Sssttt! Eh diem dulu eeh!

S   : Ehh, diem dulu eeeh! Missnya mau ngomong.

(***The students still talking each other and move from their seat***)

T   : Coba duduk dulu, deh duduk! sit down please!!!!

S   : Eh duduk ehhh

T   :Sit down please….. Rizki duduk coba!

T   : Udah selesai belum?

S   : Udaah

S   : Belommm, miss

(*The bells ring*)

T   : Yaudah yang belum, dikerjakan di rumah ya // Cari mana kalimat perintah dan mana
         kalimat yang mengajak // *Giving invitation* dan *giving instruction* ya // Gak usah pakai
         nama ya namain gambarnya. Jadi pake nomer aja misalnya nomer 1, nomer 2 // Okay?

S   : Okay, miss!

(*The students prepare their stuff and ready to go home*)

S   : Attention! Before we go home, let's pray together. Pray begin! (The students start
         praying). Amen.. and greeting to our T!

S   : "*Good afternoon miss!*"

T   : *Good afternoon*, see you next week!

Date : 5th of October 2017
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Meeting : 3
Student-Teacher : C

S : *Attention please. Now, please greeting to our T*!

S : *Good morning* miss….

T : *Good morning everyone. How are you today*?

S : I'm fine, thank you. And you?

T : I'm great. Thank you. Anyway, siapa yang hari ini gak masuk?

S : Alvan, miss.

T : *Why*?

S : Operasi pupil katanya, miss.

T : Okay, pr yang kemarin udah dikerjain belum?

S : Udaaah

S : Belomm. Gak bawa, miss.

T : Coba angkat tangan siapa yang belum?

S : (raise hand) Saya lupa miss

S : (raise hand) Gak bawa bukunya

 (*There are some students who are still playing outside the classroom*)

T : Rizki masuk kelas!

S : Bentar, miss!

T : Ayo, masuk. Saya kunci nanti pintunya ya, gausah masuk

S : Tunggu, miss. Sebentar!

T :Okay. Are you ready for study?

S : Yessss

T : Okay, *now open your book.*

S : Halaman berapa miss?

T : Sama seperti yang kemarin. Miss bacakan ya. *Complete the following dialogue with the correct word in the box.*// Number one, "*Khilman, are you* (titik-titik) *to be in town this weekend?*" // apa isinya?

S : Going!

S : *Will*, miss.

T : Apa jawabannya?

S : *Will!*

S : Going, miss.

S : Will tau

T	: Yang jawab *'will'* siapa coba?
S	: Saya miss!
S	: Going, going, going miss
T	: Yang jawab 'going'?
S	: *(raise hand)* Sayaaaa
T	: Jawabannya 'going'
S	: Yeaaay!
T	: Kalimatnya gimana jadinya?
S	: '*Khilman, are you going to be in town this weekend*?'
T	: Next, "*I don't have any scheduled yet.*" Coba baca
S	: "*I don't have any scheduled yet.*"
T	: Yang kedua. "*We were wondering if you would like to …… to Mary's party on Saturday.*"
S	: *Come*!
T	: Jawabannya yang benar…?
S	: *Come*
T	: Yap, excellent!
S	: Yeayy
T	: Nomer 3 yang bisa jawab angkat tangan ayo.. atau enggak maju ke depan.. Siapa ayo???
S	: Will will will
S	: Saya, miss! (came in front of class and wrote the answer ('*bring*') on the whiteboard)
T	: Okay. Next.. siapa yang bisa jawab nomer 4?
S	: Saya miss! (*stand up and come to in front of class*)
T	: Okay silahkan maju
S	: (He wrote '*bring*')
S	: Kok *'bring'* sih?
T	: Next nomer 5. Apa jawabannya?
S	: Will!
S	: Miss saya miss!
S	: (*came in front of the class and wrote 'wear'*)
T	: Yap, excellent. Next, number 6..
S	: (*came in front of the class and wrote 'time'*)
T	: Next, number 7
S	: (*came in front of the class and wrote 'see you'*)
T	: Okay. Enough. Yang jawab nomer 3 siapa? Untuk nomer 3 salah ya, harusnya 'will'. Untuk nomer 5, bacanya bagaimana? (some students are pronounce '*wear*' and the

others are pronounce '*where*') Yang benar bacanya 'wear' ya. Okay. Dari materi yang sudah dipelajari kemarin, ada yang masih kurang paham nggak? Sebelum kita masuk ke materi baru nih..

