APPENDICES

TRANSCRIPTS OF VIDEO RECORDINGS

STUDENT 1

Assalamu'alaikum wr.wb.

Okay, good morning my beloved friends and my honorable lecturer and my seniors. Today I would like to deliver… show you… uh… a research from America. But first of all, I'd like to introduce myself, this is my profile, my name is Kenny Anindio, it was my photo when I was in America, and uh… these are my contact person, if you'd like to contact me after this session.

Ya, next. Today I'd like to discuss about Today's College Students in Their Course – Related Research and Wikipedia. So, course-related research here means that the research that based on the students' major, like we're in English Department, or in Engineering, or in Architectures, and so on, and in correlation with Wikipedia… about who, who…who are the students… who are the users of Wikipedia itself, and how… how they use it, and then when they use it. This research has been brought by Allison J. Head and Michael Eisenberg in 2009. Next…

Talking about the research, <mark>many students have common perceptions or problem in their research</mark>. Getting stuck into somewhere, uh… getting stuck in the middle of nowhere. So, if you are getting stuck, <mark>we can do anything… almost impossible things</mark>, and these are the examples… please click… technical error, sorry… <mark>This is the example how student can get crazy if they get stuck in their research</mark>. Okay stop the video. Okay thanks. And that's how Wikipedia can help us in getting… uh... in getting way to continue our research. Okay, next…

But first of all, I'd like to tell you, what is Wikipedia? Anyone knows what is Wikipedia? Anyone have been surfing into Wikipedia? Okay, now the first definition, Cotter in 2013, as you can see… Wikipedia is an online encyclopedia and so on and so on. Wikipedia is a (suara tidak jelas) enlighten a whole …. <mark>Compared to other encyclopedia Britannica that only has about 500.000 of articles, Wikipedia has about 10 million articles in 253 different languages</mark>. Can you imagine? <mark>It's a giant getter compared to Britannica</mark>. And for the research, <mark>we can say that Wikipedia is the online www.wikipedia.com peer produced encyclopedia</mark>. So, this is an encyclopedia where you can find anything, you can find dead male, alive male, future, past, or something that has not been done. Next…

It's about the participant of the research. This research includes 27.666 students on six campuses in the US between April and May 2009. <mark>And the sample was about 2.318 responses</mark>. Females are the major part of this research and the GPA of the students was 3,4. So, the research took in the USA and on six different campuses. Then, next…

Okay, the first one, <mark>who is likely to use Wikipedia</mark>. We can see at the table. There are architectures, engineering, and so on… So it's different by the major itself, as you can see the percentage.... Okay.

The overall reviews for Wikipedia itself, Google users are number one. Every student that use Google will… uh... is also using Wikipedia as their resources. And architectures and engineering are three times more than social science major. When the sciences is 1,5 times more than social science major. And two year campuses, or D2 in Indonesia are more using Wikipedia then … uh… are less than four year campuses or S1. Librarian is less using Wikipedia than non-librarian, means that the people who seldom go to library are less using Wikipedia than us that are not used to go to library. And then, next…

How often the students use Wikipedia? Start from the 'always' 30%, then 'frequently', 'don't know', 'don't know' means they don't know about Wikipedia, there's only 3% from all that participants that don't know Wikipedia. Then, next…

Okay, now, why do students use Wikipedia for course-related research? There are many research that come up of why student use Wikipedia in research. The first one, the highest rank is obtain the summary, because Wikipedia is a root with obtained summary, isn't it? Yes, everything has been summed up there so we can see easily and we can understand easily. Then, for the second rank is easy to use, and so on and so on. Next…

Okay, these are why the student using Wikipedia, because Wikipedia tells us what is what, Wikipedia tells us everything, Wikipedia tells what's in our mind. And then, ==it alleviates common frustrations students==, like I said before, ==common frustrations in students is getting stuck in their research==, and then they don't know what they are going to discuss, they don't know what they are going to talk about in their research. So Wikipedia alleviates, Wikipedia helps students to resolve their frustrations. And then it is a convenient go-to source, ==it is easy and simple, you just need an internet, you just need a computer==, you can get a lot of sources, and a lot of data from Wikipedia itself.

Okay, what student's assignments that use Wikipedia? ==We have a lot of assignment, very large of assignment,== but uh… the big four assignments that use Wikipedia are, the first one writing paper, or essay, because we need data, we need … some explanation, and then the text reading, if you want to read some text that given by the teacher, you can read it through Wikipedia, and then historical analysis, if you want to (suara tidak jelas) in the past, (suara tidak jelas) . The percentage for argumentative paper we have 32, the biggest point is this part, argumentative paper as the highest rank assignment that using Wikipedia. Then, next…

When do the students use Wikipedia? Okay, we have to know this slide because students using Wikipedia is not for all assignment, we can see from the graph, they only use for beginning of their research. It reaches 40% (suara tidak jelas). Okay, ==we can say that Wikipedia is used in the very beginning of the beginning==, if you don't know what you want to discuss, you want to talk about, you can find many interesting summary, data, and so on in Wikipedia, ==so it's like a pre-search tool==, it is a tool that gives you a start, Wikipedia is a good start if you want to conduct a research. And it is a great place to start, but a horrible to end, because of what? Because Wikipedia has no credibility, everybody

can write their opinion there, so you can't find a deeper analysis if you want to use Wikipedia for good research.

Okay, now, which resources do student turn to for obtaining background about the topic? We can use Wikipedia for their research background. Please click the figure 6… okay, I am sorry, technical error… Okay, these are the figures which resources students can use in finding background topic. The first one, (suara tidak jelas) reading, the handout that is given by teacher, materials that (suara tidak jelas) from the library, then comes Google, and then the other scholarly research, I mean like Google scholar, and we have podcast, and Wikipedia actually drops in to 6th position, because of they need better analysis.

Okay, we can say that when students need deeper analysis, they leave Wikipedia, they don't have to use Wikipedia anymore, because students need more factual and accurate source, and Wikipedia didn't provide that, because Wikipedia is unauthorized site, we can just put their opinion in there, no factual information.

Okay, now we can sum up for strong points of Wikipedia. The first one is currency, they are up to date, and then coverage, they can cover all information, the past, the future, dead man, alive man, everything, then the comprehensibility, it is easy to understand, then convenience, we just need computer and internet to get information.

The next, conclusion. Student's first stage of their research process, Wikipedia is the first tool to get something started. Then it may be the beginning, but rarely ends there. Then, the four C's has no credibility. And overall, student use Wikipedia, but they have to know the limitation in using Wikipedia.

And the suggestion, next… this is the opportunity for us to have the guide, to guide our students to have critical thinking to start, not only just using Wikipedia, but also we have to also help them to get started.

That's all for my presentation. Now we can continue to questions session… Yes please…

(Question)

Okay, thank you. Is there anymore question? Yes…

(Question)

Okay, thank you.

Okay, I will take the two questions. The first one, Mr. Ramadan's… the relation between the whole presentation and the research. Ya.. I told you before that I will deliver the presentation about student and Wikipedia. So… this phase that students (suara tidak jelas) use Wikipedia, that they really use Wikipedia, but we have to know that students get… that students use Wikipedia in a proper corridor in a good way so that they will not have such a plagiarism, then they will not have duplication, so this research proves that Wikipedia is helping, but we have to know the limitation.

And then for second question… for Ms. Risma… for Indonesia itself… I agree that most of the students use Wikipedia, and I think the text that has been showed to you is almost the same with in Indonesia because of I myself is an active Wikipedia user… yes.. is there any question?

Okay, thank you for your attention. Wassalamu 'alaikum wr.wb.

STUDENT 2

Today, I'd like to give you a presentation about Helping Children Learn Vocabulary During Computer Assisted Oral Reading. First thing, I am going to ask you, do you find any difficulties in … uh… while you are reading? Yes? What is the most obstacles when you're reading? Difficult to know the vocabulary… the limitation of the vocabulary. So, that's why I bring you this presentation. And this presentation is from America.

So, to start… firstly, you have to know about what is computer assisted oral reading. The CAOR is one of the methods that is used by the project listen's reading tutor. And then… next… project listen reading tutor itself is computer software program that uh… recognize children's voice because children will listen the story uh… from the software, and then they have to read it aloud, just the same story that have been set by the software… by the narrator in the computer. So, the LISTEN itself is the acronym from *Literacy Innovation that Speech Technology ENables*. This kind of project is the research project from Carnegie Mellon University, from Pittsburgh, and it is from united state of America and this research project has been created … uh… since 1994. So, uh… they created this kind of software… computer that helps children to read and the other advantages is to help children to learn vocabulary. So… uh… this kind of project … um… has been used for 20 years, it even has been used since I was born. So, next…

How does the CAOR work? How this work? Firstly, it is called word-by-word highlighting, there are uh… there are sounds of the narrator, the reading by the narrator in the computer software that lead the students to read the sentences in the box that has been given, and then each word when the narrator say the word, it will be highlighted, so when the record play the highlighted will be moved along with the sound of the narrator, and then is word-by-word playback, after the children hear the word from the record, they will be able to click the word, to playback again the word they don't yet how it is uttered. And then, recue word, recue word is … uh … while the record … uh… after the step of word-by-word playback, the sound of the record will be played along, and then they will be one word that is underlined by the software, and it has no sound in the software, so the children have to utter it by himself, and when they get stuck, or they cannot utter the appropriate way, there will be a column 'help' that the children will see that it is how it is uttered. Then, rhyming hint, since uh… this is a word-by-word uh… sentence uh… when the record say the sentence… uh… utter the sentences, there must be a word in the sentence, right? In the rhyming hint, each word … uh… not each word… but the difficult word will be come, and then… for example in the word 'feel' , there is a rhyming hint

there uh… will be likely uh… the same like heel for example 'feel' … the same words… almost the same words like minimal pairs… the minimal pairs of the words like feel that the computer software will give students any other of the words that almost sound the same, like 'feel' and 'fill', that is for example from the phoneme or from the words itself. And then decomposed a word, it is… decompose a word is the word highlighted for example that heel … that cue words that each sound h-e-e-l will be highlighted uh… alphabet per alphabet, so it is decompose a word. And then next… show a picture for a word, after that they know how to pronounce it, and then the computer will give them pictures uh… that give the meaning of the word. And then next… playing a sound effect, the sound effect is also for the meaning of the words, and then after they hear and they know how to pronounce it, and then the children have to… have to read it aloud in the same accent, in the same way so they will be able to pronounce the word and they will get so many kinds of vocabulary by what… from what they do. And then I have the video for this kind of activity… the example… sorry for the technical error… it is the video…

It is the example of the use of COAR, and the next… this is the kind of software that is using the computer, so there is a sentence, and then the sentence will be highlighted, then if the children don't know the meaning of the sentence they just have to click at the word, the word… the word… they will be the meaning of the word if they don't know.

So… uh… this is the equation of new words learned per day when CAOR by the children, you can estimate them by using this equation. Next…

And then this is the advantages of using CAOR. The first is helping children enrich their vocabulary, since they will read, reading is kind of activity that can enrich the students' vocabulary, and then in the computer software if they don't know the meaning, they just have to click and then they will be… help them and enrich their vocabulary. And then next, helping children improve their reading skills, because they will do reading a lot and then they will do the reading activity uh… like reading aloud so it will be uh… not really make them bored because they have to speak of course. And then helping children improve their speaking skill, since they do the reading aloud, they must be improve their speaking skill, especially when they have to read aloud, they have to listen to what the narrator say… for the sentences. Then next, helping children increase their knowledge, it will be increased… yes… because the book that they read is not just a comic or a novel … it can be a science book, it can be any kinds of book that they can read so when they read it they will get the knowledge or something new. And then learning through an authentic speaker, since they do the reading aloud, they have uh… they must speak uh… learn… uh… acquire… acquire the authentic speeches because they have to do this by himself, they have to repeat it again.

And this is the disadvantages of using this kind of method. The first is high cost, because it is computer software so each single person have to buy the computer or if it is used in the school for the children, it uh… the school have to buy the computer for so many units. And then, less appropriate for children under 10 as ESL/EFL students, since I said before that it is the research in America, so for children as an ESL/EFL student, they have to

have the basic knowledge in the language, in the English of course, so they will be able to use that kind of software. And then, not yet a commercial product, it hasn't been a commercial product uh… but we can uh… use it by asking them to collaborate with us to make this country… this city… this country has the field test of this… of this research, because the field test of this research has been done at schools in United States, Canada, Ganja, and India.

Next, conclusion… CAOR can help children to enrich their vocabulary so why don't we use for our children here.

Okay, that's all my presentation, thank you.

Is there any questions? Yes…

(question)

Thank you. And then the second please…

(question) oh what level…

Okay, thank you for questions. I'd like to answer the first question… Is it appropriate to use in Indonesia? Okay, since uh… we can use this kind of uh… CAOR project in Indonesia we can use it in the big city in Indonesia, because not all the cities in Indonesia have the same level of technology… yes… because when we put this kind of uh… project in Jakarta, we can use it because mostly people in Jakarta have laptop, have computer in their house, or the school have been use … has used the computer to help the students learn any kind of subject. So uh… for Indonesian people… for Indonesia this kind of project can be used but not for all children in all cities in Indonesia, just in the big cities one because uh… it needs computer or laptop to do…

And then for the second presenter… what kind of… eh… second question, what level is appropriate for this kind of project? In America this kind of activity is appropriate for the children but for us as the ESL/EFL students, it is appropriate for at least the people or the students of teenager or adult that have basic English skill, so uh… at least they know uh… 100 words in English so not all the words in the sentences they don't know the meaning. But they have to at least know uh… for example in the sentence there are ten words, they have to know about seven or eight words, so they will uh… they can use it.

Okay… that's all my presentation, thank you for your question and for attention…

Wassalamu'alaikum wr.wb.

STUDENT 3

Assalamu'alaikum wr.wb.

Good morning, friends. Yes in these beautiful chances, I'd like to thank to my friends, my seniors, and my beloved lecturer. And in this morning, I'd like to inform… to deliver you about… this… if you can see it… the title is Pair Taping. My name is Putra Nirvana… and let's go to the next slide…

Okay, uh… let me ask you a question. Have you ever felt nervous when you as English major college students… have you ever felt nervous about speaking in English? Yes, of course. Let's see… in fact all of English students uh… English as a foreign language students feel nervous when they are about to speak English, especially in their beginning of study. And then because of that, I'd like to introduce this technique, pair taping. Pair taping is a method to relieve the nervousness (suara tidak jelas) . (suara tidak jelas) Japanese college students majoring in English.

How? How do we do pair taping? Pair taping is a very simple method to be used to relieve the nervousness of the students when they speak English. First, let them decide… let the students decide which will be their partner, that's not have to be the fixed partner, they may change their partner along the way, because of Noonan in 1993 suggested the student-centered learning, we give them a free choice to pick who they want to speak, and then they have to create a conversation, based on the topic of they choose. And then they create it, they talk about it, and then they record it, because of nowadays the students have uh… forms that could record their conversation so they will use that to record pair taping, and then submit it into the picture by email or Bluetooth or something like that… then the teacher will give feedback on the pair… on each pair that is how we do the pair taping. Next…

Then, these are advantages of pair taping. Students develop their fluency and ease in using English. Students will always use English while taping, students get hours of extra practices, the students can get concrete record later of their progress, and these are not the only benefits of pair taping. Next…

And again by pair taping, students feeling the sense of responsibility, because they get the better and teacher can know what their largest problem in it, so teacher can detect the lack of student's spoken skill. Then most students enjoy their experience in taping and recognize its value, become their place to record their conversation.

So, in conclusion, for us, teachers wannabe are ready to use this method proposed by Schneider in 1993 because it is a relatively easy to use method, and then easy to evaluate, and it shows a great or significant progress based on the students speaking ability, so that's all for my presentation… any questions? Yes…

(question) Is it applicable for every grade students? Okay, next…

(question) what do I suggest for them… okay…

So for the first question, ==Schneider himself in 1993 taught this method based on his research in university in Japan==, so English student… uh… students majoring in English in university level is the most suitable for this method, ==maybe in basic speaking or public speaking or something like that==, so… university level is the most suitable for using this method.

And then for the second question, how… what about our students in remote area? That for student in remote area, teacher have to suggest that recording tool or recording gadget… and then how do… the recording gadget of the school uh… the school must provide the recording gadget even though it is only one tape recorder, so ==one tape recorder can be used for many students==… so they will use it um… take turn… they will take turn to use the recording gadget. Is that answer your question?

(confirmation)

Yes, of course… that is not only the disadvantage of this method. Another disadvantage of this method is honesty. Dishonesty, of course, why? Because we give them the freedom to choose their partner, freedom to choose their topic, and then freedom to record their conversation, anywhere… anytime, so because of that, =='tricky' students will tend to cheat== because ==they will just… come on let's just make the conversation and read it and record it… they will just read it==. So for that disadvantage, ==I suggest that there is a final test for this project like what… uh… speaking examination for the conversation==. Is that answer your question?

Okay, thank you very much for your attention, that's all my presentation, these are the sources.

Wassalamu'alaikum wr.wb.

STUDENT 4

Okay, good morning, everyone. My name is Vegha Mardhatillah, I am from FBS. Today in this beautiful moment, I am going to deliver a presentation about Using Semantic Mapping to Improve Student's Vocabulary. ==The purpose of this presentation is to give you information about semantic mapping that can be used as one of technique classroom later==. Okay, before I start the presentation, I want to ask you questions. What do you think the most important thing that we have to learn in learning a language? Yeah… vocabulary. Who is in this class that thinks that vocabulary is not important? If there is anyone who think like that, please raise your hand. So, all of us agree that it is important, right? Why vocabulary is important because vocabulary is regarded as the hard in language learning and language use, because it can't (be) separated with the language learning process, it makes the sign of the language. Without vocabulary, we can't convey meaning, communicate each other, and express your ideas. Besides, ==the lack of vocabulary can create a barrier that in learning according to Bloom== such as in English.

Why students should improve their vocabulary in English? First is facing problem, students always face problem while trying to understand English, then lack of vocabulary retention. These things happen because the student uh… only reading and learn the word, in order to be able to perform well in the achievement test… they are not interested in what they are reading. So the students need a technique that can improve their vocabulary. One of techniques is semantic mapping. Semantic mapping is a graphic display which used for teaching and expanding vocabulary in which students categorize words presented to other words. Semantic mapping require the teacher and the students to cooperate, working together to build diagrammatic map which indicates the association of words.

How to implement this technique? There are five steps to use the technique. First is introducing, in this step the teacher tell the student about the topic… or the reading passage that the student will read. And then brainstorming, in this step the teacher ask the student to say and tell the cue words that related to the topic. It enables to recall the student background knowledge. And then, categorizing, the teacher ask the student to make the association of the words, the teacher and the student decide the heading or the level of each word. And then after that the teacher asks the student to copy the map. And then, personalizing, after the students copy the map, the student can change the map by eliminating or add words. After that, generalizing, the student and the teacher decide the final shape of the map.

These are the examples of semantic map… This semantic map used for elementary student.

Then, I will show you… I will show you a video… the class that implements this technique. These are the keywords from the passage that… that students are going to read… the teacher use the process… uh we call that brainstorming… the teacher uh… written down… uh… what students tell… that related to the topic… then the teacher label uh… label each of words.