Ss : (*no answer*)

T : Okay, saya minta Novi. Coba bikin kalimat mengajak temannya pergi untuk menonton. Kalimatnya gimana?

S : (*no answer*)

T : Novi kamu belum paham?

S : belum, miss

T : Coba tanya temen yang udah paham ya

S : Saya aja miss! (raise her hand)

T : Ya kamu, apa?

S : Let's going to the cinema.

T : Yaa benar. Tapi coba pakai bentuk kalimat 'would'. Coba ada yang masih belum paham gak?

S : Ada, masih…

T : Yang mana yang belum paham coba

S : Yang tadi miss.. masih belum ngerti

T : Yaudah coba contoh lainnya. Apakah kamu datang ke pesta ulang tahunku?

S : *Would you come to my birthday party*?

T : Exellent! Benar yaa.. // Okay, hari ini kita akan membahas tentang Command and Prohibition (giving instruction) // kita akan melihat lagu dalam sebuah video ya.

(*The teacher is showing a video to the students*)

T : Sekarang kita nyanyi dulu deh.. ayo berdiri semuanya! stand up please!

(*The students are stand up and singing with the teacher*)

T : Okay sit down please.. cukup jelas ya videonya // kesimpulan dari video lagi tadi adalah *instruksi* atau *ekspresi* dalam memberikan *instruksi*. // Okay, seakarang kita akan membahas Command and Prohibiton. // (showing the power point presentation about the material for the lesson today) // **Sebelumnya, jika kalian ada yang mau dicatat, yang perlu dicatat, silahkan dicatat yaa..**

S :Yaa miss.

T : Okayy.. Kita bahas tentang Command and Prohibition, atau bisa disebut giving instruction yang artinya memberikan perintah. // Nah, pertama ada Command atau Instruction biasanya berisi satu, dua atau tiga kata. Command biasanya digunakan untuk meminta seseorang untuk melakukan sesuatu // Seperti tadi yang kita tonton, seperti kalimat '*be quiet*', nah itu misalnya kalian memberi perintah seperti itu pada teman kalian untuk tidak berisik. //

Nah, sekarang ini bentuk-bentuknya. Pertama ada bentuk V1 atau kata kerja pertama + objek. // Okay, please listen to me and repeat after me. // '*Stand up*!'

S   : '*Stand up*!' (repeat)

T   : '*Love me!*'

S   : *Love me!* (repeat)

(*Some students are busy write down the material on their book*)

T   : '*Get out!*'

S   : '*Get out!*' (repeat)

T   : '*Close the door*'

S   :'*Close the door*'! (repeat)

T   : '*Stay with me*'

S   : '*Stay with me!*' (repeat)

T   : Nah untuk membuat kalimat instruction, nah lebih sopan itu menggunakan kata "*please*". Contohnya, '*attention, please.*', '*stand up, please.*'

S   : Wake up, please

T   : Itu supaya terdengar lebih sopan pada seseorang itu. // Nah, yang kedua ada bentuk '*Be + Non-Verb*'. Contohnya, 'Be careful!' , yang berarti hati-hatilah // . 'Be diligent'! yang berarti rajinlah.// 'Be silent!' yang berarti diamlah. //'Be quiet!' yang berarti tenanglah.// 'Be a good S!' yang berarti jadilah murd yang baik. // Ini ada examples; *stand up*. Sit down. Stand up, please. Come here! Come here, please! Open the door. Open the door, please. Close the door. Raise your hand. // Apa arti 'raise your hand'?

S   : Angkat tangaaan

T   : Yaa, bagus // next examples; *please, be quiet*! *Silent, please!*
Nah sekarang kalau kalian ngomong ke teman kalian 'please, be quiet!' dan 'silent, please' , kalian harus pastiin kalau teman kalian dalam keadaan ….