And then, this video show the technique implemented in… for elementary student… the teacher read the text… then after the teacher finish read the text, the teacher ask the students to remember words that are uttered in that story… after the teacher finish writing the words, the teacher ask the students to categorize… the labels… and then the teacher label the categorize… first which animal which have fur, and then feather…

Okay… the advantages…. The advantages of using this technique is … are… help the students to identify and remember the meaning of words… the new words… it helps the student in easily skip the entire of words. And then helps the student to activate their background knowledge, it say it helps the student through the brainstorming step, the last is build a long term retention, because the students not only… don't only know about the words, but also the meaning of the words.

And then, disadvantages… in using this technique. First is generate by word… while the speaker or the students asked to tell the words related the topic, they usually tell many

words. And then, confusion. It happens because eh… when the student don't know the words… if they don't know the meaning of the words.

The last is conclusion… so the teacher can use semantic mapping as a teaching devices in their classroom. Using semantic mapping can be beneficial… effective in teaching, so we can increase and improve students' vocabulary.

That's all for my presentation… is there any question? Yes…

(question)

Okay, then…

(question)

Okay, I will answer the first question, first you say is it suitable for students in Indonesia? I think it depends on students' proficiency level when using the technique I gave, right? If English as the second language or… the first language, it can… the semantic mapping can be effective… using in the classroom. But if English as the foreign language, it is hard for students follow instruction of semantic mapping. Is that answer your question?

And then I will answer Dhanti's question. This technique, based on the article that I have read, this technique have implemented in Iran and Turki, and the result of this research is the semantic mapping can improve students' vocabulary.

Thank you, that's all my presentation.

Wassalamu'alaikum wr.wb.

STUDENT 5

Good morning… firstly I want to introduce myself before delivering my presentation, my name is Puji Rahayu. Today, I am going to deliver a simple topic, the title is Children and Gadget.

In this presentation, I want to deliver what is gadget, and then why we usually provide children with gadget, and then the advantages and disadvantages of gadget for children, how to prevent bad effect of gadget, and the last how gadget can help children as the learning media.

But first of all, I want to ask you a question. Uh… is there anyone who have a little sister or brother? Do they already uh… know uh… or often uh… dealing with gadget? For example, what is the gadget… please, Ms. Tami… So, Ms. Vega, what is your sister's uh… gadget… okay… the next, please…

First, I want to … uh… what is gadget itself? Ya, the first definition of gadget is gadget is a small tool such as a machine that has particular function, but is often thought as a

novelty. This is the definition I took from Wikipedia that almost cover what is gadget uh… means. The second definition is a mini application that stays on screen to provide quick functionally, I took this from encyclopediapcmag.com. So these are the basic definition of the gadget itself.

Next, what is uh… usually a common gadget that usually dealing with us? Can you help me to mention? Computer… I mean the electronic… okay, but like computer, tab, and iPad um… nowadays.

And then next, ya, I want to show you a common case, this is from website indiaparenting.com, "my son loves video games. He always wants the latest games as soon as possible. There is also a lot of peer pressure for him to get these gadgets. I feel I am spoiling him by buying the gadget he wants, should I give in to him when he comes up with something new that he just must have?" So, these cases… and I took this case because gadget… it concern… um… it must be concerned by us… um… parents and teacher soon to be. Next…

Ya, this is the data I took from…um… from website, According to one study, nearly a quarter of parents have given their kid a smartphone, iPod or iPad to keep them busy while they take care of business or work. Nearly 40% of kids aged 8 and under have used tablets or smartphones in some capacity. And tablets usage by kids aged 12 and under rose nearly 10% from last summer to fall, according to another survey. I will show you the picture, this is the presentation of how do kids use tablet or their gadget, the first rank is why they use gadget is playing the downloaded game, um… the games here is like action game… um… any kinds of games which is need solution to solve. And the second rank is in educational purposes, from this presentation, eh… from this picture… I think the most reason why children use the gadget is not only for educational, but the first one is also for their pleasure… for playing games. Next…

So there are some reasons why parents usually provide their children with gadget. The first is the parents' erring on the side of indulgence, what I mean here is like we all uh… most of all we already know that our parents are busy with their business, like I have a working mother as a teacher and my father is also working, so I rarely assisted by my parents at home. So, parents' erring on the side of indulgence… uh they are tend to give their children the gadget because they are feeling guilty because they can't assist their children uh… interacting with their children at home seldom or often. So, they are giving the gadget to the children as a friend or tool… that can assist them while their parents are out of house… out of home. And the second is peer pressure. The peer pressure is also uh… can be considered as important. Why? As you know that the kids are oftenly dealing with their friends outside. If the children take a look at their friends, uh… then they barely think that he/she has a gadget or she had a new phone… um… 'why should I don't have a gadget for me?' Or … 'I think I should have one, so I want to ask to my mom to buy me one'. Like that. The third is gadget do not just keep kid occupied, but they can also help them grow and learn. So, the parents may think the gadget is important for their children, it not only for their pleasure but also for educator. Next…

Here are the advantages and disadvantages of gadget for children. The first is the advantages. There are four, first to stimulate their sense and imagination uh… in… this advantage can be given by the gadget if they… the gadget are … um… what… are dealing with the brain games or something that dealing with the process of thinking and solving problem. And next is promote listening ability, learning of sounds, and also speaking ability, this advantages we can get from gadget because uh… as we know that gadget is not only um… show us a text or only… ya… written form, but it could be… uh… provide us by the sounds… how does it sound like… and so on. And the third is encourage the cognitive learning and development of analytical skill. And the last is build-in the innovative thinking, investigative skill, and strategic thinking, and foster the creativity potential of kids. So, these two advantages is the examples of advantages from… from educational games usually appear in our gadget… application. Next…

And the disadvantages of the gadget, there are three… first is it can affect mental growth. Why it can affect mental growth because as we can see around us the children with uh… the children that are usually or oftenly dealing with their gadget are, I think, they are less… less socialization with their surroundings, they are prefer to join or to enjoy their own gadget and do not pay attention to their surroundings. It can affect the mental growth, they will be uh… selfish and … selfish and also unfriendliness in the future. The next is restricts the physical activity. Um… we know that children are usually… commonly… uh… should have more interaction with others by playing outside, or running or something um… what doing real games in outside… not only dealing with… something that they can catch or hold in their hand, but the physical activity is also important, but if the children get addiction in gadget they can restrict the physical activity, they can be unsocial person in the future, and the last is causes physical and mental diseases. Here, the first physical diseases is … for example is the children will start to lack of sleep, lack of proper sleep because they are continue doing the game or something with their gadget, so it can be lead them to be aggressive and having sleep fear and inferior in nature. Next…

These are how to prevent the bad effects from… of the gadget. The first is there must be a good reason to give gadget for children, whether the parents are haven't enough … to get… to… give the gadget to their children, there must be a good reason to give gadget to children, for example because he/she really need it… because it can provide the media for their study, or something like that. The next is to monitor the hours spent for gadget, the parent should consider or pay more attention of how many hours their children pay… or spend on their gadget, so it can be… uh… we can … or teacher or parent can use… uh… can give a suggestion. You only have… uh… "you only can use it for two hours and then you have to study or go outside or playing with your friends and something else". And the third is giving peer pressure is avoided, because when children have a desire to have a gadget because they want to follow their friends, it will be bad effect or … it will give bad effect to the children. And the fourth is try to interact more and prevent the children from feeling isolated, next is try to communicate as a kid in order to make them understand, so if we are… uh… what… saying a hard word to the children, they will …

they won't understand what we are going to say… what we are going to deliver or to warn them, but try to communicate as a kid so that they can understand what we are going to … to… to say. The last is involving the kids in different educational gaming websites. Next…

So, this is how gadget can help children as learning media. The gadget can help increase the verbal exchange, and then teach vocabulary, and then improve reading ability for the children themselves.

Okay, the conclusion of my presentation is use gadget wisely because gadget is like two side of coins, once it is good for helping children and students learn, but on the other hand it is also a boomerang for the parents and the children themselves if they are already getting the addiction over gadgets.

Okay, thank you. Is there any question? Yes, please…

(question) Okay I will take the other question first….

(question) Okay, thank you for the question.

First, I am going to answer Ms. _____'s question. As an elder sister, what can we do to make the gadget can be helpful for our younger brother or sister? I think, um… I am an elder sister too, and my brother is also addicted … I think I call it addicted because he can spend more than five times… or six hours playing on his hand phone… I think we can help them to avoid the addiction by doing or giving them references or… ya references um… or give them the notice like "if you want to play with your gadget, for that long time, you can um… you have to find another website or another application that will be useful for you too, so you don't um… you will not only take or get the pleasure but also get education site, so it won't be useless for you to spend that long hours to take care on your gadget". I think that's the way.

And then second question come from Tika, how… uh… what can you do to limit… uh… limitation time for the long won't work… uh… for the children. I think it is the last way, if it is um… what… um… terrible case, if the children is already too addicted to the gadget, I think the… we can… what… um… take the gadget away from him, or make them busy with another task, or we can ask them, you have to do this first if you want to play the gadget… um… so give the straight … um… ya strike words so that they can cancel or um.. limit their time in dealing with their gadget in them, so I think they are busy with another task will be working.

Ya… thank you. This is the end of my presentation. And thank you for your questions and attention.

Good morning.

STUDENT 6

Assalamu'alaikum wr.wb.

Good morning, Mrs. Helena. And good morning, all audience. Thank you for the opportunity given to me. Uh… first, before I continue to my presentation, I'd like to ask you a question, what is the most important organ in our body? Great… two thumbs up for you. Okay, let me ask you another question. Have you ever heard heart transplantation? So, we can live without heart, have you ever heard brain transplantation? Not yet… So it means we cannot live without our brain. So the next…

And here is my… okay… the title is Brain and its role. Okay, my name is Bayu Aditya , and please enjoy my presentation.

This is the outline. I'd like to inform you what is brain, the role of brain, whole brain teaching, and success men empowering their brain. Now, let's go to the first part.

What is brain? According to Wikipedia, the brain is an organ that serves as the nerves system in all vertebrate … and most invertebrate animals … only a few invertebrate such as jellyfish, sponge, starfish that do not have a brain, even if diffuse neural tissue is present. And you know insects? Insect does not have brain. If you cut off the head of insects, they can live, because the nerve system is not in the head, it is it the body. The name in Indonesian is saraf tangga tali. Okay, it is an organ close to the primary sensory organs for such senses as vision, hearing, balance, taste, and smell. All of… some of these sensing or… primary sensor are located in our head. Right, visual, hearing, tasting, all are near to our brain. It is the most complex organ in human's complex body. We cannot deny that.

Okay, then, I will tell about facts about brain. Human are considered as the most intelligent creature on earth. Do you agree? So how? How can we be the most intelligent creature? Because it can be measured by brain to body ratio. Brain to body ratio must be 1 compared to 7 pounds uh the… of the body. And mouse and human has the same ratio. Why we are still the most intelligent, because our brain larger than mouse. Look at the ant, their brain has only the small portion of their body. That's why they are not uh… intelligent like us, they cannot make any buildings, right? They will make nest, but they will not make building, right. Next…

Okay, this is another fact about human's brain. We have weight 2 pounds… 300 or 400 grams. Compared to our body, maybe 70 kg or 80 kg. __ when we inhale, every time we inhale, oxygen are consumed by the brain. 25% of oxygen we inhale are consumed… is consumed by the brain. There are nutrition, as well as the nutrition, 25% of our nutrition is consumed by brain. Can you imagine? Small part of our body consumes ¼ of our nutrition and our oxygen. Then, our brain consists of a hundred billion neurons. Can you imagine? And 75% of our human brains are made of water, can you imagine? Our brain is water? And then, when the brain active, it produces power about 10 to 23 watt, bomb, you know bomb? And these are the other definition you can see that. Next…

So, what is the role of our brain? The role of our brain is … actually brain consists of two parts, left brain and right brain. This is… the blue one is the right brain and the brown one is the left brain. You can see there. Left brain do analytic thought, logic, language, reasoning, science, and math. Written, number skill, right hand control. So, it means that we are in English department students, ==we learn language, mostly in the classroom we use our left brain==, it deals with the language. And all the science students use left brain also. Then, why the left brain control right hand? Because there is a piece near our neck, the piece in our neck… that control uh… the left brain control the right body, the right brain control the left body. So the right-handed person is dominated by the left brain. Then, the right brain functions as awareness, creativity, imagination, intuition, insight, holistic thought, music awareness, 3-D forms… we see 3-D forms using our right brain, and left hand control. Okay, these are the physic or the major role of our brain. So what's the specific one? Next…

Ah… this is men vs. women. As you can see here, okay, let's deal with the left brain first… this is the left brain … this is the right brain… The left brain… women always say men logic… use your logical… use your senses… It means that our… men … yes men… your man… uses his left brain. If… ==if he uses his right brain, you can question her… him==. Most of them use their left brain, if they use the right brain you question him. Then, why uh… women are so sensitive? Intuitive… ==That's because they use their right brain dominantly==. Here… supportive, expressive, emotional… do you agree that women are emotional? And then talk a lot… do you agree? Feels… you use your feeling. Okay, next…

Okay, here… whole brained teaching. Because of the different role of left and right brain, so as a teacher we need to use whole brained teaching, this is the main our discussion. What the meaning of this, you can see Madon's presentation. Now, using pictures, shapes… so what is the best technique? ==All of the techniques can be used==. And then kinesthetic, you know kinesthetic? ==The movement, we can use our movement connected to the brain==, how? Do you know, how you ever heard TPR? Yes… Total Physical Response. Okay, madon, please raise your hand! Aha… okay that's the example of TPR. Okay, next…

I'd like to show you about the success men in empowering their brain. Next… do you know him? Of course, who doesn't know him? Albert Einstein. You ==know this is a very very old people== in (suara tidak jelas) What about him? Ah so, okay… the right and the left brain. ==So when he use left brain he seem so serious==, what about the right… he's crazy also… next…

Do you know him? Yes, you're right… Stephen Hawkins. He is a professor and he's a physics. Why he is like now, because he got such a brain disease… you know meningitis… ==It's kind of other… uh… brain disease.== And ==if we use our brain well or more significantly, what can we be? Because based on my resources, we use only 0.001% of our competence==… can you imagine? 0.001% of our brain competence. ==Einstein use==

0.005% of his brain competence, based on research. So, if we use our brain… whole… then what can we be… next…

We can be him. Or… if we use this 100%... based on our competence… we can be… uh… let me state that an alien use 102% of their brain competence, that's why they are so so clever… next…

Okay, that's the left brain, and this is the right brain, do you know him? That's true. And his student, Beethoven, do you know For Elise? Before I go to the conclusion, I'd like to invite you to raise some questions.

(question) How to maximize our brain capability… okay, I will answer it directly. First, by practicing. How? By simple practice like this … can you do that? Yes… brain gymnastic. Yeah right… By doing the left brain… uh learning language by connecting the left brain and the right brain, like language to picture, language to music, like that…

(confirming question) oh… this is just one way… one way. The other way, connecting the language to music, or language to picture, and so on. Other questions? Have you all understand…? Okay I'll give you the conclusion.

Brain is a very essential organ of our body so that we should protect it well. Protect it well… do not drink beers, do not smoke. And our brain, left brain and right brain in order to contain huge competence we need to empower them well. Then in teaching, teacher should use whole brain according to our students need. Because one student is maybe left-brained and another student maybe right-brained, try to collaborate both so the students don't easily get bored like you. Okay, left-brained people are more logical… men, we are more logical. And right-brained people are more intuitive, women then… uh… understanding our brain works help us understanding our couples. Having both brain balanced is outstanding, but optimizing one brain is amazing.

And these are the resources. Before I end my session, please click the arrow.

Okay, thank you every body for watching. Thank you very much for kind attention. My suggestion is our society tend to appreciate our left brain, our IQ, right? So do not focus only on the left brain because we have two brains. Okay thank you for your kind attention, thank you Ma'am.

Wassalamu'alaikum wr.wb. Good morning.

STUDENT 7

Assalamu'alaikum wr.wb.

Good morning, everybody. How are you today? Uh… let me introduce myself, my name is Mutiara Eka Risanti, and you can call me Mutiara. Uh… today, I'd like to talk about Using Intervention to Respond Student's Misbehavior in the Classroom. And the content

of my presentation is… are… the definition of intervention, types of intervention, and how to use intervention in the classroom. Before we talk about this, have you ever experience about um… in handling student's misbehavior? Do you have any experience, Ms. Ika?

(Sharing experience)

So, we will talk about it in classroom intervention. First, let's go the intervention first. What is intervention? So, according to Savage, intervention is something undesirable, painful discomforting that is applied to the students in response to misbehavior. In the other words, intervention is the negative response, given by teacher to respond the student's misbehavior. It's different with reinforcement. Reinforcement is a positive response to the student, and intervention is the negative response to the student. So, next…

The types of intervention. In here, there are five types of intervention. The first is extinction, the second mild desist, the third is reprimands, and the fourth is time-out, and the last is severe punishment.

So, I will talk about the extension first. What is the extension? Extension means the teacher ignore the students who behave inappropriately. But, the teacher should praise uh… giving reinforcement to students who behave appropriately to give the good example for the students who did uh… behave inappropriately. And the second is mild desist. In here there are two types of desist, the first is verbal desist and the second is non-verbal. In the verbal desist, the teacher could use a something like 'be quite please' and 'attention please student', and so on and so on. And non-verbal desist, the teacher can give the student such uh… eye contact… 'meaningful' eye contact, it can be such an expression or the gestures which show that the teacher didn't like the student's misbehavior. And reprimands. The reprimands means the warning from the teacher, but it is said that the teacher should warning the student in personal, don't warning the students in from of the class, just warning the students personally, just between the teacher and the students to behave appropriately. And next is time out, time out is used for more serious misbehavior. In this stage, the teacher give the students uh… what… give the students time to reflect what they did uh… is that… uh… is her behavior is good in doing in the classroom or not? And so on and so on. And the last stage is the severe punishment. In this stage the teacher could give responsibility to the students to solve the misbehavior to school law or BK… Bimbingan Konseling. And next…

How to use intervention in the classroom? The first, use intervention quickly. So when the misbehavior start, the teacher should stop it directly, so the teacher intervenes student's misbehavior at that time, so it not be continue in the other time. Just intervention after careful consideration. In this… here… the teacher should consider what the students will interpret with the intervention, so teacher must be careful in choosing the intervention. Next, use punishment related to the misbehavior. Ya… actually the teacher should use the punishment related to the student's misbehavior, for example when the

students did not uh… doing the assignment well, the teacher could ask them to rewrite again the assignment or something like that. Then the last, avoid the complex, time consuming intervention system. Since you have to continue your learning process, you have to not choose the complex intervention because it's time consuming, so you will not focus on the student's misbehavior, right? So just give them the simple intervention. Next…

That's my conclusion. Based on the types and the how to use the intervention, by applying the intervention, the teacher could reduce the student's misbehavior in the classroom. Ya… that's all from me. And is there any questions? Yes…

(question) yes…

(question) okay…

I will answer the first question first. You ask about non verbal punishment related to the student's misbehavior. Okay, when you are uh… explain the material… uh of your lesson, and some students for example have a chit-chat, so you can (act outing the sign) something like that. Yeah, is that answer your question?

So the second question, is the children's prison could be the severe punishment? Yeah, it could be the severe punishment. Because, from what I read, the severe punishment includes the BK and the prison. Ya, thank you.