S   : Berisikkk

T   : Good. Nah, sekarang Prohibition (part of giving instruction), jadi tetap termasuk dalam giving instruction. Prohibition adalah sebuah ekspresi atau ungkapan peringatan pada teman kalian untuk tidak melakukan sesuatu, atau yang seharusnya tidak dilakukan.
Pertama, rumusnya '*DON'T+V1+Object*'. Don't do it! Jangan lakukan itu.

S   : '*Don't do it*'! Jangan lakukan itu. (repeat)

T   : Nadia, *please say it*…

S   : '*Don't lie to me*!' Jangan bohong padaku!

T   : Okay.. Wahid? *Please, say it.*

S   : '*Don't steal*!' Jangan mencuri

T	: Lina, please say it..
S	: Don't go away from me. Jangan pergi dariku.
T	: Hmm, Baitun, please say it.
S	: Don't forget. Jangan lupa.
S	: Don't smoke. Jangan merokok. Don't eat! Jangan makan. Don't park! Jangan parkir.
T	: Kalau misalnya, "don't sit down!" what the meaning?
S	: Jangan duduk!
T	: 'don't open the window'
S	: jangan buka jendelaa
T	: 'don't close the window'
S	: Jangan tutup jendela.
T	: Kalau 'don't forget'?
S	: Jangan lupaaa
T	: Okay. Next, ada rumus 'DON'T+BE+NON VERB'. Coba Rizki ini bacanya gimana?
S	: 'Don't be lazy'.
T	: Teman-temannya kedengeran gaak?
S	: Enggakk
S	: (speak louder) Don't be lazy. Jangan malas.
T	: Yaa. Buat semuanya, jangan malas untuk belajar yaa. Next, ini bacanya apa?
S	: 'Don't be crazy'. Jangan konyol.
T	: Okay, next..
S	: Don't be stupid. Jangan bodoh.
T	:Okay, next..
S	: Don't be stingy. Jangan pelit
T	: Okay, next
S	: Don't be late. Jangan telat.
T	: Okay. Bisa semua yaa?
S	: Insyaallah miss
T	: Okay, next ada rumus NO+VERB-ing. Ini bacanya apa?
S	: No smoking! Jangan merokok!
T	: Okay, next
S	: No parking. Dilarang parkir!
T	: Pretty good. Next…
S	: No eating. Jangan makan!
T	:Okay, be quiet please!! Now let's do the exercise ya! Nah exercise kali ini kalian pilih ekspresi mana yang termasuk perintah dan larangan. Okay, this is the dialogue. Miss as Mother, and you all as Martha, okay?

S   : Okaay

T   : We can start now.. 1..2..3.. "*Good morning, dear.*"

S   : "Good morning, mom"

T   : "Are you ready to go to school today?"

S   : "Yes, of course. Mom, could you help me, please?"

T   : "What is that, dear?"

S   : "Please help me to check my homework, Mom. Are those correct?"

T   : "Alright, dear. Let me check, just finish your breakfast!"

S   : "Yes, Mom. Don't forget to explain to me after correcting the answer."

T   : "Dear, you must not put this word after the subject. It must be subject first before verb because this is simple present tense."

S   : "Oh, thank you, Mom! I'm finish. I have to go now."

T   : "Ok, dear. Don't forget to bring your lunch!"

S   : "Ok, Mom. Thank you! See you, Mom!"

T   : "Thank you, dear. See you!"

      Nah, sekarang siapa yang mau coba ayo maju ke depan

(*Two girls come forward to demonstrate the dialogue*)

T   :Nah, semuanya perhatikan ya kalimat mana yang termasuk perintah dan larangan. Yang bisa nanti maju ke depan.

(***The students finished to demonstrate the dialogue***)

T   :Okay thank you. Give them applause!

S   : (*Giving applause)*

T   : Okay, thank you. (some Ss making noise) Be quiet, please!!!!

      (***The students keep making noise***) **// Hey, silent please!** Now, perintahnya garis bawah yang termasuk kalimat perintah dan larangan. Ayo maju!

(*Two students come forward and underlined the sentences*)

T   : Ayo siapa lagi yang maju?

(*2 studebts went forward and underlined the sentences*)

T   : Ayoo siapa lagi? Ayoo masa nggak ada yang bisa sih? Ayoo biar bisa gapapa salah, nanti kan dibenerin sama miss.. Ayo ada lagi gak? Kalimat perintahnya ayo..