Thank you for your attention. And thank you for coming. Good morning.

STUDENT 8

Good afternoon, everyone. So, my name is Dhanti Praspani, as you can see in the slide. And also you can see what I am going to talk about… The Out Class Education for EFL Learner. So is there anyone here who does not like to go outside? All of us like to go outside, right? So, basically I will tell what… what the theory that based this out class education, how to apply it, and why we should apply it.

So, what theories this based on? This is based on the experiential learning. So, according to the cycle, the core cycle, the learning begins when someone is experiencing something. And then they interpret the experience, then they naturalize the experience… they acquire it to undertake the several experience. And the last, they apply the experience. So what kind of experience that would be best for the learning? Of course the kind of experience that you experience directly, right? That's what the theory that makes … that… inferred. Next…

So, what activities that can be used? There are plenty activities that I'll only explain several of it. It is identifying objects in street or park for the reference, following maps

and directions, interview and surveys, visiting the museum, art galleries, historical sites, surfing the internet, emailing, and also using television and radio. Next…

Identifying objects in the recreational places. So, is there anyone of you that have been to the recreational places? Almost all of us, right. So, what kind of the recreational places that you like? Park… zoo… yes… anything else? Yeah… museum.

So, this is still in the elementary level of EFL, the focus is vocabulary building and direct question form. Here, for example when you see this kind of serial part, we can still let them ask, what kind of animal is that the shape of the grass making? Okay, that is a giraffe. And we can also ask them another question like, what color is this flower? And then they will tell us that the color of the flower is red. So, actually it's not only building vocabulary, but also we can try them to make simple sentence to answer our questions.

Okay. Following map and direction. So this is for the level of elementary up to intermediate. And the topic is understanding direction, asking for direction, and giving direction. So, basically the teacher should make directions in English for them to follow, it's like the treasure hunts, so for example you give them one paper of directions, then they will follow it, and then they will find other directions that will lead them to another things. So it is still stimulate them but is fun learning. And then we can also ask them to make the same task for their friends… for the higher level students, so they can also share fun with their friends. Next…

Interviews and surveys. So this is for elementary but also till advanced level. The focus in on direct and indirect question forms, and vocabulary building (depending on subject area(s) selected). So, basically, for the lower level students, we can ask them to go into places that have … that has many foreigners… or bules… and then we can ask them to greet the foreigners and then ask them a question like 'Hi, sir.. can I ask you a question?' yeah since they are still children, people won't mind. But for higher level students, we can ask them to make a set of questions or surveys, for example college students like English education students, they can ask questions in English, so that they can practice. Then, visiting the museums, art galleries and historical sites. It's for elementary up to advanced. And the focus is to… as you can see. For example if you teach the lower level students, you can tell… ask them to name the… what do you see in the museum… and to name it in English. Then "can you tell me the name of the days", and so on and so on… and then "can you write this on your preference… the objects". Now for the higher level students, we can ask them to be a guide tour for their friends or for foreigners that happen to be there. I also did use that for my high school English club, so basically we went to the museum, and we met the foreigners and we asked them like 'hi, may I have your …' yeah something like that. And we ended up just chatting, and then they are crazy for … So I think it can improve student's confidence, for coming to the foreigners also. Next…

Surfing the internet. So, usually for the pre-intermediate until advanced… the focus is as you can see. So for the lower level students, we can still ask them to search what is the hot issue that is happening of the day. And then you can ask them to tell what site they

happen to be… to find… and that also perhaps we can ask them to search for specific information on the specific site. But for higher level students, you can ask them to make a project, for example uh… imaginary trip… for example tell them to make a travel to the New Zealand, and then they will have to search all the information how to go to the New Zealand, price of the flight, then places that are interesting to be visited, and ask them so many things. Next…

So, fourth, emailing. Okay, for pre intermediate until advanced, the focus as you can see… And for emailing, so you can ask them to find a pal, an email-pal… so because there are so many communities, they will find pal from anywhere, they can find friends from the other country in their community sites, and for girls who like Korea, there are so many fan base in the overseas, right? Then you can ask their email and you can email them about how much you like your idols. That will be very fun conversation with the people overseas. Next…

Television and radio. So this level is for intermediate till advanced because listening to the television won't be that easy as you know. And that for television, you can ask them to watch or listen to specific show like pop star or maybe scientific education, or something, so they just make a summary or report on that show. Then, I'll demonstrate it, they will be demonstrated…

(playing video) so, I think there's a technical error. Okay, let's skip that. So, you get it basically, right? So you ask the students to watch a program and ask them to make a report or a summary. Next…

Okay, so we come to this, why we should use this? Because students will get the advantages from that. So first, a good listening practice and vocabulary reinforcement from variety shows, film, lecturers, and also they will be able to practice listening to foreigners outside the class which will be very different from listening to your own teacher, isn't it? Then it is a way to execute everyday language transaction. So, if the teacher doesn't tell them to, the students won't practice their ability of speaking English, right? So, this is the good chance for them to give them what they have been learning up till now, and you can see is there any improvement in their learning. And it's a great deal of cultural knowledge and insight, so when you speak with other people you will know about different culture, because you go outside, you don't only see the room inside the classroom, but also you see the different things outside the classroom, Indonesia. And then, also develop English skill for outside class activity. So do you still remember what I have told you about the email-pal? Yes, so if you share to them, because usually we will get fun from exchanging the information from friends from overseas.

What are the challenges? Allwright argues, no "teacher-proof' teaching materials" or resources, so this is an easy and fun learning, so some thought that the students won't get much input from that. And then, practical details such as permission, opening hours, additional cost, change of the website, etc must be checked, so before you go to any places you should check that, inform your students about the cost for example if you want

to go to museum to… display to them. And then considerable preparation and extensive teacher support are needed. And there must be sufficient resources and computer-literate teacher for activities involving the internet or email. So it depends on your students.

Okay, conclusion. So, the outside class education can be used as an extension of the classroom which brings authentic materials for the students to learn. Because I really concern that the topic use too many technology and perhaps we forgot to use the world that has been there for us, that has been provided for us, so because we're trying so hard to input the world inside the classroom, why don't we let the students go outside the classroom.

Yes, thank you. That's the end of my presentation. These are the resources. So I open the question session. Yes …

(question) okay, so there are three questions. First how should we watch the students so they won't play outside. So that's why I tell you to make a worksheet for them to fill, so if you go for the museum perhaps, for example, you make a worksheet about what kind of things that there is in this museum, for example in the national museum, you have to fill that, and then you have to tell the students that this will be included for your score, for your final score for example, so they will be scared because of that then they will try to complete the task no matter what it takes.

And then the second question is money consuming. I, personally, in my opinion, rather than buying expensive computer for the technology learning, I think it's better for us to spend little money for outside the classroom because I think going to the museum won't be that expensive, especially if you go through the public transport, I believe that money way still acceptable.

So the third question is applicable in Indonesia. I believe yes, to certain extent, to … we already have that kind of study tour, or go to the outside class, but it's only like once I a year for example, so we can… we feel as a teacher to persuade the principal to make the outside class activities become more than before, perhaps reducing the school fee, it can be done, I believe, but we have to persuade the principal first. Okay, so is that answer your questions? So, is there another question?

So that's… this is the end of my presentation. Thank you very much for all of you who have come here today.

Wassalamu'alaikum wr.wb.

STUDENT 9

Good afternoon, my beloved friends. How are you today? Okay, I am Futichatul Izah, you can call me Izah or Futi. Um.. I am going to talk about The Flipped Classroom. And

here are the content. There are definition, what a flipped classroom model does, what's driving it, the purpose, how, the benefit, and the last is conclusion. Uh before we go to the definition, let's talk about homework.

As always mentioned before, that homework the...the... most of we feel... feel that homework is frustating, right? While homework is essential to... uh... is essential in teaching and in __ because to homework uh... the teacher can... teacher might measure his or her students already understand what being taught in the classroom. Um... so I am going to introduce you uh new method that will make uh homework is... would not frustating anymore. So what is the flipped classroom?

Based on... Vancouver University, the flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom. So it is change homework not in uh... not at home anymore but it is uh during in uh... in the classroom. And then the second definition from Wikipedia, the classroom is a form of blended learning in which students were new content online by watching video lectures, usually at home, and what used to be homework is now done in class, with teacher offer more personalized guidance and interaction with students instead of lecturing. Uh it is nice set up, right? Because um... the student had learned through video and they can watch the video at home and comfortable, for example lower level student can... can watch the video multiple times while higher level student can... can risk everything more quickly. And for ESL and EFL learner, it is also good, right? because it is maximize students to talk more in the classroom while for the teacher it is minimize uh... minimize the teacher to talk more in the classroom, so uh it will become a student centered.

And... here are the inversion. As you can see that in traditional classroom, teacher's role is sage on the stage. While in... his or... the teacher uh give the material today and then they give the task at home as homework. And then while in the flipped classroom, the teacher's role is guide on the side, uh... the... before we give the lesson, the teacher will ask student to... to watch the video and then they come to the class with a picture about what they are going to learn in the classroom. Next...

Here are... uh here are the step in traditional classroom which is begin with remembering,

understanding, applying, analyzing, evaluating, and the last is creating. But in the flipped classroom, in begin with creating first, and then uh... and with remembering. Next...

What the flipped classroom model does. Uh students watch lectures at home at their own pace, communicating with peers and teachers via online discussion. So if a student have um still don't know about the material they have watched, they have... they can post uh... question in the website, and the rest can answer the question or they can hide the question, then they can ask the teacher in the morning. And then the second is concept engagement takes place in the classroom with the help of instructor or teacher. Next...

Here are the theoretical framework. There are two... components to implement uh the flipped classroom. There are educational technology and activity learning to influence the learning the learning environment in theoretical way. Next...

What's driving it. Based on the study got activity than written high school nearly trying, there are two reasons why they use this such kind of model. The first because poor learning outcomes. As you can see, only 69% of students who start high school finish four years later. And the average of 7.200 students drop out of high school each year. Totally 1,3 million students. And the second reason is prevalence of online video. Uh... based on the study, it show that in 2007 there are 15% of internet user who have viewed an online educational video. And in 2010, it increase become 30% of internet users. Next...

Uh the purpose of the flipped classroom is first to see from passive to active learning. So this will allow student to more engaged in the classroom activities. And the second is to focus on the higher level thinking skills such as analyzing, synthesizing, and evaluation. And the third is prepare student for the 21st century. And the last is honors student's time. So when you apply this model, uh the student will not wasting their time in the classroom. next...

How it works. First, you as a teacher have to set up a website or account to home your video or assignment there. And then fill or you can find the video yourself. And then the third is student... uh we have to download the video and then watch the video at home, or in the classroom if they have no internet access in their home. So... and the last is

classroom was spent doing labs or interactive activities to illustrate concepts.

Uh here is where you can create or find videos. You can find it through youtube, discovery, education, brainpop, and learningvid. And it is the application sites to create video.

What is the benefit of the flipped classroom? First, student can pause and rewind their teacher. And the second one is struggling students have more time with the teacher. And the third one, students who "get it" or already understand the material, are able to move on and extend their learning. And the fourth is students are learning and applying technology skills. To apply this flipped classroom, you as uh... students have to know how to operate um computer, right? And then the last is students are more engage in their work. Next...

And here are the students' responses who have applied this uh... this model. And then, here is parent's response.

Before I conclude my presentation, I will show you uh model of flipped classroom. Please pay attention.

(video playing)

To conclude my... to conclude my presentation, the flipped classroom is a strategic direction that helps higher education meet the expectations of today's students while optimizing teaching and classroom resources. So, questions? Yes...

(question) And then Mr. Kenny...

(question) do not watch the video for the classroom activity?

Uh.. thank you for the questions. I'll answer Mr. Ramadhan's question first. Uh I think one of the challenges to implement this model classroom activities is... it is needs uh needs high cost, because to... to access the video, the student uh have to uh must have the hardware, right... they should have computer, uh computer or laptop or ipad or such uh

such um... like that. And it is also need internet access, right? and to overcome this challenges for the teacher I think they should provide in the... at school to provide internet access for their students. For Mr. Kenny's question, I think there is the same case with which student uh do not uh prepare for the classroom activities, so I suggest you as a teacher wannabe, is to allow students to watch the video first in the corner or they... or the teacher can um can ask the student which have not watched the video with uh peer... with the teacher which have watched the video. So they can check their idea on each other. Is that answer your question?

I think it's enough for my presentation. Thank you for coming.

STUDENT 10

Assalamu'alaikum wr.wb.

Good morning, my friends. My name is Alfi Ayuni, I am from FBS. And today I would like to deliver a presentation which title Praise For Intelligence Can Undermine Students' Motivation For Learning. So, in this presentation I will focus on why praising the intelligence can undermine or can increase the motivation for students to learn. And then first I will tell you the definition of praise. Praise is expressing a favorable judgment as your approval or admiration. Uh... praise often occur when someone have done or performed a good job, right? Or in some cases, praise can be occured when someone has reached the highest level of their carrier. For example these three people, Taufik Hidayat, _____, and also the ___. They have reached the highest level of their carrier, right? So I believe that these three people have received a lot of praise either from their coach or from their professors, right? So, next... In other words, praise is a common response to a job well done. Next...

Praise for high ability has been widely accepted as a popular tool especially in teaching and learning process, right? we often be praised after we have a good score or after we perform a good job. And also it plays an important role in students' perceptions of their ability and motivation to succeed. The importance of praise can be seen in Curriculum 2013, right? Reinforcement which includes... praise or reward... is included in one of basic teaching skill. So praise is also a skill that the teacher should have in order to

improve their teaching and learning process. Next...

So, according to Muller and Dweck, 85% of parents believed that praising children's ability/intelligence when the perform a good work or after they get a good score is necessary to make them feel smart. So after they feel smart, they will motivate to produce or to get a good score in the next task or in the next test. Next...

But praising students' intelligence can also have negative effects, right? First is they will see that having their good performance linked to high intelligence. So after they are labeled as smart students, they will think that by getting good score, it means that they have a high IQ, right? And then the second is avoiding the challenges. After they feel they are smart, they want uh prove in the next task that they're smart, so they will avoid the challenging task because it is too risky for them to get another good score, so they will prefer the easier task for them in order to get a good scores, right? And then, the last leading students to be performance goal oriented. What does it mean? It means that the students only focus on getting good scores in uh... instead of uh... having uh... involving in a good learning process. Next...

So student who has or adapted the student's performance based goal will concern mostly on doing better or getting better score than the other uh... students. And they will have fears that failure or getting a lower score can indicate something about their ability. Next...

So when these kinds of student meet the failures or when they get lower scores, first they will be depressed. Since they have uh... high...uh... expectation that they will get the good score in the next ... uh in the next task or in the next test, they will feel depressed or disappointed when they get lower score than before. And then uh... they may perform dishonesty. So, in order to avoid getting a lower score, they will... maybe cheating or plagiarizing in the task, right? And from those things, we can see that they do not respect the learning process, they only focus on getting a good score. So what the teacher should do is to change their mind by ... from praising for intelligence to praising for effort. So imagine that your students have a quiz for writing English test, right... so instead of saying "No doubt you get a good score. You are smart in English... you are good in English!" So it's better say like this "It's obvious from your score that you worked hard to

prepare for this quiz. Work hard.. eh.. Great work!". So, yes.. Why should be effort? Because it is one of the fundamental causal ascriptions for achievement outcomes.

So, the benefits of praising students' efforts. The first is lead students to focus on the process of their work and possibilities for learning improvement. So they will focus on exploring themselves with challenging task, problem solving which mean higher level of thinking, and also they do not afraid of making mistakes or get uh lower score because they have tried their best, right? And then the second, make students learn to attribute their performance to effort rather than stable ability. When the students who get uh... praising intelligence uh they will feel depressed or maybe get lower score, but when students uh... were praised by their efforts, they will feel when they get lower score they will feel like this, "oh I get the best score because I didn't study hard... I should have studied hard"... like that. And next...

So this is the picture I get from our facebook group, we can see that the students who get C+ still can uh... happy with their work because they have tried their best, they have uh... she had put his... uh.. her effort in the task, and then the student who get A- would feel depressed because maybe in the previous uh task, he got a higher score.

So, in conclusion, although praising for intelligence can be benefit for the students to motivate them to get better score in the next task or the next performance, uh... I think we have to better uh... praise uh... their works by their performance, uh... because they will not be depressed and also to avoid them as a performance based goal oriented student.

That's all from my presentation. Is there any question? Yes...

(question)

(question)

Yes, I will answer to Debby first, I think the teacher can know uh... their students have put effort or not, because uh teacher should monitor their students' performance, they have to keep an eye for their students, they have to see the scores of their students and they have to see the improvement, and the teacher also have to uh... watch their students

in daily life, so the teacher can know that the students have put effort in their learning process.

And then for Mutiara, I think that uh students uh... toddlers, or little students can be given this kind of praise because since young they have to know that they get good score by uh... study hard, not only by their intelligence, so they have to study hard in order to get this scores.

Thank you for your attention.
Wassalamu'alaikum wr.wb.

STUDENT 11

Okay, good morning, everyone. How are you today? Um... my name is Ika Sulistyani. And today I would like to... presentation about K-W-L Strategy, have you heard about this strategy? Okay, then I will give you some new information, right? Um... I will present about the definition, purpose, advantages, steps, examples, and common issues that faced by the teacher uh in using KWL chart strategy.

For teacher, we always searching for ways to improve their learning and teaching in the classroom, right? And this one... this is one of the classroom assessment that can be used in order to improve your teaching and learning in the classroom. And Anderson stated that... this is the principle... the principle... the fundamental for KWL strategy. Based on Anderson in 1984, good learners make connection between prior knowledge and new knowledge and in the process construct their own meanings. This is the fundamental... fundamental... um... this is the basic foundation of KWL strategy. And based on this statement the KWL strategy was born by Donna Oggle in 1986.

So what is KWL strategy? Uh... according to Donna Oggle in 1986, KWL is an introductory strategy that provides teacher for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned. So in other word, the KWL strategy is aimed to recall the students' background knowledge and we know that students have... have known about this and we ask them what do you want to know? And after the teacher explain the students about what they want to know, then the teacher... then the teacher lists what they have been learned, the progress and the improvement of the background knowledge itself.

And next, the purpose. The purpose is to familiarize students with the concept of anticipating what they are about to learn, connecting it through their prior knowledge, and

then reflecting on what they have learned. This is the purpose of KWL strategy.

This is the advantages of the KWL chart strategy. The first is activating/finding out students' prior knowledge of the topic to be learned. By asking the students what they know about this, ==the teacher can identify their students' background knowledge== so they... ==the students will um... understand what topic or what material should be learned before they know for.== And the second is allowing students to expand their ideas beyond the lesson. We have uh... W column, in which tells what will you learn? what do you want to learn? the students will um... for example uh we learn... today we are going to learn about parents. ==The students probably may answer with uh... um... how about carrier mom==... how about carrier... ==students may ask something like that== that it means that the students think beyond the lesson, but uh.. we have to limit the topic based on the syllabus or lesson plan we have made. And as the guidance in students' learning. Um.. in the W column, we ask the students what we want to learn, and the students ask bla..bla..bla... I want to learn about this and the second about this, then ==the list of the students' answer we can use this as the background in students' learning==. And helping students to reflect evaluate their learning experience. Uh... after we... we have asked students what they have um... what they have um... know... or what they already know about the topic, and we fill... we give them some explanation, or report, and the last activity they will reflect the improvement... the progress of their learning itself. And to find out what the students have learned by the end of their lessons. Find out uh... the last activity that ==the students uh would find out what they have learned==... uh... what they have learned after the teacher explaining the materials and so on.

This is the procedures of the KWL chart strategy. The first one, initiating the activity, uh... the teacher first must give the students about the instruction of this activity. And before the teacher ask the... give the students the explanation or instruction, ==the teacher must prepare first for example uh this kind of activity... there is two ways... in order to think... in order to be applied==. The first one the teacher use paper... uh big paper or carton that stuck in the whiteboard, and the second one the teacher can use the uh overhead or LCD with distribute piece of paper that contains of KWL columns, ==then the teacher choose the best one based on the class needs or something like that==. And the second one, ask students to fill in the first and the second column. It means that the students should fill the K columns and W columns. The K columns is what you have know... what you already know and what you want to know, the W column. And... and then the teacher explain the lesson. After the teacher know the students want to learn, the teacher explain the lesson based on the students' answer. And the next, ask the students to fill the third column. After the teacher explain the explanation, the students asked to fill the third columns that means it uh... that means it's the L columns uh what they have learned. Uh the teacher measure their students' understanding about the explanation that the teacher give before. And the last is discuss the responses. After the... after the... after the students give the...fill the third columns or give their understanding about the materials that teacher discuss their responses. Because um... ==there is the possibility of misunderstanding or... misunderstanding... something like that==, the teacher must clear up or clarify the

misunderstanding that students have.

The next is the example of KWL chart. I... this is the video about uh... KWL chart by big paper... use big paper...

(video playing)

So it was the video of the KWL chart strategy.

And this is the common issues faced by teacher. My students don't have background knowledge. Uh... firstly you have to know that the children have uh many background knowledge but it depends to the teacher itself. The teacher must be um... connect... make a connection between the students' prior knowledge or background knowledge with the topic they want to learn. And the second is I ask what they want to know, and they think of a zillion things! Uh... maybe for elementary students they will ask uh about many things that they want to know about the topic but since we have uh... since we have the syllabus, uh we can limit their curiosity of the topic itself.

This is the conclusion of my presentation. K-W-L charts is useful to make a connection between students' prior knowledge with the new knowledge. And also, it can maintain their attention to topic they are going to learn.

That's the references I used. And you have any question? Please...

(question)

Uh... I have read from articles that explains that this strategy can be used in reading... mostly in reading, in writing, listening, and it can be... we do it in mathematics... math, social, and something like that.

(question)

It depends on the level itself. The more higher the level, the more the chart will be. Uh... I have the example for the senior high school... uh the teacher add some column, uh the first one... this is K, w, l, and H, it means that How, how you get the information or... something like that, it depends on the students' level itself. Any other...? Okay.

I think that's all from my presentation. Thank you for your attention.

STUDENT 12

Assalamu'alaikum wr.wb.

Good morning, everyone. How are you today? Well, in this beautiful morning, I want to introduce myself. First, my name is Aulia Wulandari, and I'd like to deliver my presentation with the title is The Two Sides of Homework for Students. Well, the aim of this presentation is just to give you information that what uh what is uh... give you uh some information to as a future teacher that you will have to deal with the homework for students, right? First of all uh I want to ask you... Nizar, what do you feel when the teacher gives you about homework?

(audience asked answering) that you have homework, right? Then uh what will you think about homework? Is it an activity that only uh takes your time... waste your time or uh to increase your ability?

(audience asked answering) right, and then Vegha, is it the same things for you?

(audience asked answering) you feel more when teacher give you homework?

(audience asked answering) yes, because of all these students' statement that uh leads us to the homework as a two sides of corner, right? It's good and bad. The... for the first slide, I will uh give you uh from the Con's side.

The Glenn Withman stated that If school is each student's "job", then students are working hours usually assigned to Washington, DC lawyers. Right...uh remaining to the most hours we spend in school and then school uh activity uh... activity in school, and then how much homework we have as a student. Next...

Another statement which against uh to students give homework that Kohn said that homework is all pain and no gain, right? Next..

For Cons also stated that homework can limit the student's uh free time to beneficial activities, such as sport and pleasure time, right? Why? As you know... as a student we should attend the school start from 7 am until 2 pm, right? And then the teacher still gives us uh homework to do at home. And then homework also can lead students losing interest in the subject or even in the learning, is it true? Yes, why? Because when we are too much in doing something that we will get bored, right? And then the last is homework may encourage cheating, right? When you were in senior high school you will attend to the school earlier... go to school earlier, and then cheat with their friend's work. Copy paste... right... and then for the college students, what will you do? change the name... okay... to cheat, right? And then as uh in contrary... uh for the first time I will share about uh there is one school in uh... one school in Arizona that uh it's not limited uh student uh... limit the teacher... to give uh... not allow the teacher to give students homework. Why? Because it's... uh the school only focus on the pleasureness for the students. Right.

This is for the Pro side. Dr. Sam Goldstein stated that homework as an intersection between school and home. Right... because uh there is uh a connection between school and home that uh... students should do uh activity. Next. It is also um stated in the old adage that practice makes perfect. All of you believe in this adage? sometimes... So, for the pro side, say that homework can be a powerful learning tool. Why? because when the teacher give another homework for students, it will increase their ability in that subject. But it also uh the teacher should think about the appropriateness and then the time for the students to do that homework. And then promoting student's responsibility and self-discipline. It um... it engage with the student's time, right? Because uh the students should attend school and then some homework save them to the course which have hold that uh children can help uh can be helped by attend the course. And then involving parents. Why? Because uh homework is should have done in home, and then in home what we uh... who do we have? Parents, right? And then the parents have an important role in their children homework. Next...

Uh this is uh I have the result research from the Dr. Marzano. There is one class that three different teachers. Each teachers uh give different way to give homework. For the A teacher, the homework overall average they gain in that class is 70. And the class overal average uh 72. And then for the B teacher, homework overall average is 85, and then the class overall average is 83. And for the last one, the homework average is 87, and then class average is 72. Right... you see that uh there is differences between the teachers A, B, and C, right? For the teachers A and B, uh there is no... what... the differences is too slight, right? They have no um no many scores between homework and class average, because the A and B teachers uh give the homework that is affect in their students' ability. They can give the students homework that uh improve their ability. For the C, uh is not... doesn't do that way. Is it clear for you?

So uh... as a teacher, you will think that... what is good characteristics homework for your students later, right? First, provide clear instruction for the students. Instruction is the vital things uh when you give a task to your students, right? even in the classroom and either in the... as a homework. Second, use information and materials that are readily available. Especially for the lower grade of your students, right? They cannot um... maybe you can teach them to be individually that search uh any other sources but it is better when you uh give the homework that also give the materials. And then third, reinforce and allow practice of previously taught skills. Right... uh keep in mind that homework is not only uh the unfinished class work, but also uh as a reinforcement from the class activity. Uh like I said before, homework is not just unfinished class work. And the last is the homework should be interesting to your students, right? Because when they feel bored uh will they do their homework? When they don't get interest in their homework, will they do the homework? No... they won't do the homework. And then because homework uh do in home, right? The parents have important role. But most of the parents only ask the students... only ask to their children "have you done your homework?". Instead that the parents should involve in their children homework.

And then what parents can do? First, make a study habit. Right... especially for their children or toddler that they have sent to school, uh the parents should have the study habit, right... because they uh cannot make uh manage their time individually. And second, designate a work area, right... because the parents should have uh facilitate their children to the work area that uh as the homework uh... as a place to do the homework. And then, ask open-ended question about the homework, uh the parents should involve that "what do you should do in this homework?" and then "what the teacher ask you to do this homework?". And then encourage effort to achieve, right... because uh the children have to motivate by their parents. And then offer assistance. Keep in mind that uh offer assistance is different with doing your children task, right? In this way, <mark>you just have to uh "number one should be like this.. with this way... blablabla.."</mark> Not uh "you have to copy this what I have done in your workbook". And then express the high expectation. <mark>It's uh... related to the encourage effort to achieve that when you do your best and then you will get your highest score, and something like that</mark>.

And then, to conclude. For the first time I say that uh as a future teacher you have changed your mind that uh what to think about the homework. From the quantity and achievement to the quality and engagement. Uh there is no matter how much you give your students homework uh every in uh little amount uh of them, but you uh but in that homework you should uh encourage their ability, their skills uh to improve... in improving the skills and ability. And then, the homework should be consistent with the material given at school, right? Why? Because when you give the homework that does... that uh... not... that don't have any relevances uh... that don't have any relation between the materials that you explain in the classroom before, that <mark>the students will... "what should I do with this homework?"</mark> and then uh "why I should do because in the school I didn't learn about this?". And then for the last is <mark>choose the proper homework which can improve the student's understandings</mark> and also interest for your students. Right... this is the source that I used. And then this is the end of my presentation. Thank you. And is there questions? Yes, Septi...

(question) yes... and then...
(question) homework should be put in assessment...

Well, firstly, I will answer from the Septi's question. That the purpose of teacher give homework to the students, right? Uh this is uh there are two purposes why the teacher give homework to their students. First is to reinforce what they have learned in the clasroom, right? reinforce... should be as a reinforcement. and then for the second one is uh <mark>homework can be as an introducing uh assignment when the teacher wants to learn... wants to start about the material</mark>... the new material. Right... is it clear for you?

(confirmation) reinforce and review, yes... is it clear for you, Septi?

And for Zatta, do the assign... uh do the homework uh include in assessment? Well, <mark>what</mark>

I have uh know that homework uh maybe included for the assessment to the students, right... it's to increase the students' score uh when the students get the low scores in... what... in test or something like that. But uh the... maybe that uh most of the teachers said that "this homework will be as final assignment" or something like that, right? And then in fact uh it might be uh additional score to your final score later.

Well, thank you for your attention. And wassalamu'alaikum wr.wb.

STUDENT 13

I beg your focus, please. Good morning everyone. As you know my name is Rahes Syrof and I am from FBS. Okay, let's watch the video first. Please…

(playing video)

Okay I think you can already guess what topic is it for the presentation. Okay, let's start.

So, today, we are learning how to improve our English skills or how to teach how to improve student's English skills by listening the music or songs. Okay, next…

The first is music in English, exactly, benefits… advantages, techniques… how to do, music in class, and experiment. Yes, next please…

I know that everyone loves music, yes? Okay, next please. These are the encyclopedia and some authors' definitions of music. Music is vocal or instrumental sounds or both combined in such a way as to produce beauty of form, harmony, and expression of emotion. Okay, next please. There's nothing more rewarding for teacher than seeing their students' smiling, is it? Students who are taught in fun and creative way. Using music in the classroom is the great way to achieve success and with L2 learners.

The importance of songs in English language teaching. What are the importance? Now, it is hard to escape music and song as it occupies ever more of the world around us. If you are riding your car, you listen to music.

Okay, advantages. What are goods if you are using music in your class. It can improve student's concentration, improves memory, brings a sense of community to a group, motivates learning, and relaxes people's overwhelm or stress, makes learning fun, and helps students absorb materials. Next please…

So other advantages. It can improve our four skills like watching movies, like I presented last time. All the skills includes listening, reading and speaking practice. How is it? We listen the words, and if there's subtitles, then we read it, it helps how to write and we see the pronunciation of the words. Okay, the same way of linguistic areas, includes vocabulary and grammatical structures, and how to connecting speech, ending with rhythm, stress, fluency and pronunciation. Okay, next…

The help of songs focused on the connected speech. What is connected speech? We already talked about this in the last presentation. Okay, we have some vocabulary, we know some words and we have to speak… that is a connected speech. The way you speak. The connected speech is the natural way we speak, linking together the certain words, rather than each word standing alone. Okay. Next please.

The activities that we can do in the class. First, fill in the missing lyrics, we'll see after this. Learn seasonal songs, it will be interesting to or students too. Create song writer profiles, you can ask the students if they know the singer or writer of the poem. Then vocabulary in use, you can make your vocabulary rich because of this. Okay, next we will experiment the song. Here is the Skyfall. Here are the words. Please listen carefully.

(song playing)

Okay, guys. Let's see what we can do with these lyrics. Okay, here are the words that we can put in the gap fill. Okay, who wants to show the first word, who knows? Okay, second… okay next please… okay… okay… okay… okay… I see, okay right… so it still improves your memory too… okay, let's see the original clip. Can you play it, please? Yes…

(video playing) we can see, is it true? Okay, you like this, it makes you will be interested to join the next class. They will be waiting for your next class. It's the strategy how not to make our students bored, interested and waiting to the next class. Okay, what we have learned today? Exactly, okay… and how to pronounce, how to write, and the connecting speeches, intonation. Any ideas? That's my presentation at this moment. Next please…

And the conclusion. Is there anyone who wants to read or ? So, songs actually motivates students. Right now you are motivated, yes? As well as they absorb the materials. Practicing the speech, grammar, and all of the four skills. Okay, next are the sources. Okay, any questions? Two questions… you have chance to ask two questions.

(question) obstacles, what do you mean by obstacles?

Okay I will accept that. The difficulties, the trouble is that you have to have your own media, like speaker, or LCD, laptop, or if you have facilities from your school, it will be a bit difficult to find that. Not all in the school we can find that kind of facilities. Okay, uh,,, is there anything that you want to ask?

(question) beside the facilities? Maybe… maybe it depends on the teacher. If the teacher cannot choose the proper songs, probably it is going to be problem for the students too because it should be in their level. Okay, it's already two questions that I have answered. So thank you for everyone.

Good morning.

STUDENT 14

Good morning. Uh.. what do you feel about this picture? What happen between them? Okay, please…

Actually this is my topic, Gender Gap in Schools. So, first, I'll introduce myself, my name is Nasya Amanda, I'm from FBS. And today, this is our topic for the discussion, Gender Gap in Schools. Our discussion today will be focus on the definition of gender gap, and the focus will be on the boys lagging, what I mean by this is because gender gap has many branches, about boys and about girls, of course, there are only two genders, right? And I'll focus on boys lagging. And in the boys lagging we'll focus on why… why boys needed help? And what can we do to help them? And the conclusion and suggestion.

So, we'll start with the definition of the gender gap. What is meant by gender gap here? The discrepancy in the opportunities, status, attitudes, etc between men and women, this is from Oxford. And next one, the differences between men and women especially as reflected in social, political, intellectual, cultural, economic attainments or attitudes. And today we'll focus on intellectual or education.

Boys lagging… uh… this is for the simple example, in this classroom, how many boys? Okay, males… how many males? Are… is the males are more than females? The females (are more) right? So today, in schools, colleges, and many branches of our daily life, more women involve than men. And in schools too. For decades, it's been a prevailing belief: girls are at a disadvantage in the classroom, especially when it comes to certain subjects, like mathematics perhaps, and… but classroom gender gap might not be what you expect. These days, it is more likely male students that just can't seem to keep up to their females' counterparts. So, these days there the boys who need help, not the girls. Next…

So, this is a book, the war against boys. How misguided feminisms is harming our young men, by Christina Hoff Sommer. She writes that classrooms remodeled to serve the needs of girls are creating a reverse that sexism that hurts boys. Then, the misguided of feminism leads to this gender gap, then boys are left behind the girls because the classroom's situation and the way teacher teach in the classroom… that affected by the feminism, make the classroom situation is more conducive for girls, but not for the boys. They are too focused on helping the girls too, but not for the boys, from the topic, and from how the classroom decoration, this more conducive for the girls not the boys, and it actually hurts the boys. Less structured learning environments and less focus on grades and competition are hallmarks of a changing school landscape that, according to Sommers, puts boys at a disadvantage.

I'll give you a chart from Korea, yes from Korea. You can see from middle schools and high schools. This one is male and the red one is for female. Most of them show that females are more… have a higher performing than the boys… high performing students are females, most of them, not all, but most, and in the high gap, high difference between them.

Why? Why this happen to them? First from research of Isak Petersson and Thomas Schweers, the first, boys are victims of feminist ideologies, so… like I said before, because the misguide in feminism the boys become the victims, like materials in the classroom like I have said before. And genetics views of biological determinism. Genetics, is that true that women are more intelligent than men? Or just because the hormones? Genetics than makes boys are more… lazier than girls?

So, from the research, that in genetics part, there is a certain amount of evidence that women may have intuitive or genetics position that makes them become better communicator than men. Some others view that amount of testosterones in boys drive them towards activity, risk taking, and aggressive behavior. Not lazy but perhaps, it makes them harder to learn in a classroom… in a classroom, because they are more active, more kinesthetic than girls so they don't like to sitting all day long in the classroom like sitting quietly, and want to move around… boys.

And the third one, the case for social constructionism. This one like for advertisement. Nowadays advertisement such as cigarette advertisement… uh that states gentlemen this is taste… have you ever heard that advertisement? Atau pria punya selera uh… have you ever heard that advertisement? And many other advertisements shows that a rich man with a nice car, with beautiful girls around him, and seems like they didn't have to work or anything… I see what most of them want, beautiful girls, rich, and many other materials that... Those images affecting our boys that they will think I don't need to learn, I just need to work and find money so I can be rich… that I don't have… I don't need English learning or other materials… that… I just need to work hard and have the girls and achieve what I want, whatever I want. So, as time has changing, and women are commanding… more power position in our job of the… market, and government, perhaps our social and attitudes regarding masculinity and femininity will change as well, as the time changing perhaps they will uh… masculinity and femininity will change. And laddishness, do you know laddishness? From the word 'ladies' that related to macho… macho attitude… macho attitude that… a manly man, yes… muscular and something like that. So boys are more focused on the physical activity than learning activity in the classroom. (suara tidak jelas) And, next…

The next one is from Brian Burgess. The first it has become 'uncool' for boys to do well in schools, uncool for them. Uh… this one is similar from the previous one, laddishness and social constructionism. And increasing fatherlessness that affects boys' attitudes in education, that um… those boys who have father in their family, most of them go to college, go to schools, so their attendance in schools is more stable than the boys who have no father in their family… that affect the figure of father. That's the important point. And lack of encouragement, related to the father uh… presence in the family that most of the fathers prefer to go to their sons' sports day than to go to parents and teachers' meeting, because aah that's not important for me, but in the sports they are like, that's my boy, that his son can run fast or can do many outdoor or sports activity. So it's more from the family, from the family side that cause this happen. Next…

And what can we do? The first, make reading and writing guy-friendly. So from the topic, many teachers that avoid when one of the students… like… say a boy or Jack. So Jack wants… uh… he wants to write about science fiction, about monster… or something imagine, and he come to school, the teacher ask him to… ask the students to write about something. And then Jack write about monsters, so the teacher is like, what is this? this is not real or um… something like that, so the boys will think that I can't write well, the teacher didn't like my writing, and then affect to them that they say okay, perhaps I'm not good… I'm not good enough for writing, it decreases their confidence. And tap into private tutoring means as the lessons flow… the flow of the lessons, we need to help the boys who have difficulties in following the lesson. So you have to give uh… clear instruction for them, and if you find any students that have difficulties in following the lesson, you need to help them privately, not in front of the class.