(*Some students come forward too and underlined the sentences*)

T   : Ayo satu lagi.. siapa? Tinggal satu lagi nih pokoknya.. bisa gak?? Yaudah sekarang kita bahas ya.. yang kalimat "are you ready to go to school today?", ini kalimat perintah bukan?

S   : Bukaaaan

T   : Iyaa, salah yaa. Kalau kalimat "could you help me please?"

S   : Salah. Itu kalimat meminta miss

T   : Iyaa, ini salah ya.. (menghapus garis yang dibawah). Kalau kalimat ini ("Just finish your breakfast!") termasuk kalimat apa?

S   : Mengingatkan miss

T   : Mengingatkan… berarti juga termasuk kalimat? Instruction yaa.. ini benar. Kalimat "don'tforget to explain to me after correcting the answer." termasuk apa?

S   : Mengingatka juga ya miss?

T   : Iyaa good. Ini termasuk giving instruction juga yaa. Kalau ini "You must not put this word after   the subject"???

S   : Salah ya miss salaah

T   : Eitss, yang ini benar ya.. Nah kalimat ini termasuk kalimat Prohibition ya, kalimat larangan.. karena ada kalimat 'you must not'..

S   : Ohh gitu yaa miss..

T   : Iyaa.. ngerti kan ya? Nah kalau kalimat *"don't forget to bring your lunch"* termasuk apa hayoo??

S   : Salah tuh miss..

T   : Yang ini malah benar yaa.. Mengingatkan termasuk giving instruction.. Sama kalimat "take care, dear".. Okay?

S   : Okay misss

T   : Any question?

S   : No miss, insyaallah..

T   : Berarti udah paham yaa.. kalau ulangan bisa yaa..

S   : Udaah, insyallah bisa miss

T   : Okay kalau gitu. Lanjut exercise 2 yaa..Bacaannya 'complete the dialogue with the expressions below.' Kalau kalian mau ditulis boleh..

S   : Tulis aja ya miss..

T   : Oh yaudah tulis aja ya..

S   : Gausah ah, langsung tulis di papan tulis aja miss. Gabawa buku..

T   : Yaudah (showing the exercise on the screen with the whiste board as the background, so Ss can answer directly there) kalo gitu baca aja ya dulu, pahami jawabannya yang mana.. Sekarang bacanya // "Could you do me a favor, Fi?" Ini artinya " apakah kamu bisa menolongku, Fi? // Nah sekarang coba kerjain sendiri dulu ya 20 menit.

(*One by one, the students are doing the exercise on the white board*)

T   : (after 20 minutes) Udah selesai belom??

S   : Udaaahh

T   : Nah sekarang miss kasih tugas. Tugasnya yaitu buat poster tentang perintah atau larangan. Berdua dengan teman sebangku yaa..

S   : Di gambar sendiri apa dari internet miss?

T   : Kalau bisa digambar sendiri lebih baik

S   : Miss rame-rame ajaa.. saya sendirian gaada temen duduknya

T   : Yaudah kalo gitu 1 kelompok isinya 3-4 orang ya.

S   : Yesss

T   : Gausah terlau besar gambarnya, biasa aja. Se-kreatif mungkin, okay?

S   : Okaay

S   : Emang miss masih di sini miss?

T   : Masih kok.. haha

S   : Yeaayy

(*The students are being noisy by talking each other*)

T   : Hayoo ssstt, be quiet please! Dengerin duluu! Itu coba jangan jalan-jalan deh, duduk dulu!

S   : Sebentar, miss! (*Keep walking around, approaching another table*)

T   : Haduuh ayo cepet duduk ah! // Okay, Ini buatnya boleh gambar symbol atau tulisan. Larangan atau perintah yaa. Misalnya, "don't eat", "don't run", "don't be lazy" juga boleh..

S   : Okay miss!!

T   : Jangan lupa kumpulinnya minggu depan ya!

S   : Siap miss!

(*The bells ring*)

T   : Wah sudah bel. Okay jadi tadi miss suadah jelaskan tugasnya, ya? Apa kalian sudah mengerti tugasnya apa?