Rep for recess, that recess means break in schools… break time, and we have too. That many schools think that recess is only for eat, only for lunch, but only 15 minutes say, and that's for time for the students to play on the school yard… on the playground. And then, single gender classroom or single gender school, ladies school… single gender schools like we have in Indonesia, St. Ursula… Kanisius… that… they are single gender school. That means it is single gender schools, there are no gap between boys and girls, only boys or only girls in one place, so they won't feel this class is too feminine for me… no, because the class is designed for them… for boys. And no girl will feel like this class is not suit(able) for me, it is too masculine, no… because the class is designed for them, for girls.

And recognize that boys and girls learn differently, like I said before, from the genetics, that boys are more kinesthetic and active than girls. Understand that the IQ should not be based purely on academic achievement, but also on manual skills, musical and other abilities. That many schools drops the swimming or music class that they think are not important for the students. Many schools more focus on mathematics and stuffs that they think this is the important one for the students in the future and ask them to learn, something like that.

Conclusion. The education gender gap is bad for girls as well as boys. We need to do for boys what society did for girls decades ago to raise their educational strata and maybe we can save our boys. And these are my references. Okay is there any questions for me? Please…

(question) okay, I'll keep your question. And next…

(question) okay, thank you for your questions.

First, I'll answer Mr. Bayu's question. Mr. Bayu, did you see my… please show my first… my first slide, the title. My presentation is focused on gender gap in schools, in school… can you presume from my title that in what age range? In what range of age? 18… so this not included adult… a man, right? Because I focus on boys in schools.

(question) it depends on how they grow up. The process of they grow, if in the schools they can't keep up with the lesson and keep… left behind for activities, I don't know that they can pass the schools at the right time and become really smart and intelligent man… it depends on how… how they learn in schools and how is their attitudes and this gender gap happen to them, it depends… is that answer your question, Mr. Bayu? Okay thank you for Mr. Bayu's questions.

And for Mrs. Risma, um… what about the bad attitude boys? It is related to the classroom management, so the teacher have to… need the good classroom management to react with the misbehavior of the boys. So if the boys is really hard to control or hard to manage, the teacher needs help, perhaps from the parents of the boys or from the principals, BK teachers, or perhaps from the students itself, so the other students can say Miss… he usually plays or something like that you know what is his habit, and his activity outside the school that maybe affect his attitude at schools. Yes… is that answer your question?

So, thank you for your questions. And thank you for your attention for my presentation. I'll close my presentation today. Thank you.

STUDENT 15

Assalamu'alaikum wr.wb.

Good morning, friends. In this morning, I will give you a presentation about Using Comic strips to Improve Students' Reading Comprehension. I want to ask you, do you feel bored when you read a paper that contains only words and sentences in paragraph? Okay. This is a way… a technique that you can use one day in a classroom to your student… um… use comic strips. Next…

This is the definition of comic strips. A comic strip is a sequence of drawings arranged in interrelated panels to display brief humor or form narrative, often serialized, with the text in balloons and captions. Uh… I think you all have read a comic, right? So you can know the comic strips. Next…

This is reading comprehension. Because we are gonna teach in reading comprehension, this is the definition. For general, reading comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately, or reading comprehension refers to reading with understanding. So when we read a text, we get the main ideas, (suara tidak jelas) in the text and so on.

And this is the process of the teaching by comic strips itself. First Students should each be given a copy of some comic strips. And then the students then reading of the comic and get the basic idea of the content. After finish reading, the teacher give some questions about the story of comic strips. And this is the discussion after they finish reading. Usually the teacher ask the student to discuss about… knowing first about the meaning of words in context and recalling word meaning, finding answers to questions answered

explicitly or in paraphrase, reading together ideas in the context and then drawing inference from the context and recognizing a writer's purpose, attitude, tone and mood, and the last identifying a writer's technique.

This is uh… the example of comic strips. For example uh… in the first comic strip, there are two kids. The first… the girl wants… say "what is this?" "A dish of ice cream, then I brought it in order to you stay here on earth might be more pleasant". "Well, thank you, what a good brother". And then the boys said "happiness is a compliment from your sister". Based on this comic strip, the students discuss about the word meaning like a dish of ice cream, what is the meaning. And then uh… the characteristics of the person. Who is the girl? Who is the boy? Or the girl is the sister and the boy is the brother. ==From the context, the whole context, we can get the main idea, yeah … like that==.

This is the example comic strips. Who wants to read? Yes, Poli… uh… Risma…

So, the students will be tell about what… what happening with the man. The first is uh… he feel uh… bored, sad, and so on. And the last why he… he… just the way I like it, because uh… her… his favorite song is play by play. Okay, then this is the example too.

This is the choice and use of picture. The first one is the picture that must be appropriate or for the classes they are being used for. Thus, when we use to child this picture to the… more… adult class, ==so they will get bored==. And the second is the picture should be appropriate not only for the purpose. What the purpose of the learning that they want to learn? For example, for learning a narrative text, or recount text and so on. Third, the picture must be engage students and be linguistically useful. The word, the grammar, and so on. And the last is the picture must be clear. So your students will be… see it clear and understand what really happen in that picture. Next…

This is the advantages of the… using of comic strip. ==The researchers have found the major function of visual in reading==. We know comic strip is one of the visual. The first one is representation visual or representation substantial. And the second, organization, visual increase the text coherence, you know coherence is the sequence (suara tidak jelas). And the third is interpretation. Visual provide students with interesting information, uh… because it has a picture. And the fourth is transformation. Visual transform the information in the text into the memorable form. When we read a comic, (suara tidak jelas) what moment in the text so we remind it… a picture… with a picture. And the last is decoration. Visual (suara tidak jelas) or to (suara tidak jelas) in text. The picture will be decorated so the teacher and students more interest with it.

And this is the conclusion. ==Reading comprehension is most likely to occur when students are reading what they want to read, or at least when they see some good reason to read==. Yes… um… and this is the source. I think that's my presentation. And … who wants to ask? Okay, Miss Vega.

(question) okay, thank you Miss Vega. And ya… please…

(question) hm…

The obstacle is… the technique… um… okay. The obstacles are … maybe… uh… the chosen of the pictures, sometimes we (suara tidak jelas) appropriate picture, so the teacher sometimes draw the comic strips with themselves, so the picture is not really good to see… yeah…

And the second question. I think it can be done, applying in elementary school in Indonesia, because it is __ to learn reading comprehension.

Okay, thank you. I think that's all from me. Thank you very much.

STUDENT 16

Assalamu'alaikum wr.wb.

Okay, the first one I would like to introduce myself. My name is Galuh Setyo. And today in this lovely day, I am going to present you about Applying Questioning in the Classroom. So have you ever heard about questions in the classroom? Okay, yeah. In this presentation, I'd like you to understand about what is questioning, and why is questioning important, questioning procedures, and characteristics of good questioning, and things that should be avoided during questioning. Okay, let's go to the next slide.

So, the first one would be what is questioning? Questioning is a single most influential teaching act and the trend has hardly changed over the years. So the questioning itself is changed over the years. At first, they are only in form of yes/no question, but now, in Indonesia, things like wh- question has been applied. And the question itself, the definition I mean, the question has been cited as not only the most often used, but also the single most important strategy used by instructors, by Ellis, 1993 and Foster, 1983. Next…

So, is questioning important? So, I'd like to hear your opinion. Is the question above important? Okay, let me clarify… about this. Uh… in questioning, there are two kinds that we can say, the questions can be a smart questions or critical questions and the second will be… next… dumb question. The picture said that remember kids, there are no dumb questions, only dumb questioners. Okay, next…

So, research say that a study conducted in 1912 by Romiett Stevens showed that 80 percent of the school time was used for question-and-answer recitation. The second opinion, Gall in 1970, cited several studies in which elementary teachers used 64 to 180 questions in one class period. The third will be Dillon 1987, as cited in Orlich et al. 1994, reported that of observations of 27 teachers showed an average of 80 questions per class per hour. Next…

Okay, why? Why asking questions in classroom? Orlich, Harder, Callahan, Kauchak, & Gibson in 1994 said that so that their learners may develop higher level of thinking to evaluate information to achieve more and to be more interested in the classroom. So, some possible reasons are, the first one is to encourage learners to talk constructively and on-task. You see, engaging students in the classroom is really important, right? So, the learning process cannot be separated by the… for the… instruction and answer. Next, to signal an interest in hearing what learners feel and think. It is important for teachers to show our interest to the students that they really want to know about the students' understanding. So they give them an interest in getting learners feel and think about the lesson. Next, to stimulate interest and awaken curiosity. By asking the students questions, the students can interpret their lessons and it can awaken their curiosity. Next, to encourage a problem solving approach to thinking and learning. And the problem solving itself is really important because to build a critical thinking for students, we need a problem solving questions. Next, to help learners externalize and verbalize the knowledge learning. So sometimes, students can answer it in written but sometimes it can be difficult when answer the question in spoken form. Next, to encourage thinking aloud and exploratory approaches to tasks. I can say that it can build your students… their motivation and self esteem. Next, to help learner to learn from each other. Okay, the discussion itself, it needs a question, right? When the teacher and students or students to students doing a discussion, we need a question to engage learning from each other. It's sometimes similar to peer assisted or from teacher to students. Next, to monitor learning. The teacher itself show an interest and monitor the learning process, for example if the teacher only explain, explain, and explain, there is no questioning and make sure how students understand, how can the teacher monitors their students in the learning? Okay, next, deepen learners' thinking level and increase their ability to conceptualize. Okay, this is why creating a higher thinking students is really required. Next…

Okay. Questions fall under two main categories. Okay, the first one will be yes/no question, it is not suggested in the classroom. And next, wh- and H question, it is really suggested in the classroom. Okay, the first type in question, uh… yes/no question, why this is not important, because as you can see the answer should be yes or no. for example, Liza, did you understand about the lesson? The answer is yes and no. next…

There are number ways of categorizing wh- question type. I'd like to explain about the wh- questions types that usually used in the classroom. The first is a data recall question. If you want to… the learners to remember the facts, information, without (suara tidak jelas) information to use, for example the question will be recalling what we have learned before or during the classroom, like what are the formulas of simple past tense? Like that. The next one would be a naming question. Ask the learners to simply name something that they have learned, for example what do we call a person who do their tasks at the end of the deadline? Yes… okay… the third one would be an observation question. It is used to ask the learners to describe what they see without attempting to explain it. So, teacher just want to… the students answer it directly from what they have seen, like what happen when we switch the power off in the computer? You can answer it. The next one would

be a control question. <mark>Usually this kind of question is used to control your students from misbehavior</mark>, like for example could you please be quite, Iza? Okay, the fifth one would be a pseudo question. It is constructed to build the teacher that accept more than one responses, but in fact he/she, the teacher itself, has already made up his own mind, so actually it is for rejecting students, so that they give their opinion about something, but the teacher already have the answer. For example, uh… do you feel… involving in scuffle or violence is a good thing? <mark>For example one students answer the question, and the teacher can 'what do you think?' to the other students</mark>. Sixth would be a speculative generating question. It is to ask learners to speculate about the outcome of hypothetical situations, like for example what would happen if we add salt to sugar? Seventh is a reason or analysis questions. It is to ask learners to give reasons why certain things do or happen, for example what motivates students in learning English? What motivates you to do this kind of action? Or answer those questions. Next would be an evaluation question. As you can see that the purpose would be to evaluate something, is what make a lot of ways, out of the pros and cons of situations, like um… the example would be uh… how much evidence can you say about this solution? Next would be a problem solving question, for example the question would be, supposed we want to discover something that never invented before, so what do you suggest if you want to invent about technology in smartphone application? Next…

Okay, the questioning procedures. <mark>It is generally a method of questioning</mark>. When the instructors ask, and they follow their friends who answer it first… Uh, if the teacher ask the students and they answer it together aloud, is it good? It's not good, right? So oral answers, permit the learners to wonder the answer by answering together what they wonder, decrease their individual thoughts… because only one person knows the answer and <mark>the rest would follow the answer</mark>. Okay, the procedure should be ask the question. The teacher should state the question clearly and precisely and concisely. The next would be pause. Using pause after you ask, okay. <mark>After you ask question it is better to give the students about… let's say 10 to 20 seconds so that they can answer it after thinking</mark>. Next would be call on the learners by name. it is better to call the name at the end of the question, but it should be randomly selected in answering the question. The forth would be listen to the answers. Good teachers always listen to the students' answers. And the fifth would be emphasize the correct answer. <mark>The teaching could ask probing question to help their responses clarified</mark> so ask to the other students that really know better about it.

The next would be the characteristics of good questions. Okay, the first one would be questions asked must be according to the level of the learners. Next, questions with definite answers should be encouraged, okay, it should be based on the facts. The next would be challenging questions that require learners to compare, evaluate, or draw inferences should be asked, because the purpose of this question itself is to make the students to be a critical thinker. Next, a question should not have a trick or catch to it. <mark>The question should not have a trick like some kind of jokes or something</mark>… it is not good. Next, yes/no question should be avoided.

Things should be avoided during questioning. Okay, the first one would be repeating one's own question to paraphrase your question, it is good to make it easier to understand, but repeating one's own question is not good. Next, repeating learners' answers, uh… it is matter for the teachers to ask your students to make sure that the first answer is correct or not, then for the teacher to directly answer the question. Next, answering one's own questions. Next, questioning for chorus answering, like I said before, one question and they answer it together. Next, not allowing learners to complete a long response. Next, not attending to the responding learner. Next, selecting the same learner respondents, it is not suggested to give the same students to answer the question. Okay, next…

Okay, what we have discussed about questioning? ==Like I said before that questioning itself is a teaching act that usually happen in the classroom==. The second would be is it important? Why? There are reasons, the first one would be uh… like I said before. The third one would be 2 types of questions, yes/no questions and wh-questions. The next is questioning procedures, like ask the question, and then pause, then call the learner by name, listen to the answer, the fifth will be emphasize the correct answers. And the characteristics of the good questions, like the first one would be according to the levels, has a definite answer, and challenging question should be asked, the fourth will be questions should be not have a trick or catch to it, the fifth yes/no questions should be avoided. The next would be things should be avoided during questioning. Next…

So the conclusion that teachers feel that learners should learn to focus on facts that they must use, the second would be teachers are not trained in the use of questioning strategies, the next would be teachers do not use a system to organize and classify question. The last one would be teacher's habit of asking question so that learners' involvement increase. Okay, I'd like to open the question… uh question and answer session. Is there any questions you want to ask? Okay…

(question) okay, the reasons. The reasons why yes/no question is not suggested is because it doesn't build a critical thinking for the students. The students only say yes or no what the teacher ask, right? So it is not suggested, it is way better to ask like what, where, how, why, and when, it is more applicable and more suggested. Okay, other question? Yes…

(question) okay, actually based on the activity that they have used, okay… ==if the activity is mostly reading and speaking we can … there are many kinds of questions that can be used, right==? Like um… for example they are uh… learning about simple past tense, let's say in recount text… uh… ==there are many possible questions that we can ask==, from the teacher to the students, like… ==I think that's all==. Is that answer your question?

(question) yes, ==that would be better for the teacher to explain it first==, and then while they are reading and listening to text, the ==teacher can pause the recording or the reading== and then ask the students do they really understand about the content of the text.

Okay, I think that's all I say. Thank you for your attention. And good morning.

STUDENT 17

Improve Student's Learning by Using Information Technology. First uh… can you imagine uh… I see here in this classroom there are a lot of laptops… okay. Do you think you can live without those gadgets? No? Okay. Now, let's see this video. Next…

Let's see this video. Pay attention, guys.

(playing video) okay, let's go to the next slide.

Okay, before we go to the next slide, I'd like to ask you a question. What do you think the students and the teacher are doing with that? Come on, any ideas? Okay, I'll repeat the question. What do you think the students and the teacher are doing is that? What kind of activity that they do? Design a bridge, okay. Now uh… what kind of activity that involving uh… information technology that can you find in the video? What do you think? Do you remember? What are the activities that are involving uh… information technology? Just now in the video… Okay, video conference or video call, okay what else? Do you see there is some cloud storage? That's very common and then the teacher monitors the students using the… his laptop… his gadget, right? That's very common. Now, imagine that those kinds of class will be our class in the… maybe 10 or 15 years later from now. So, as teacher to be, we need to know right? How to use those gadgets and those gadgets viewed in the video are a high end gadget, that's very up to date. But now our gadget is considered as artifact… it's very old. Do you see this… mine, it's old, it has been four years. Okay, now… next slide please…

Let's see the definition of information technology. First I took it from Cambridge Advanced Learners Dictionary, the science and activity of using computers that used by human to exchange and store the information. That's what Cambridge Advanced Learners Dictionary said. Okay, next. This is from Richard Weiner, uh… the expert of communication. Processing and sharing data by combination of computers and telecommunication, that's what information technology means by Richard Weiner. Okay, next…

Okay. Why do we need to use information technology? You see that 10 or 15 years from now, we will have that kind of gadget in the video. So that's one of the reasons why we need to use IT … so everything is based on this IT… 10 or 15 years later from now. Okay, first, it makes learning more interesting. You see that all of students are engaged… ya… are engaged in the classroom. We didn't see that there is a student that feels bored. Okay, next. It's faster to find information on the internet… uh but not in Indonesia. In Indonesia, the speed of our internet is the fourth in south-east Asia, in south-east Asia… not in Asia or in the world. It's slower than Vietnam, it's slower than Philippine, that's so bad. Okay, it's globalization era, so we can see that the example of video call between the students and the teacher, so that's the example of the globalization. Okay, next…

Internet users' statistics, it is taken from (suara tidak jelas) magazine in November 2013. It is a survey from netizens. Okay, let' see… in 2010 is 129 million… and then the urban

internet users is (suara tidak jelaS) , and the internet users all is 42.16. Now let's see in 2013. How much it increases. In 2013 there are 133.73 million of member populations with the internet user 74.57 internet users. It increases 30 million users right? Okay. Now, next please…

And by the time of 2015, our internet users is going to be 139 million people. Now from this data we can conclude that it's still little compared to our population. Indonesia have roughly 300 million people, but it's only 1 1/3 that can access internet, this is one of weakness of internet spread out. Okay, next please…

Now, these are the examples of using IT in teaching and learning. First, for example like this, we are using power point in the classroom, that's the example of using IT. And then using audio visuals. Okay the next one is using social media on the internet. Okay, let's focus on this last one. See, I give you an example of twitter account that we can find some information about teaching. It's @guraruid. It is encouraging teachers uh… the future teachers to use more IT in the classroom, uh in learning activities. So you can follow this twitter account, I recommend you this account. The next twitter account is teaching ideas … ya @teachingideas , this is very useful. This one of the benefit of using social media and internet in teaching and learning. The next one. This one the example of the experienced teacher that got the award, guraru award, it is an award that have been held by @guraruid, this is been having some seminars and workshops everywhere. And the last one, this is my favorite. You see like that, this is my account, this is my account of edmodo. You know edmodo? Anyone familiar with it? Yes I'll explain you a little. Edmodo is kind of virtual classroom in internet. You can see there are … in this one you can give assignment to the students and we can make a point, like that. And then we are as the language teachers, I can join the language community, I join the community of language and arts. So, in your news feed, you will see a lot of news feed, for example about … from Mr. Mariel, he is posting about his teaching technique in language and arts, and then Mr. Young here, he wants to have some of his problems in his class. So we can interact with any other teachers in the world using this account. This is how we use social media. And then, uh… okay that's all. The next one…

Conclusion. It's very brief. Using IT is now inevitable because of the globalization. It makes teaching activities more interesting and easier both for the students and the teacher. Okay, these are my references. I took from Cambridge, Webster, Google, YouTube, and these journals. So, I'll give you opportunity to ask two questions. Please… Yes, Danti.

(question) okay the first one, the evidence is I have shown you in the beginning, in the video, you see. That's the evidence of social media… uh sorry… IT can improve the learning activities. Okay, that video has shown us that. The next one is the use in English, what kind of activity that using IT. For example like this, we have twitter account right? You have all right? Social media, anything, maybe tumbler, or especially I'll give it in tumbler. In tumbler there are a lot of quote, in tumbler right… there are a lot of quote that we can find. And for the students… for example as the student we can uh… have them to

analyze the quote if it is correctly written or grammatically correct. So we have the students to access the tumbler and then search the quote in the tumbler and then analyze whether it is grammatically correct or not. ==That's one of the activity we can use uh… using IT==. Is that answer your questions? Is that all? Two questions? Okay.

That's all for today's presentation. Thank you for your attention and wassalamu'alaikum wr.wrb.

STUDENT 18

Assalamu'alaikum wr.wb.

Good morning, everyone. My name is Pratamie RZ. And in this morning I will deliver my presentation with the title Using Peer-Assessment in the Classroom. I will talk about the definition, the aim, how to implement this assessment, ==the potential problem that may occur==, and the advantages. The aim of my presentation is to give you information about peer assessment and how to use it in the classroom. Uh before I talk further about peer assessment, I want to ask you question. Is there any of you who knows what is peer assessment? What? Yeah, right. Peer assessment comes from peer and assessment. ==According to Wikipedia, peer is people who are equal in such respects as age, education or social class, group, etc==. And ==according to Merriam webster dictionary, assessment is the act of making a judgment about something, or the act of assessing something==. Here I have the definition of peer assessment. ==The first one is according to www.reading.ac.uk==, peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. And ==then it comes from www.heacademy.ac.uk==, peer assessment is the assessment of student's work by other students. So, ==I can say that peer assessment is the activity when the uh... when one student assess the other student's work, right?==

Uh next, move to the aim of peer assessment. The main aim of peer assessment are, first to increase student's responsibility and involvement into the critical reflection. The second is peer assessment strive for a more advanced and deeper understanding, understanding about the subject matter, skills, and also the process. And the third is make the learner be more active. Uh by using peer assessment, uh ==the learner will get deeper approach to the learning==. And the last is give students with better understanding of their own subjectivity and judgement.

Then, how to start. First, teacher should give students training in peer-assessment. Uh teacher should give clear explanation about what is peer assessment ==and provide the students with the benefit that he will get if they are using this kind of assessment==. And the second is introduce assessment criteria to the students. ==Criteria will be helpful eh.. will be useful in helping students assessing their friends' work==, uh involve students in creating, negotiating, and developing the criteria. And the third is explain to the students how they

are going to be involved. Uh... students have to minimize bias by asking them to justify their decisions.

Here I have the example of criteria... assessment criteria. For oral presentation, these are the aspects that the students will assess their friend's performance, for example for prepare the report, use visual aids, and make eye contact, and so on. And those are grade that the students can give to their friends, uh excellent, good, fair, weak, and so on. And like we did in the second cycle in this class, when one student came in front of the classroom, and deliver his or her presentation, the other have to pay attention on him or her and assess his or her performance, right? We can call it peer assessment. Or we can do like in this picture, uh... students give the A, B, C, A for excellent, B for good, and C for enough, and so on.

And here are the potential problems that may occur during the peer assessment. The first is general dislike of assessing/judging friends. Uh it is possible if... it is possible if there is a conflict... a personal conflict between one student to another student in the classroom, right? It will affect uh... the assessment. And then time consuming. Uh it takes more time when the students be the assessor than when the teacher be the assessor. And then the third is lack of evaluative/assessment skill. since they are not used to be the assessors, students will... lack of those skills. And the last is lack of accuracy of peer grading. Uh because they assess their friends, the... uh the result will not as accurate as if the teacher does. Uh because they tend to give good score to their friends, right?

Then, here are tips for teacher. There are four tips. Be relevant, convince, clarify, and criteria. The first one is be relevant. You as the teacher have to make sure that what you are doing is supporting the learning outcomes. And then convince. Teacher should convince the students that what they are doing is useful so that they do it without any pressure. And clarify. Teacher should clarify what is the expected from the students. And the criteria. Make sure that your students understand well about the criteria so that they will not find any difficulties or get confused about they are assessing their friend's work.

And... these are the advantages of using peer assessment. The first one is high quality learning. Peer assessment can enhance the students learning experience. Uh and give them better understanding about the criteria itself and give better learning process by seeing other's strength and weakness. The second is skill development. Uh peer assessment develop students' ability to work cooperatively. And the third is personal development. Uh peer assessment increase student's independence and student's responsibility. And the last is affective disposition. Uh peer assessment can make you stressed and increase student's motivation.

So, in conclusion, peer assessment can be used in the classroom because it can develop students' ability and lead them to the high quality learning process. Here are my references. Thank you for your attention. Uh... is there any question? Yes...

(question)

(question)

Okay, I will answer Alfi's question. Uh ==I think it... it applicable for all level of learner== because uh... ==the teacher can give uh introduction first==, and give the criteria so that the learner of all level can understand uh the peer assessment. The teacher should um... choose the... what... the right criteria for each level. So it depends on the criteria for... it depends on the level learner.

(Confirmation) Yes.

And for Ika's question, sorry, could you please repeat again...

(question)

Uh... when the students do peer assessment, the teacher's role as the monitor, uh and they monitoring the students uh while they are assessing their friends. So they... so the teacher um... control the assessment, so the students will not uh out of the right track.

(confirmation) ==No, they just collect those assessments from the students and then summarize it.== because peer assessment is uh the assessment from the student, not from teacher. Is that answer your question?

okay, I think that's all from me. Thank you for your attention and your patience. Uh... morning and assalamu'alaikum wr.wb.

STUDENT 19

Bismillahirrahmanirrahim. Assalamu'alaikum wr.wb.

Before I introduce myself, I heard that you've met my twin brother class five, isn't it? ==The one that pretend he is (suara tidak jelas) or something==. You remember that I am his twin brothers. Uh... but I am __ about it, I am king of the beach. My device, you can see right here, right? So, uh like my twin brother's last presentation, I would like to deliver presentation about... please... The Importance of Eye Contact in the Classroom. Before I proceed the presentation, anyone who want to say something about eye contact? Eye contact is not like that. Mr. operator please proceed...

This presentation will cover about the definition, why it is important, why students avoid eye contact, tips, and the conclusion. Next, please...

What is eye contact? From the dictionary.com it's the act of looking directly into another's eyes or a meeting of the eyes of two persons, regarded as a meaningful nonverbal form of communication. And next... and this one is from Cambridge Advanced Learning Dictionary 3rd edition, when two people look at each other's eyes at the same time. So... you know... now you know about eye contact, definition of course. That why eye contact is important in the classroom, please next...

Why it is important. The first one is the sign of interest. When you look at your students and your students look at you, it means uh... it's uh... it represents the interest of your students to teacher. And the second is respect. It shows the sign of respect, when you talk to someone or when you explain uh about something that uh everyone is looking at you, it is sign of respect and attention. And, next please... eye contact is also meaning as a comprehension, for example, when I... uh when teacher asks something that the students didn't know what to answer, they tend to look down or something else, such book or they just pretending they didn't hear the question, yeah... from the junior high school to now, I still can see that most of the students tend that. Next...

Uh... ya. Uh as teacher we have to detect if there's something wrong with our student, right? And one of them is avoiding eye contact. Next, please...

Why students avoiding eye contact. The first one is they are hiding something. When uh... when I... when they turn their face away, or when they are looking at something, they didn't give attention to you, it means that they are hiding something, maybe it's personal problem, or he/she couldn't uh follow the teacher's instruction, or something like that. Next, please. The second is not confident. Uh some of the people uh didn't look to the other person's eye because they are not confident. Maybe... um... I am sorry... because of their face, or their appearance, or their personal background, and something like that. Next, shy. Some people are too shy to look to the other's eye. And next, please. They suffer SAD, a social anxiety disorder. This is a disorder when you uh when someone didn't want to look uh to someone's eye, uh... the... it may uh cause... it may be caused because of they have some uh something like memory scars or others. Next, please...

Tips. Here some tips in using eye contact in your classroom. First is talk to your learners, not to the book, or the board or the screen. Some of the teachers tend to do this media to focus on book, they just read book and don't care about what students do in the back. Next, eye contact does not mean staring or gazing. When you are looking at uh when you looking on something or someone, you tend to stare or gaze at them, isn't it? Or you even glaring. It is not a good way to look... it's a bad... bad example of eye contact to students. Next, watch your learners as well as you listen to them, particularly while they are performing tasks. Why this is uh this is important too? Because of... so you can control when they didn't know or they get lost in lesson... in the middle of the lesson. Next, encourage your learners to make eye contact while they are working together in pairs or groups. So they will get used to give eye contact... yeah... next, please...

Tadaa... it's very short, isn't it? Eye contact, an act of looking someone in the eyes, behind its simplicity it has a greater meaning, interest, respect, and comprehension. As a future teacher, we have to realize the importance of maintaining eye contact in classroom, it means you recognize the presence of the students so they feel invited and willingly join the lesson as a part of a classroom. And that's all my presentation. If there's any question, please don't hesitate to ask me. Please, my guest... yes...

(question) oh to avoid something like that... uh is there any question? yeah...

Yeah I will answer your question first. Uh how to avoid staring and gazing and glaring to students. Uh... maintaining eye contact doesn't mean you have to focus on one students. Your focus is on all of your classes, you have to maintain it, you have to look at the class, uh view... uh... that view them that keep maintaining eye contact on every student in the classroom, it means you give attention to them, not only one student only. Is that answer your question? So is there any question? Please, Mr. Bayu...

(question) to the introvert, right? Ya, the introvert. The introvert you know it's like uh social disorder that he want to defend himself from the outer world, who shells themselves from the outer world... the... from the world, right? Uh... for the introvert we have to uh the key of treating an introvert is not to force them to use eye contact, we cannot force them to do that. But we as people around him, we should treat him as good as we could. Uh he maybe uh... tend to be antisocial, right? he tried to get away from something... if he/she want to do that, we have to respect them, that... maybe they have a certain condition but they cannot communicate with other, so the point is that we have to treat him as good as we could, we could try to communicate but not force them to do that. We have to understand and respect uh... they may have some hardship in communicating with other, so we have to treat them as good as we can, not to force them to do what we want to. And is there any question? If there's no more I will end my presentation right now. I am very grateful that you really put attention to my presentation. And good morning. Thank you very much.

STUDENT 20

Assalamu'alaikum wr.wb.

Good afternoon, everyone. Yes, my name is Debby Aditya. I am from FBS. I will share you about Process Writing Method. Before I explain process writing method, I have a story from this article. Um... (suara tidak jelas) six years ago while beginning language teaching program (suara tidak jelas) began to use this strategy for ESL student by (suara tidak jelas) have they learned. (suara tidak jelas) and approach to uh process writing... he beginning writing to ... began um... his years teaching and he have realized that he have uh done (suara tidak jelas) this approach um... but have found it uh to be one of his the

most valuable tool uh to improve the writing of his English as a second language students. Uh in this article, I am going to explain Heald Taylor process writing approach (suara tidak jelas) uh the ==process writing method would be... I think would be valuable tool for ESL teachers== who want to improve the teaching of their students.

Ya, process writing method. ==From Heald Taylor process writing is an approach which encourages ESL youngsters to== communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process. As uh (suara tidak jelas) until students have perfect their ability in writing uh maybe (suara tidak jelas) if process writing become his (suara tidak jelas==). The process of uh... regular writing of this student will gain control of his success==. Next...

How to apply. At first, ==the teacher may need to provide students with topics== based upon learning experiences they have had in the classroom, experiences at home, or experiences they have had in the world. Uh it is important to develop topic which the students have had some experience. And this allows students to draw uh prior knowledge or um... knowledge to connect when write his topic. This will explain the best of (suara tidak jelas) then students has to draw from the development of their story. Teacher in to set up his interview with their ESL student about their writing development in... in conferences interview students are need to teacher to... teacher develop their story to have... express the language uh to other formation and to develop skills in writing itself.

Then the benefit. Benefit in uh conferences interview students uh are giving to teacher develop their story to have more information to include describe language to other information and to develop skill in spelling, etc. And have (suara tidak jelas) this fact two type of conferences. The first one in the content conferences. The content conferences is uh... the teacher ask student for more information about their story uh... ==some students will respond differently, and some will add addition==... uh additional information about his story. It is important to (suara tidak jelas). And the next in the skill conference. In the skill conference it means the student and teacher will focus writing such as warming up, spelling, grammar, and presentation. It is important that the teacher only focus on what skill and time until students to (suara tidak jelas) knowledge they have already gotten.

What makes writing works. ==I think uh process writing will assist ESL students== wherever (suara tidak jelas) improve their writing and ESL students understand um... the process and trust that the teacher will approve their symbol and spelling (suara tidak jelas).

Conclusion. The key to learning to write is feeling confident in your abilities. Many students do not enjoy writing because ==they feel that if they cannot do it correctly the first time then they will never get it==. Learning to write like learning to do many things requires practice and time. All students are capable to becoming excellent writers given enough practice and time. And ya our students are capable to become excellent writer if given enough time. Um the process writing method (suara tidak jelas) make they want to

achieve their dreams because they feel about theirs. That's all.

(question)

(question)

I will try to um answer the... Ms. Nasya's question. ==I think if we can try uh try them make== to their (suara tidak jelas).

(confirmation) Yes.

And for the... ==I think students are more difficult to write some story by written==, even they doesn't encourage to write structurally.

Okay I think it's enough. I think that's all my presentation. And thank you for attention and thank you for coming. Good afternoon.

STUDENT 21

Assalamu'alaikum wr.wb.

Good afternoon, everyone. My name is Wildan Aulia Rachman. In this lovely day, I'd like to deliver a presentation about Warm down, effectively ending the EFL lesson. ==This presentation is based on article James Harmer in Saintama University==. We would focus on the purpose of warm down, what are the activities in the warm down, and the last is conclusion. The purpose of my presentation is to reveal the importance of warm down because we know most teachers are aware of the importance of warm up in ESL/EFL classroom, and effective warm up get students thinking in English, allow them to prepare and start thinking about the topic. ==However the things that important but often neglected stage in effective lesson is warm down==. When the teachers haven't simply considered in how to end lesson, and most of them are happy toward the activity around the room to the end of the class. Now, let's go further to the purpose of the warm down.

There are three major purposes from the warm down. The first one is signifies the students that the class will soon be over, uh… gives the lesson a clear end. The second one is warm down will also leave the class with a clear understanding about what they learn. And the last opportunity for teachers to address any loose end. ==The warm up and the warm down work together, just like the expert say, have a clear introduction and a conclusion==. So to do an effective lesson, it needs an effective warm up and warm down to cover all of the activities that the students had done. So what we as the teacher ==what we really can do in warm down activity?== Next…

The first activity is correction. The warm down is a great activity to facilitate the correction. Why don't we do this activity in the… during… task activity? The answer is it will interrupt the students strain of thought, if we collecting their mistakes during the activity. And the second is review. Not only does this reinforce students understanding about the language but they will give more clear understanding of what they learn and it sets off traditional method of teacher's telling the class what they learn, elicitation can be more effective and also allows the teacher to assess if the students have already understood or not. The third one performance feedback and motivation, is often restricted to a factory word like good job, well done, keep up the good work, and something else. It is better to give more detail feedback including more strengths and weaknesses. The strengths will provide motivation to study whereas weaknesses will give a concrete thing toward our work and also encourage students to keep study. And the last but not the least is assigning homework. Assigning homework should be part of any class because it allows students to revisit the lesson in their own time which can work to fill their understanding and retention.

Okay, to sum up my presentation, we can conclude that warm down is equally important as warm up. It signifies the students that the class is coming to an end, leaves the students with a clear understanding of what they learned, and gives the teacher last opportunity to reinforce the target language. This is achieved through giving correction, reviewing the lesson and/or giving constructive feedback and motivation. Okay, that's all from my presentation, any questions? Okay…

(question) maybe if the time is very very limited, so we face the difficulties to apply this activity.

(question) the main feedback should come from the teacher, but if there is any feedback from the peer, it will be possible. Okay, is there any other question?

If there's no more questions, I'd like to close my presentation. Thank you for your attention.

Wassalamu'alaikum wr.wb.

STUDENT 22

Assalamu'alaikum wr.wb.

Good afternoon, ladies and gentlemen. Good afternoon, the honorable lecturer. So, before I go to… before I deliver my presentation this afternoon, I'd like to introduce myself, my name is Ika Nurul Hafifah, I am from FBS. Okay, before I deliver my presentation, uh… I want to invite you to make a movement because some of you… I see some of you look like sleepy or … could you stand up, all of you, please? So, I have one video uh… have you ever heard about happy song? Okay we can move, please… okay, one… two… three.

(video playing) please make a move… okay thank you…

What do you feel about this? So can you guess what the topic uh… that I will present today? Icebreaker, right. Okay, Icebreaker in EFL/ESL Classroom. And the purpose from this presentation is to inform you about alternative way… fun learning in teaching and learning process by using icebreaker. Have you ever heard about icebreaker? Could you tell us, Saher, what is icebreaker? Warm up…? Okay, please…

Icebreaker… okay, according to Draves, icebreaker are techniques used at the beginning of the first class to reduce the tension and anxiety to acquaint the participants with each other, to immediately involve the class member. Okay, next…

Reasons why icebreaker should be used. First is get students thinking about the topic, so by using icebreaker we can warm up our students by using icebreaker that lead to the topic. Next, wake them up. So sometimes you see the students busy with their phones, or their business, chatting… with their friends, and you take an action to make them… energizer them by using icebreaker. Next, generate energy. So if your first (suara tidak jelas) with tool with your friends and it can increase their positive attitude to reading a new lesson. Next, makes class review more fun and effective. So before you give some test or review, you can use icebreaker so if your students get happy or feeling happy, they will easier to make a test review. Next…

Okay, the important items when using icebreakers. The first is teachers find icebreakers work out best. It means you as the teacher should find icebreaker according to the age of groups or the level of your students. Next is step by step instructions and need to be demonstrated. It means that if you want to make or do some icebreaker in the class, you should have to give clear instruction, so your icebreaker will be good. Next, to keep in mind that most people do like them and not to be discouraged. It means that uh… okay… uh… before uh… because not all the students like icebreaker so you should have… find the best icebreaker. Next, teachers need to read their class, so as the teacher you should see the situation in the class… if the situation uh… if the icebreaker that you give for the students is not appropriate, you should have find another icebreaker. Next, teachers make attention grabber. Okay before the teacher give the instruction, give instruction to the students, you should make the room silently to your students… your students to…pay attention with your instruction.

Okay, this is… the advantages. The first is… create a positive room atmosphere. Okay, by using icebreaker, you can increase the positive room atmosphere in class. Next, help people to relax, okay… relax, like you… as you dance or make a movement, it makes you relaxed. Energize and motivation, okay next. Help people to think outside the box. Next, help people to get to know one another. Okay, by using icebreaker, uh… it is better to use for uh… at first class at school, in the first class at school. Okay.