S   : Sudaaah

T   : Okay. That's all for today. Thank you, see you on next meeting! Wassalaimualaikum .Wr. Wb.

Date   **: 12ᵗʰ of October 2017**
School/Class   **: SMPN 135 Jakarta / 8A**
Metting   **: 4**
Student-Teacher : C

S   : *Hello class! Good Afternoon!*

S   : *Good afternoon* miss….

T   : *How are you?*

S   : *I'm fine, thank you and you?*

T   : *I'm very well thank you*. Ok. *Today, we will learn about recount text*. So, *what is recount text?*

S   : (no answer)

T   : *Recount text* //*Recount*. Kira-kira apasih *recount text* itu?

S   : menghitung ulang

T   : menghitung ulang? Okay. What else?

S   : membaca ulang

T   : membaca ulang? Okay. // Ada lagi yang tau? *What is recount text*?

S   : Bacaan

T   : Bacaan? Okay. Coba buka buku kalian halaman 34

    (*The students are opening their book*)

T   : Sudah semua? // hmm ini masih ada yang diluar ya? Coba Rizky tolong suruh masuk
      dulu teman-teman yang masih diluar

(*The student is calling his friends who are still outside the classroom*)

T   : Okay, coba Faris, read the title on your book.

S   : '*The unforgettable holiday*'

T   : The unforgettable holiday. Okay// Apa itu artinya?

S   : Liburan

T   : Liburan? Liburan yang seperti apa?

S   : Halaman berapa miss?

T   : Halaman 34. // liburan yang? Tak... terlupakan. *Unforgettable* itu artinya tidak tidak
     terlupakan.

S   : Oooh..

T   : Nah, kalau suatu momen atau peristiwa yang tidak bisa terlupakan itu suatu hal yang
     sudah terjadi atau belum terjadi?

S   : Sudaaah

T   : Sudah terjadi, ya. Good. // Nah teks yang berjudul '*Unforgattable Holiday*' ini adalah
     salah satu contoh *recount text* // Jadi, kira-kira *recount text* itu apa?

S   : Teks tentang kejadian-kejadian ya, miss?

S   : Teks kejadian yang sudah terjadi.

T   : Yap. Teks tentang sesuatu kejadian atau peristiwa yang sudah terjadi // Jadi, teks yang menceritakan kembali suatu peristiwa atau kejadian // **Nah, kenapa sih kita perlu belajar *recount text*? Ada yang tau?**

S   : jadi kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita

T   : Ssstt ! Coba yang lain tenang dulu, saya tidak bisa mendengar teman kalian yang menjawab! // Jadi apa? Kenapa kita perlu berlajar tentang *recount text*?

(***The students at the back row keep talking***)

S   : Karena ini miss, berguna bagi masa depan kita

T   : Because it's useful for our future. Okay, What else?

S   : Karena itu materinya, miss

T   : Ya, karena materinya, jadi kenapa harus belajar itu? Coba yang baris sana, ada yang tau?

S   : Ya, itu miss biar ada yang diceritain di masa depan

T   : Okay, listen // Kan, tadi dibilang kalo *recount text* itu berisi tentang suatu peristiwa yang sudah terjadi, right?

S   : *Yesss*

T   : Nah, peristiwa yang sudah terjadi itu biasanya kan tidak terlupakan, kan?

S   : Iyaaa

T   : Coba, Reza. Kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan // *What is your unforgettable moment in your life?*

S   : hmm pergi

T   : Pergi? Pergi kemana?

S   : Ke luar negeri.

T   : Okay. Kemana tuh?

S   : Ke Australia, miss

S   : Wiiiih!

T   : Okay. Selain itu, adalagi pengalaman yang tak bisa dilupakan?

S   : Dikasih hadiah, bu

T   : Okee // hadiah apatuh

S   : Motor bu waktu itu

T   : Waaah , siapa yang kasih?

S   : Orang tua, miss.

S   : Wiiiihhh

(*The class is getting noisy*)

T : Sssstt! Okay tenang semuanya. Adalagi yang mau share pengalaman tak terlupakan?

S : (no answer)

T : Okay, coba deh Nisa. Apa pengalaman tak terlupakan?