And here is the disadvantages. The first, length. If the icebreaker is long… is too much time, so the study time will less. Next, repetition or lack of variety. Okay if you use the same icebreaker day by day it will be… make boring in the class. Next, relevance. Okay

if your icebreaker is not relevant with your topic it will make uh… make a trouble. Next, knowing your audience. Okay, by knowing your audience, you know the appropriate kinds of icebreaker. Done incorrectly. If you did it incorrectly, the icebreaker will be missed.

Okay, there are two kinds of icebreaker. The first is facilitating introduction. And the second one is topic leads-in. Okay, the facilitating introduction means trying to know students name and a little bit about them. Okay, as I told before, icebreaker can be the best used for the first class at school. And next, topic leads in, direct the students into the content that will be taught. Okay next…

There are some examples in facilitating introduction icebreakers. The first is TP surprise. Do you know TP surprise? What is this? Tissue paper. Can we demonstrate this type of icebreaker? Could you help me? Okay, thank you. Okay, I as the teacher and you as the students. I need three people. Okay… who else? Okay, I need a girl…

Okay, thank you. So everybody has taken a sheets of toilet paper. Sorry, my bad. Okay, Vega, how many tissue paper do you take? Six? And Wildan? Four? And Kenny? Wow.. 22? Okay, one paper… uh toilet paper… uh you should introduce yourself first, and then you tell us about the important things about you… about yourself uh… for example, my name is Ika Nurul hafifah, and I really like to dance… uh I really like to jumba dance. Okay, please… Vega, please… the first is you introduce yourself, yes please… Korean song… okay… okay, that's all? That's all, okay thank you. Okay, thank you Miss Vega. Then it means TP Surprise is you as the teacher give a roll of paper toilet, toilet paper I mean, and you randomly give the toilet paper to your students, and they can took whatever they want… from sheet of toilet paper. Then next, please…

Okay, the second one is people finder sheets. Okay, you make a list of question that describe someone, for example… who doesn't like spicy food, ya.. you as a teacher write in the paper who doesn't like spicy foods, and every students got the paper, and the students randomly ask their friends, ya… ask their friends, and if they didn't uh… if they uh… doesn't have answers, they can move another friends. Next…

Name chain. Okay, name chain. The student is introducing by using an adjective, for example I am beautiful Ika. And then the person… my right continue the introduction and repeat the previous introduction. Okay, next…

The example of topic leads-in icebreaker. The first is multiple choice test or true/false quizzes prior knowledge check. You can make this activity before or through a test. Next…

Word Tree. Okay, word tree. You give one general words such as a movies. And then try to guide the students to specify the words more specific. The last one is personalize it. You give one topic and then the students will have to tell the story related to themselves based on the topic.

Okay this is the conclusion for my presentation. The first is icebreaker can give positive way in the first class to know each other. The second one is leaners can amusing and interesting. And the last one, it is one of fun learning. Okay, is there any question?

(question) okay, I think I will make a circle group… group by group and then they can move randomly and moving forwards. Is it answer your question? Is there another? Okay, Miss, please…

(question) oh okay. I think icebreaker, it should be better if you use or… in the first class, but you can use it in the middle or in the end according your class.

(question) okay, make attention grabber, so they can… they will be pay attention to you. Is it answer your question?

Okay, thank you. That's all from my presentation. And… good afternoon.

Wassalamu'alaikum wr.wb.

STUDENT 23

Assalamu'alaikum wr.wb.

Good afternoon, friends. Okay. First, I want to introduce myself, my name is Husam Badar Al Muadzi , you can call me Husam. Today, I want to deliver about uh… one interesting topic. I have this topic School-Based Mentoring from Big Brother Big Sisters of America, one of associations who implement this kind of program in 2001. Okay, before I continue, I want to show you the focus. The first is what about mentoring and who or… include in mentoring, and then how… how it is implement(ed) , and advantages and also disadvantages. Next…

Okay, there are two definitions about mentoring. First, I conduct uh… I get from one of the professor in Oxford School of Coaching and Mentoring. Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance, and becomes the person they want to be. And second based on University of Cambridge, has been defined in many different ways but it's basically a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Next…

Uh… the base or… uh… the definition about mentoring. But I want to uh… it is just too general if we uh… if we discuss about mentoring only, but in school based mentoring it is related to school's curriculum, so mentoring is included in the school's curriculum. So the definition about school based mentoring, defined by many program features that contrast it to community-based mentoring models. So it focuses in community, means (suara tidak jelas) of the society like (suara tidak jelas) masyarakat, it is the (suara tidak jelas) different with the school based mentoring. This program use 1 on 1 learning, also their mentors or teachers could share with pair students, and they build or make a small groups and time is minimal one hour per week. So in the six days per week only one hour per week to do the program, school based mentoring. This program is operated by

organization popularized in America 2001, Big Brother and Big Sisters of America made nearly 300.000 mentoring used through their school based program. Next…

Who are they? (suara tidak jelas) the school based mentoring. First is mentor as the teacher also and then counselor and motivator. So (suara tidak jelas) the purpose of the mentor is to be a teacher, self (suara tidak jelas) counselor. So the students, and they called mentee, who share their experience, their behave about schools in formal situation, and many aspect can be discussed, mentoring based on her/his mentor. Mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. So mentor can give, I think, the appropriate solution for the students to carrier issues. The second people of this program might be your students, or maybe someone who wants to develop his or her qualification or skills in certain way. So based on big brothers and sisters of America, this program is mostly purposed for the students in every grade, first in elementary until the university… college students, it can be applied. Next…

How? The question is how. How the school based mentoring be run? First, need. to run this program is the mentor should search about the need of the students, what they want, what they want to study, or what they want to discuss in mentoring. And the second is resources, it is the mentor itself, the capability, the uh… they call teladan for her or his mentee or students, and the facilities like a (suara tidak jelas). Because in mentoring or school based mentoring, it doesn't only stay in the class, but we can go outside, we can co through… not in the class. And then the third is activities. This kind of activities, first academic motivation and tutoring, and the second is moral or religious aspects and then character building and many more, it depends on the students' needs. And then the fourth is output. It is one by one … if there is one mentor for one mentee, in specific evidence of service provided. And the fifth is intermediate or outcomes in one until five years, positive changes that will take place as a result of services, to uh… determine the result, it is about one until five years, we can see the result, (suara tidak jelas) in mentoring. One until five years, and the change is positives or not, we can check it one until five years. And sixth, impact is in the long term outcome, if the mentor success in their mentoring, they can make students be a good students in the formal schools. Okay, next…

Advantages. There are more advantages, I state only six. First, gains from the mentor's expertise, so mentor as people who have many experiences so they can share… their mentee. And second is receive critical feedback in key areas, such as communications, interpersonal relationships, technical abilities, change management and leadership skills. They are receive feedback from the mentor. And the third is learn specific skills and knowledge that are relevant to personal goals. So in mentoring not only say, not only discuss about academic or about morals, but many aspects can discuss in mentoring, it depends on the needs. And then it has a friendly ear with which to share frustrations as well as successes, if the mentee have a frustration, if have problems, they can share with their mentor. Low cost activity. And the last is easy to advocate mentee's behalf (moral and religious aspects) and increase the academic's focus learning, if the mentee have a bad behavior, mentor should fix it be a good person, (suara tidak jelas) and increase their focus in learning, so if they students are not focus in formal education, the mentor should find the key to increase motivation of the students, like that. Next…

Okay, this is the disadvantages. There are four disadvantages of this school based mentoring. First is duration. I take from Big Brothers and Sisters of America, they say this kind of program is also clash with the academic calendar, because it is more

integrated in some schools (suara tidak jelas) academic calendar. And also school holiday, when the students have a vacation or holiday, this program should be missed. And then intensity, only one hour per week is too short. (suara tidak jelas) not only one hour, but maybe more than an hour so the intensity of mentor and mentee is more closely. And then a context. Some schools in America are lack of exposure about content in mentoring. It is different from school and another school, so the maximum result is not the same from a school and another. And then it depends on the mentor, so if mentor give a good motivation, so the students would be good, but if the mentor give a bad example for his mentee or students, so the mentee is … be … become a bad person. Next…

Quotes, I have three quotes from the (suara tidak jelas) the first is based on prof Ilza, Dr. Ilza Mayuni, lecturer of English department in UNJ. She says "Mentoring adalah cara mudah dan baik untuk mengembangkan potensi mahasiswa dalam segala bidang." And the second is based on Mr. Aceng Rahmat, he's a dean of FBS UNJ, dekan, he says "Pengembangan potensi mahasiswa dapat dikembangkan dalam mentoring." And the third is Henri Basel, owner of NEC, National English Center, he is alumni of ED, he say "Untuk memaksimalkan potensi academik dan pembangunan karakter, mentoring adalah salah satu caranya." They are quotes about mentoring. Next…

The conclusion. In my presentation, school based mentoring is more on the great solutions to develop and to improve students or mentee ability, character, moral or religion, academic side in order to qualify in their life. Next…

Okay, they are the references. Is there any question for my presentation? Please…

(question) okay, thank you. Any other question? Okay…

(question) okay then for deni and wildan. The first question I want to answer is if this is about mentor qualified… qualify the mentor… yes, uh… mentor before they give or… in group mentoring, he or she should join like a seminar, or like um… something like that, so they can improve their ability because if the mentor doesn't join in that kind of things… seminar, etc. they can't qualify to teach or to give education or something like that, so it is appropriate to give like seminars for them, I think.

Okay, for wildan. I think mentoring is flexible, because if you want to like some to swim, you can uh… encourage your students uh… mentee to swim, because it is based on the needs, if they want sport, they can… the mentor can give them like futsal, or football, like that. Yeah, but you can also stimulate about their attitudes, about their morals, but you can use many facilities that they want. Okay, is there any question?

Okay, this is the end of my presentation. Thank you for your attentions.

Wassalamu'alaikum wr.wb.

TABLES OF ANALYSIS

TABLE 1 – LIST OF THE HEDGED UTTERANCES (IN PHRASES AND SENTENCES)

*Notes

- The hedging devices are shown in students' utterances (in phrases or sentences)
- The lexical hedges used in the utterances are highlighted

STUDENTS	THE HEDGED UTTERANCES (IN PHRASES AND SENTENCES)	THE HEDGING DEVICES
Student 1 (Wiki-pedia)	- many students have common perceptions or problem in their research - we can do anything… almost impossible things - This is the example how student can get crazy if they get stuck in their research - It's a giant getter compared to Britannica - we can say that Wikipedia is the online www.wikipedia.com peer produced encyclopedia - Compared to other encyclopedia Britannica that only has about 500.000 of articles, Wikipedia has about 10 million articles in 253 different languages - the sample was about 2.318 responses - who is likely to use Wikipedia - it alleviates common frustrations students - common frustrations in students is getting stuck in their research - so it's like a pre-search tool - it is easy and simple, you just need an internet, you just need a computer - We have a lot of assignment, very large of assignment, - we can say that Wikipedia is used in the very beginning of the beginning - we can say that when students need deeper analysis, they leave Wikipedia - we just need computer and internet to get information. - Then it may be the beginning, but rarely ends there - this research proves that Wikipedia is helping	Common (3) Can (5) Almost (2) It's a giant getter About (3) Likely Like Just (3) Very large May Rarely … proves that… I agree I think

	- I agree that most of the students use Wikipedia - I think the text that has been showed to you is almost the same with in Indonesia	
Student 2 (CAOR)	- they have to read it aloud, just the same story that have been set by the software… - This kind of project is the research project from Carnegie Mellon University - they created this kind of software… computer that helps children to read - So… uh… this kind of project … um… has been used for 20 years - almost the same words like minimal pairs - the computer software will give students any other of the words that almost sound the same - they will get so many kinds of vocabulary by what… from what they do - then if the children don't know the meaning of the sentence they just have to click at the word - they just have to click - since they do the reading aloud, they must be improve their speaking skill - it can be a science book - it can be any kinds of book that they can read - this is the disadvantages of using this kind of method - CAOR can help children to enrich their vocabulary - I have the video for this kind of activity - this is the kind of software that is using the computer - reading is kind of activity that can enrich the students' vocabulary - they have to have the basic knowledge in the language, in the English of course, so they will be able to use that kind of software - we can use this kind of uh… CAOR project in Indonesia - because when we put this kind of uh… project in Jakarta, we can use it - because mostly people in Jakarta have laptop, have computer in their house - for Indonesia this kind of project can be used but not for all children in all cities in Indonesia	Just (3) Kind of (12) Almost (2) Like So many Must Can (4) Mostly At least (2) About

	- In America this <mark>kind of</mark> activity is appropriate for the children - for us as the ESL/EFL students, it is appropriate for <mark>at least</mark> the people or the students of teenager or adult that have basic English skill - <mark>at least</mark> they know uh… 100 words in English - for example in the sentence there are ten words, they have to know <mark>about</mark> seven or eight words	
Student 3 (Pair Taping)	- Pair taping is a <mark>very simple</mark> method to be used to relieve the nervousness of the students when they speak English - because of Noonan in 1993 <mark>suggested</mark> the student-centered learning, we give them a free choice to pick who they want to speak - then submit it into the picture by email or Bluetooth or <mark>something like that</mark> - for us, teachers wannabe are ready to use this method proposed by Schneider in 1993 because it is a <mark>relatively easy</mark> to use method - it shows <mark>a great or significant</mark> progress based on the students speaking ability - Schneider himself in 1993 taught this method <mark>based on</mark> his research in university in Japan - <mark>maybe</mark> in basic speaking or public speaking or <mark>something like that</mark> - one tape recorder <mark>can</mark> be used for many students - 'tricky' students will <mark>tend to</mark> cheat - they will <mark>just</mark>… "come on let's just make the conversation and read it and record it… " they will <mark>just</mark> read it - <mark>I suggest</mark> that there is a final test for this project like what… uh… speaking examination for the conversation	Very simple… … suggested… Something like that (2) Relatively easy… Great or significant… Based on Maybe Can Tend to Just (2) I suggest
Student 4 (Semantic	- The purpose of this presentation is to give you information about semantic mapping that <mark>can</mark> be used as one of technique classroom later	Can (5) According to..

Mapping)	- The lack of vocabulary <mark>can</mark> create a barrier that in learning <mark>according to</mark> Bloom - the student <mark>can</mark> change the map by eliminating or add words - they <mark>usually</mark> tell many words - so the teacher <mark>can</mark> use semantic mapping as a teaching devices in their classroom - Using semantic mapping <mark>can</mark> be beneficial - <mark>I think</mark> it depends on students' proficiency level - <mark>based on</mark> the article that I have read, this technique have (been) implemented in Iran and Turki, and the result of this research is the semantic mapping can improve students' vocabulary	Usually I think Based on
Student 5 (Children and Gadget)	- then why we <mark>usually</mark> provide children with gadget - the last how gadget <mark>can</mark> help children as the learning media - the first definition of gadget is gadget is a small tool such as a machine that has particular function, but is often thought as a novelty. This is the definition <mark>I took from</mark> Wikipedia that <mark>almost</mark> cover what is gadget uh… means. - The second definition is a mini application that stays on screen to provide quick functionally, <mark>I took</mark> this <mark>from</mark> encyclopediapcmag.com - I want to show you a <mark>common</mark> case - <mark>According to</mark> one study, <mark>nearly</mark> a quarter of parents have given their kid a smartphone, iPod or iPad to keep them busy while they take care of business or work - <mark>Nearly</mark> 40% of kids aged 8 and under have used tablets or smartphones in some capacity - tablets usage by kids aged 12 and under rose <mark>nearly</mark> 10% from last summer to fall, <mark>according to</mark> another survey - the games here is <mark>like</mark> action game… um… any kinds of games which is need solution to solve - from this picture… <mark>I think</mark> the most reason why children use the gadget is not only for educational, but the first one is also for their pleasure… for playing games - there are <mark>some</mark> reasons why parents <mark>usually</mark> provide their children with gadget	Usually (5) Can (13) I took from… (2) Almost Common Nearly (3) According to… (2) Like (2) I think (9) Some Rarely Tend to Seldom Often (3) Like that Something (2)

	- what I mean here is like we all uh… most of all we already know that our parents are busy with their business - I rarely assisted by my parents at home - they are tend to give their children the gadget because they are feeling guilty because they can't assist their children - … interacting with their children at home seldom or often - they are giving the gadget to the children as a friend or tool… that can assist them while their parents are out of house - The peer pressure is also uh… can be considered as important. - 'I think I should have one, so I want to ask to my mom to buy me one'. Like that. - The third is gadget do not just keep kid occupied, but they can also help them grow and learn - this advantage can be given by the gadget if they… the gadget are … um… what… are dealing with the brain games or something that dealing with the process of thinking and solving problem - but it could be… uh… provide us by the sounds… - these two advantages is the examples of advantages from… from educational games usually appear in our gadget… application - it can affect mental growth - the children that are usually or oftenly dealing with their gadget are, I think, they are less… less socialization with their surroundings - It can affect the mental growth, they will be uh… selfish - we know that children are usually… commonly… uh… should have more interaction with others by playing outside, or running or something - if the children get addiction in gadgets, they can restrict the physical activity - they can be unsocial person in the future - it can be lead them to be aggressive - As you know that the kids are oftenly dealing with their friends outside - So, the parents may think the gadget is important for their children	Could May Something like that

	- there must be a good reason to give gadget to children, for example because he/she really need it… because it can provide the media for their study, or something like that - this is how gadget can help children as learning media - The gadget can help increase the verbal exchange - I think, um… I am an elder sister too, and my brother is also addicted … I think I call it addicted because he can spend more than five times… or six hours playing on his hand phone - I think we can help them to avoid the addiction by doing or giving them references - I think that's the way - I think it is the last way, if it is um… what… um… terrible case - we can ask them," you have to do this first if you want to play the gadget…" - I think the… we can… what… um… take the gadget away from him, or make them busy with another task - so I think they are busy with another task will be working	
Student 6 (Brain)	- According to Wikipedia, the brain is an organ that serves as the nerves system in all vertebrate … and most invertebrate animals - some of these sensing or… primary sensor are located in our head. - when the brain active, it produces power about 10 to 23 watt - we learn language, mostly in the classroom we use our left brain - if he uses his right brain, you can question her… him - That's because they use their right brain dominantly - All of the techniques can be used - The movement, we can use our movement connected to the brain - know this is a very very old people - So when he use left brain he seem so serious - It's kind of other… uh… brain disease.	According to… Some About Mostly Can (4) Dominantly Very very old Seem Kind of Significantly Based on… (2)

	- if we use our brain well or more **significantly**, what can we be? - Because **based on** my resources, we use only 0.001% of our competence - Einstein use 0.005% of his brain competence, **based on** research - We **can** be him - an alien use 102% of their brain competence, that's why they are **so so** clever - learning language by connecting the left brain and the right brain, like language to picture, language to music, **like that** - … this is **just** one way - Brain is a **very essential** organ of our body so that we should protect it well - Because one student is **maybe** left-brained and another student **maybe** right-brained - **My suggestion is** our society **tends to** appreciate our left brain, our IQ, right? So do not focus only on the left brain because we have two brains.	So so clever Like that Just Very essential Maybe (2) My suggestion is.. Tend to
Student 7 (Intervention)	- So, **according to** Savage, intervention is something undesirable, painful discomforting that is applied to the students in response to misbehavior - the teacher **could** use a **something like** 'be quite please' - the teacher **can** give the student such uh… eye contact… - it **can** be such an expression or the gestures which show that the teacher didn't like the student's misbehavior - **it is said that** the teacher should warning the student in personal - **just** warning the students personally, **just** between the teacher and the students to behave appropriately - In this stage the teacher **could** give responsibility to the students to solve the misbehavior to school law or BK - for example when the students did not uh… doing the assignment well, the teacher **could** ask them to rewrite again the assignment or **something like that** - So **just** give them the simple intervention	According to… Could (5) Something like… Something like that (2) Can (3) … said that… Just (3) From what I read…