S : Hmm.. itu miss saya pernah jatuh dari motor

(*The students are laughing*)

T : Sssstt! Okay, kok bisa jatuh, Nisa?

S : Baru belajar miss waktu itu

T : Okay // Nah coba dari cerita teman-teman kalian tadi, kalian merasa apa?

S : Kagum

S : Senang

S : Kasihan

T : Nah, jadi kira-kira why you should learn about *recount text*? Selain karena itu bermanfaat?

S : menghibur

T : Ya, menghibur. Apa bahasa inggrisnya menghibur?

S : Entartaining

T : Entertain. Okay, poinnya. Apakah fungsi dari teks recount? // tadi ada yang jatoh, ada yang dikasih hadiah // hmm.. apa? Kalau Nisa tadi jatuh, berarti harus apa?

S : Hati-hati

T : Ya, Nisa harus lebih hati-hati lagi // Jadi, selain untuk menghibur ini recount teks untuk apasih? Memberikan apa?

S : Informasi?

T : Ya, good!// Jadi fungsinya recount text adalah? // First, to entertain the readers and to give? Information... //Nah sekarang I want you, to listen to the audio // Saya akan memutar sebuah audio percakapan // kalian simak baik-baik ya.

S : Yaa miss

(*The teacher plays the audio*)

(*The students are listening the audio*)

(*The audio ended*)

T : Okay, perlu diulang lagi kah percakapannya?

S : Lagi, miss lagi

S : lagiii

T : Okay sekali lagi ya (*Playing the audio again*)

(*The audio ended*)

T : Kedengeran jelas kan suaranya?

S : Jelasss

T : So, from the audio? *What did you hear*? //

S : Percakapan, miss

T : Percakapan. Ya. // Siapa dengan siapa?

S : Sintaaa

S : Sinta sama Nisa miss!

T : Ya. Sinta dan Nisa // Apa yang mereka bicarakan?

S : Liburan, miss!

S : *Holiday* ke Jogjakarta

T :Ya, liburan ya. Ke Jogjakarta.

(*Some of the students at the back row are talking out of turn*)

S : Miss! Ini miss berisik banget, miss belakang nih!

T : Hey, kenapa itu yang belakang! Kalo tidak mau belajar diluar saja sana.. // Okay lanjut yaa

S : Ihhh, tuhkan, miss! Berisik lagi tuh ngobrol mereka, saya jadi nggak fokus!

T : Ssttt hey! Silent please! // Okay lanjut ya, tadi liburan di Jogjakarta (writing on the board) // lalu mereka ngomongin apalagi?

S : Mengunjungi pantai!

S : Beach miss beach

T : Ya, Beach? (writing on the white board) // sama siapa Nisa pergi?

S : family

T : Ya, terus apalagi? (writing on the white board) // mereka stay dimana saat liburan?

S : hotel miss hotel

T : Okay // Nah kalian ada yang sudah pernah ke Pantai?

S : Udaaaah

T : Pantai apa?

S : Anyeeer

S : Ancool

S : Parangtritis!

T : Okay biasanya kalian ke pantai pada saat apa?

S : liburaaan

T : Okay, liburan ya // So, today we're going to learn about '*vacation*' atau apa?

S : Jalan-jalan ya miss?

T : Bukan, hayo apa *vacation*?

S : Liburaan miss!

T : Ya, liburan! Nah kalian kalo liburan biasanya kemana?

S : Puncak miss

S :Luar kota, miss. Biar jauuh

T   :Ohhh okay // (turn on the projector) Now look at the screen here // Disini ada contoh percakapan nih// coba, siapa yang mau baca nih 2 orang?

S   : saya miss (raising hand)

T   : Okay, satu lagi?

S   : (no answer)

T   : Yaudah, Winda deh yaa

S   : Yaaah, jangan saya miss. Saya nggak bisa ngomongnyaa

T   : Gapapa ayo, kan sambil belajar.. gapapa salah

S   : Nggak ah miss, gamaau. Yang lain ajaa

T   : Haduuuh.. yaudah yang lain siapa nih mau baca? // Rizal deh, yuk

S   : Saya jadi siapa miss?

T   : Kamu jadi A, Husna jadi B

S   : Okaay // '*How was your summer vacation*?'

S   : '*It was good*'

S   : '*What did you do*?'

S   : '*I went boating. It was scary, but fun*'

S   : '*Ah cool*'

S   : '*And, I played the video game*'

T   : Okay, thank you Husna and Rizal // Now, coba dilihat kira-kira ini pakai *tenses* apa ya? *Present* atau *past*?

S   : *Present!*

S   : *Past,* miss

S   : *Past*!

T   : Hayo, *present* atau *past*? // bedanya apa? *present tense* itu digunakan untuk menyatakan kejadian yang seperti apa?

S   : Yang terjadi saat ini

S   : Kejadian sehari-hari!

T   : Ya, kejadian saat ini //kalo *past tense*?

S   : hmm yang sedang terjadi ya?

T   : Hayoo apa? // kalo yang sedang terjadi itu *present progressive*

S   : Terus bedanya sama *present tense* apa miss?

T   : Present c*ontinous* itu termasuk *present tense*, tapi khusus untuk menyatakan kejadian sehari-hari dan fakta

S   : Terus kalo *past tense*?

T   : Nah kalo *past tense* itu, untuk meyatakan suatu kejadian yang sudah lampau, sudah berlalu..

S   : Ooooh

T   : Ya, seperti di dalam percakapan ini // How was summer vacation?// Apa itu *summer vacation*?

S   : Liburan *summer*!

T   : Apa itu summer? // Ssttt! Hello I'm asking you //Jangan ngobrol sendiri // Apa itu summer?

(*Some students keep talking out of turn*)

S   : Gatau, miss

S   : Eh diem dooong, berisik banget sih!

T   : Ssttt! Coba itu yang belakang diem dulu, coba. // Okay, jadi summer itu adalah musim panas // Kalau di Indonesia nggam ada musim ya, karena kan kita negar tropis jadi Cuma ada panas dan hujan //So, kalo *summer vacation*, berarti?

S   : Liburan musim panas!

T   : Ya, good! Liburan musim panas // Jadi kalau pertanyaan 'how was your summer vacation' Apa artinya?

S   : Hmm.. 'bagaimana... liburan musim panasmu,' ya miss ya?

T   : Yaa, 'bagaimana liburan musim panasmu?' // terus jawaban disini apa nih? (Point out the screen)

S   : 'It was good'

T   : Ya, 'it was good' // Apa itu artinya?

S   : Sangat bagus

S   : Sangat menyenangkan

S   : Sangat baik!

T   : Hayoo, kira-kira '*good*' disini artinya apa? // me..nye..nang..kan //Nah terus 'it' disini merujuk kemana? Menyatakan apa?

S   : hmm.. summer?

S   : *Vacation..vacation*

T   : Merujuk ke '*summer vaca..tion*' // Okay, next.. Ditanya lagi nih, '*what did you do?*'// apa artinya?

S   : Apa yang kamu lakukan?

T   : Yaa. Apa yang kamu lakukan // You disini merujuk ke siapa?

S   : Ke si 'B', miss

T   : Tau darimana kalau si 'B'?

S   : Karena kan yang pergi *vacation* si 'B' miss

T   : Okay, good! // Next, '*I went boating'* // Boating apa boating?

S   : Oh, naik perahu ya miss?

S   : Berlayar miss

T   : Okay // *Boat* apa sih?

S   : perahu!

T   : Nah, berarti waktu *summer vacation* dia ngapain?

S   : Berperahu miss

T   : Ber..sampan // Boat itu kan perahu yang kecil itu yaa..

S   : Ohhh

T   : Oh.. okay.. // Terus respon temannya bagaimana?

S   : Seneng juga miss, terpukau

T   : Iya, dia merespon dengan mengatakan '*Ah..cool*' // Yang menyatakan kalau dia terhibur sama ceritanya si lawan bicaranya, ya. // **Okay, now I want you to make a conversation about your experience in holiday or vacation. You can discuss it with your chairmate. Okay? Do you understand?**

S   : Miss, pelan-pelan ngomongnya. Pakai Bahasa Indonesia aja.. saya belum ngerti

S   : Iya, miss Indonesia ajaa

T   : Haduuh.. Okay, sekarang kalian berdua dengan teman sebangku kalian, coba untuk membuat percakapan tentang pengalaman kalian saat liburan, seperti contoh tadi ya.

S   : Ooohhh

S   : Yaaah, miss

S   : Temen sebangku saya nggak masuk, miss!

T   : Yaudah kamu bertiga aja gabung sama yang lain. // Okay, semua mengerti? Jadi tugasnya apa?

S   : belum, miss // gimana sih?

S   : Iya, miss tugasnya apa?

T   : Okay, saya ulang, ya.. // Dengerin semuanya! Jangan ngobrol dulu, biar miss nggak ngulang instruksinya.

S   : Sstttt!

T   : Okay, jadi kalian buat percakapan dengan teman sebangku kalian tentang *vacation* atau liburan, seperti contoh yang tadi kita bahas sama-sama..

S   : Ohhh iyaa ngerti, ngerti

T   : Ya, silahkan dikerjakan ya.. 15 menit ya?

S   : Yaah, cepet amat, miss!

T   : Bua percakapan sederhana saja kok // Yaudah 20 menit ya..

S   : Yaudah deh.. seselesainya kita, ya, miss..

(***The teacher is walking around the class to check students' progress***)

S   : Miss, miss. Berarti ini pake *past tense* ya?

T   : Iya, ngerti kan?

S : Nggak, itu bentuknya kaya gimana sih miss?

T : Past tense itu menggunakan verb 2 // sudah pernah belajar kan kita?

S : udah, miss tapi saya nggak ngerti, miss.

S : iya, masih nggak ngerti miss. Karena saya nggak tau bentuk-bentuk past dari semua verbnya..

S : Iyaa miss gak ngertiiii // saya jadi bingung nulis percakapannya *gimana, karena nggak tau bentuk past tense nya.*

T : Jadi, past tense kan tadi untuk menyatakan kejadian lampau atau yang sudah terjadi // patternnya apa? // Subjek + V2 + O + keterangan waktu lampau // nah untuk *verb* nya, itu menggunakan *verb* 2 // jadi masing-masing *verb* itu mempunyai bentuk *past*-nya // kaya '*went*' itu tadi yang di contoh bentuk lampau dari '*go*' yang artinya pergi..

S : Hmm.. masih nggak ngerti miss. Karena saya nggak tau bentuk-bentuk past dari semua verbnya..

T : Kalian tidak punya kamus kah?

S : Nggak, miss. Nggak bawa

T : Hmmm... *Attention please*! // Yang lain ada yang masih belum ngerti *past tense*?

S : Iyaa miss gak ngertiiii // saya jadi bingung nulis percakapannya gimana, karena nggak tau bentuk past tense nya.

S : Iya, miss nggak ngertiii

T : Okay semua perhatikan! (standing in front of the class) // Coba yang di belakang itu duduk dulu // Jadi, seperti yang saya bilang tadi kalo past tense digunakan untuk menyatakan kejadian lampau // cirri-cirinya menggunakan verb 2 dan juga keterangan waktu yang lampau // Contohnya (writing on the board) // '*I went to Bandung last week*' // nah verb nya yang mana ini?

S : '*Went*', bukan miss?

T : Iyaa, '*went*' yang adalah '*verb*' atau kerja bentuk kedua dari '*go*' // dan jangan lupa diikuti keterangan waktu yang lampau juga karena untuk menjelaskan bahwa kejadian tersebut telah berlangsung di waktu lampau // Nah untuk verb 2 itu kalian memang harus hafalin bentuk lampau dari tiap verb.. // Di perpus ada kamus kan? Nah coba 2 orang ambil untuk dipinjem di kelas, sekarang ..

(*The bells ring*)

T : Waduuh udah bell, Okay jadi untuk PR saja ya, buat 5 kalimat dalam bentuk past tense dulu deh // kalian bisa '*searching*' internet atau lihat dikamus bentuk-bentuk kata kerja bentuk ke 2 dalam bahasa inggris // Okay?

S : Jadi yang bikin percakapan dikerjain nggak miss?

T : nggak usah yang bikin kalimat dulu itu aja, Okay? // ngerti ya, semuanya?

S : Ngerti misss

T   : Okay, that's all for today, thank you! See next meeting.

DAFTAR RIWAYAT HIDUP

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