	- the teacher could reduce the student's misbehavior in the classroom - Okay, when you are uh… explain the material… uh of your lesson, and some students for example have a chit-chat, so you can (act outing the sign) something like that - Yeah, it could be the severe punishment - from what I read, the severe punishment includes the BK and the prison	
Student 8 (Out-Class Education)	- This is based on the experiential learning - So, according to the cycle, the core cycle, the learning begins when someone is experiencing something - they acquire it to undertake the several experience - Of course the kind of experience that you experience directly, right? - There are plenty activities that I'll only explain several of it - Almost all of us, right - for example when you see this kind of serial part, we can still let them ask - we can also ask them another question like, what color is this flower? - actually it's not only building vocabulary, but also we can try them to make simple sentence to answer our questions. - it's like the treasure hunts - then we can also ask them to make the same task for their friends - they can also share fun with their friends - we can ask them to go into places that have … that has many foreigners - then we can ask them to greet the foreigners - then ask them a question like 'Hi, sir.. can I ask you a question?' - we can ask them to make a set of questions or surveys - for example college students like English education students, they can ask questions in English, so	Based on According to Several (2) Kind of (2) Plenty Almost Can (23) Like (6) Something like that Just (2) I think (3) Usually (2) Perhaps (4) Very fun Maybe Or something A great deal … argues that… Some thought that…

		that they **can** practice	In my opinion…
		- you **can** tell… ask them to name the… what do you see in the museum…	I believe (3)
		- we **can** ask them to be a guide tour for their friends	
		- we met the foreigners and we asked them like 'hi, may I have your …' yeah **something like that**	
		- we ended up **just** chatting	
		- So **I think** it **can** improve student's confidence, for coming to the foreigners also.	
		- **usually** for the pre-intermediate until advanced	
		- we **can** still ask them to search what is the hot issue that is happening of the day	
		- then you **can** ask them to tell what site they happen to be… to find	
		- that also **perhaps** we **can** ask them to search for specific information on the specific site	
		- you **can** ask them to make a project	
		- so you **can** ask them to find a pal	
		- they **can** find friends from the other country in their community sites	
		- Then you **can** ask their email and you **can** email them about how much you like your idols	
		- That will be **very fun** conversation with the people overseas	
		- you **can** ask them to watch or listen to specific show **like** pop star or **maybe** scientific education, **or** **something**	
		- so they **just** make a summary or report on that show	
		- it's **a great deal** of cultural knowledge and insight	
		- because **usually** we will get fun from exchanging the information from friends from overseas	
		- Allwright **argues**, no "'teacher-proof' teaching materials" or resources	
		- so **some thought that** the students won't get much input from that	
		- the outside class education **can** be used as an extension of the classroom which brings authentic materials for the students to learn	
		- **perhaps** we forgot to use the world that has been there for us	
		- so if you go for the museum **perhaps**, for example, you make a worksheet about what kind of things that there is in this museum	

	- I, personally, in my opinion, rather than buying expensive computer for the technology learning, I think it's better for us to spend little money for outside the classroom - I think going to the museum won't be that expensive, especially if you go through the public transport - I believe that money way still acceptable - I believe yes, to certain extent - we already have that kind of study tour - it's only like once I a year for example - perhaps reducing the school fee - it can be done, I believe	
Student 9 (The Flipped Classroom)	- the teacher can... teacher might measure his or her students already understand what being taught in the classroom - I am going to introduce you uh new method that will make uh homework is... would not (be) frustrating anymore - Based on... Vancouver University, the flipped classroom inverts traditional teaching methods… - then the second definition from Wikipedia, the classroom is a form of blended learning… - in which students were new content online by watching video lectures, usually at home - they can watch the video at home and comfortable - lower level student can... can watch the video multiple times while higher level student can... can risk everything more quickly - they can post uh... question in the website and the rest can answer the question - they can hide the question, then they can ask the teacher in the morning - Based on the study got activity than written high school nearly trying, there are two reasons why they use this such kind of model - based on the study, it show that in 2007 there are 15% of internet user who have viewed an online educational video	Can (17) Might Would Based on… (3) From… Usually Nearly Kind of Will (2) I think (3) Like that I suggest

	- this **will** allow student to more engaged in the classroom activities - And then fill or you **can** find the video yourself - here is where you **can** create or find videos - You **can** find it through youtube, discovery, education, brainpop, and learningvid - student **can** pause and rewind their teacher - **I think** one of the challenges to implement this model classroom activities is... it is needs uh needs high cost - they should have computer, uh computer or laptop or ipad or such uh such um... **like that** - **I think** they should provide in the... at school to provide internet access for their students - **I think** there is the same case with which student uh do not uh prepare for the classroom activities - **I suggest** you as a teacher wannabe, is to allow students to watch the video first in the corner - the teacher **can** um **can** ask the student which have not watched the video with uh peer - they **can** check their idea on each other	
Student 10 (Praise in Teaching)	- Praise For Intelligence **Can** Undermine Students' Motivation For Learning - I will focus on why praising the intelligence **can** undermine or **can** increase the motivation for students to learn - praise **often** occur when someone have done or performed a good job - in **some** cases, praise **can** be occurred when someone has reached the highest level of their carrier - **I believe** that these three people have received a lot of praise either from their coach or from their professors - In other words, praise is a **common** response to a job well done - Praise for high ability has been **widely accepted** as a popular tool - we **often** be praised after we have a good score - The importance of praise **can** be seen in Curriculum 2013 - **according to** Muller and Dweck, 85% of parents believed that praising children's ability/intelligence when they perform a good work or after they get a good score is necessary	Can (11) Often Some I believe Common Widely accepted According to Will (15) Mostly Can indicate Kind of (2) May Will maybe

	- they **will** motivate to produce or to get a good score in the next task - But praising students' intelligence **can** also have negative effects - they **will** see that having their good performance linked to high intelligence - they **will** think that by getting good score, it means that they have a high IQ - they **will** avoid the challenging task - they **will** prefer the easier task for them in order to get a good scores - student who has or adapted the student's performance based goal **will** concern **mostly** on doing better or getting better score than the other uh... students - they **will** have fears that failure or getting a lower score **can indicate** something about their ability - when these **kinds of** student meet the failures or when they get lower scores, first they **will** be depressed - Since they have uh... high...uh... expectation that they **will** get the good score in the next ... uh in the next task or in the next test, they **will** feel depressed or disappointed - they **may** perform dishonesty - in order to avoid getting a lower score, they **will maybe** cheating or plagiarizing in the task - they **will** focus on exploring themselves with challenging task - they **will** feel depressed or **maybe** get lower score - they **will** feel when they get lower score they **will** feel like this, "oh I get the best score because I didn't study hard... I should have studied hard"... **like that** - this is the picture I get **from** our facebook group - the students who get C+ still **can** uh... (be) happy with their work - the student who get A- **would** feel depressed because **maybe** in the previous uh task, he got a higher score - Although praising for intelligence **can** be benefit for the students to motivate them to get better score in the next task or the next performance, uh... **I think** we have to better uh... praise uh... their works by their performance - because they **will** not be depressed	Maybe (2) Like that From Would

	- I think the teacher can know uh... their students have put effort or not - so the teacher can know that the students have put effort in their learning process - I think that uh students uh... toddlers, or little students can be given this kind of praise	
Student 11 (K-W-L)	- I will present about the definition, purpose, advantages, steps, examples, and common issues that faced by the teacher uh in using KWL chart strategy - this is one of the classroom assessment that can be used in order to improve your teaching and learning in the classroom - Anderson stated that... this is the principle... the principle... the fundamental for KWL strategy - Based on Anderson in 1984, good learners make connection between prior knowledge and new knowledge and in the process construct their own meanings - based on this statement the KWL strategy was born by Donna Oggle in 1986 - according to Donna Oggle in 1986, KWL is an introductory strategy that provides teacher for recalling what students know about a topic… - the teacher can identify their students' background knowledge - the students will um... understand what topic or what material should be learned before they know for. - The students probably may answer with uh... um... how about carrier mom - students may ask something like that - the list of the students' answer we can use this as the background in students' learning - the students uh would find out what they have learned - the teacher must prepare first for example uh this kind of activity... there is two ways... in order to think... in order to be applied - the teacher can use the uh overhead or LCD with distribute piece of paper that contains of KWL columns - then the teacher choose the best one based on the class needs or something like that - there is the possibility of misunderstanding or... misunderstanding... something like that - this is the common issues faced by teacher	Common (2) Can (6) (sb) stated that… Based on (2) According to Will (2) Probably may May Something like that (5) Would Kind of There is possibility of… Maybe I have read from article… mostly

	- maybe for elementary students they will ask uh about many things that they want to know about the topic - I have read from articles that explains that this strategy can be used in reading... mostly in reading, in writing, listening - it can be... we do it in mathematics... math, social, and something like that - it means that How, how you get the information or... something like that	
Student 12 (2 Sides of Homework)	- the aim of this presentation is just to give you information that… - you will have to deal with the homework for students - Glenn Withman stated that If school is each student's "job", then students are working hours usually assigned to Washington, DC lawyers - Kohn said that homework is all pain and no gain - For Cons also stated that homework can limit the student's uh free time to beneficial activities - homework also can lead students losing interest in the subject or even in the learning - when we are too much in doing something that we will get bored - the last is homework may encourage cheating - Dr. Sam Goldstein stated that homework as an intersection between school and home - It is also um stated in the old adage that practice makes perfect - for the pro side, say that homework can be a powerful learning tool - when the teacher give another homework for students, it will increase their ability in that subject - children can help uh can be helped by attend the course. - I have the result research from the Dr. Marzano - the differences is too slight - They can give the students homework that uh improve their ability - you will think that... what is good characteristics homework for your students later	Just (2) Will (6) (sb) state that.. (3) (sb) say that… (2) Usually From Can (9) May It is stated… Too slight Maybe (3) Something like that (3) What I have known… Might

	- <mark>maybe</mark> you <mark>can</mark> teach them to be individually that search uh any other sources - you <mark>just</mark> have to uh "number one should be like this.. with this way... blablabla.." - It's uh... related to the encourage effort to achieve that when you do your best and then you <mark>will</mark> get your highest score, and <mark>something like that</mark> - the students <mark>will</mark>... "what should I do with this homework?" - choose the proper homework which <mark>can</mark> improve the student's understandings - homework <mark>can</mark> be as an introducing uh assignment when the teacher wants to learn... wants to start about the material - <mark>what I have uh know</mark> that homework uh <mark>maybe</mark> included for the assessment to the students - It's to increase the students' score uh when the students get the low scores in... what... in test or <mark>something like that</mark> - <mark>maybe</mark> that uh most of the teachers said that "this homework will be as final assignment" or <mark>something like that</mark> - then in fact uh it <mark>might</mark> be uh additional score to your final score later	
Student 13 (Using Songs in Teaching)	- <mark>I think</mark> you can already guess what topic is it for the presentation - These are the encyclopedia and <mark>some</mark> authors' definitions of music - Using music in the classroom is <mark>the great way</mark> to achieve success and with L2 learners - Now, <mark>it is hard</mark> to escape music and song as it occupies ever more of the world around us - It <mark>can</mark> improve student's concentration… - It <mark>can</mark> improve our four skills like watching movies, <mark>like</mark> I presented last time - The activities that we <mark>can</mark> do in the class… - Learn seasonal songs, it <mark>will</mark> be interesting to or students too - you <mark>can</mark> ask the students if they know the singer or writer of the poem - you <mark>can</mark> make your vocabulary rich because of this - here are the words that we <mark>can</mark> put in the gap fill - They <mark>will</mark> be waiting for your next class	I think Some Is the great way.. It is hard… Can (6) Like Will (3) A bit Kind of Maybe Probably

	- it **will** be **a bit** difficult to find that - Not all in the school we **can** find that **kind of** facilities - **maybe** it depends on the teacher - **probably** it is going to be problem for the students too	
Student 14 (Gender Gap in Schools)	- The discrepancy in the opportunities, status, attitudes, etc between men and women, this is **from** Oxford - especially when it comes to certain subjects, **like** mathematics **perhaps** - but classroom gender gap **might** not be what you expect - These days, it is more **likely** male students that **just** can't **seem** to keep up to their females' counterparts - **She writes that** classrooms remodeled to serve the needs of girls are creating a reverse that sexism that hurts boys - They are **too focused** on helping the girls - Less structured learning environments and less focus on grades and competition are hallmarks of a changing school landscape that, **according to** Sommers, puts boys at a disadvantage - I'll give you a chart **from** Korea - First **from** research of Isak Petersson and Thomas Schweers, the first, boys are victims of feminist ideologies - Or **just** because the hormones? - So, **from the research**, that in genetics part, there is a **certain amount** of evidence that women **may** have intuitive or genetics position that makes them become better communicator than men - **Some others view that** amount of testosterones in boys drive them towards activity, risk taking, and aggressive behavior - Not lazy but **perhaps**, it makes them harder to learn in a classroom - This one **like** for advertisement	From (4) Like (4) Perhaps (6) Likely Seem (sb) writes that… Too focused on… According to Just (3) Certain amount May Some others view that… Seems like Will (5) Something like that (4) And stuffs Maybe (2)

	- and <mark>seems like</mark> they didn't have to work or anything - they <mark>will</mark> think "I don't need to learn, I <mark>just</mark> need to work and find money so I can be rich" - <mark>perhaps</mark> our social and attitudes regarding masculinity and femininity <mark>will</mark> change as well - as the time changing <mark>perhaps</mark> they <mark>will</mark> uh… masculinity and femininity <mark>will</mark> change - From the word 'ladies' that related to macho… macho attitude… emacho attitude that… a manly man, yes… muscular and <mark>something like that</mark> - The next one is <mark>from</mark> Brian Burgess - but in the sports they are <mark>like</mark> "that's my boy" - this is not real or um… <mark>something like that</mark> - the boys <mark>will</mark> think that "I can't write well" - single gender schools <mark>like</mark> we have in Indonesia, St. Ursula… Kanisius… that… they are single gender school. - Many schools more focus on mathematics and <mark>stuffs</mark> - they think this is the important one for the students in the future and ask them to learn, <mark>something like that</mark> - <mark>maybe</mark> we can save our boys - <mark>perhaps</mark> from the parents of the boys or from the principals, BK teachers, or <mark>perhaps</mark> from the students itself - the other students <mark>can</mark> say "Miss… he usually plays" or <mark>something like that</mark> - his activity outside the school that <mark>maybe</mark> affect his attitude at schools	
Student 15 (Comic strips in Reading)	- This is a way… a technique that you <mark>can</mark> use one day in a classroom to your student - <mark>I think</mark> you all have read a comic, right? - <mark>Usually</mark> the teacher ask the student to discuss about… knowing first about the meaning of words in context - From the context, the whole context, we <mark>can</mark> get the main idea, yeah … <mark>like that</mark> - so they <mark>will</mark> get bored	Can (3) I think (2) Usually Like that Will (sb) found…

	- The researchers have found the major function of visual in reading - Reading comprehension is most likely to occur when students are reading what they want to read, or at least when they see some good reason to read - The obstacles are … maybe… uh… the chosen of the pictures - the teacher sometimes draw the comic strips with themselves, so the picture is not really good to see - I think it can be done	Likely At least Maybe Sometimes
Student 16 (Question-ing in Classroom)	- the trend has hardly changed over the years - things like wh- question has been applied - the question has been cited as not only the most often used, but also the single most important strategy used by instructors, by Ellis, 1993 and Foster, 1983. - in questioning, there are two kinds that we can say - the questions can be a smart questions or critical questions and the second will be… next… dumb question - a study conducted in 1912 by Romiett Stevens showed that 80 percent of the school time was used for question-and-answer recitation - Gall in 1970, cited several studies in which elementary teachers used 64 to 180 questions in one class period - The third will be Dillon 1987, as cited in Orlich et al. 1994, reported that of observations of 27 teachers showed an average of 80 questions per class per hour. - Orlich, Harder, Callahan, Kauchak, & Gibson in 1994 said that so that their learners may develop higher level of thinking… - some possible reasons are, the first one is to encourage learners to talk constructively and on-task. - engaging students in the classroom is really important, right? - the students can interpret their lessons and it can awaken their curiosity - the problem solving itself is really important - sometimes, students can answer it in written but sometimes it can be difficult when answer the	Would (2) Hardly changed Things like Has been cited by (sb) Often Can (8) A study show (sb) cited (sb) reported that.. (sb) said.. Some really important (2) Sometimes (2) Really required Really suggested Usually (3) Like (2) Like that Simply

	question in spoken form	Just
	- I can say that it **can** build your students… their motivation and self esteem	Kind of (2)
	- It's **sometimes** similar to peer assisted or from teacher to students	Generally
	- this is why creating a higher thinking students is **really required**	About
	- it is **really suggested** in the classroom	Could
	- I'd like to explain about the wh- questions types that **usually** used in the classroom	Some kind of
	- for example the question will be recalling what we have learned before or during the classroom, **like** "what are the formulas of simple past tense?" **Like that**	Or something Mostly
	- Ask the learners to **simply** name something that they have learned	Possible (2)
	- teacher **just** want to… the students answer it directly from what they have seen	I think
	- **Usually** this **kind of** question is used to control your students from misbehavior	
	- For example one students answer the question, and the teacher **can** 'what do you think?' to the other students	Total= 44 Out of= 2.112
	- It is **generally** a method of questioning	
	- the rest **would** follow the answer	
	- After you ask question it is better to give the students **about**… let's say 10 to 20 seconds so that they can answer it after thinking	
	- The teaching **could** ask probing question to help their responses clarified	
	- The question should not have a trick **like some kind of** jokes or **something**	
	- Like I said before that questioning itself is a teaching act that **usually** happen in the classroom	
	- if the activity is **mostly** reading and speaking we **can** … there are many **kinds of** questions that **can** be used, right	
	- there are many **possible** questions that we can ask	
	- **I think** that's all	
	- that **would** be better for the teacher to explain it first	
	- teacher **can** pause the recording or the reading	

Student 17 (Information Technology)	- That's very common	Very common (2)
	- That's very common	Kind of (4)
	- imagine that those kinds of class will be our class in the… maybe 10 or 15 years later from now	Maybe (2)
	- that's very up to date.	Very up to date
	- it's very old	Very old
	- I took it from Cambridge Advanced Learners Dictionary, the science and activity of using computers that used by human to exchange and store the information	From (3)
	- That's what Cambridge Advanced Learners Dictionary said	(sb) said
	- This is from Richard Weiner, uh… the expert of communication.	By
	- that's what information technology means by Richard Weiner	Will
	- we will have that kind of gadget in the video	So bad
	- that's so bad	Can (4)
	- it is taken from (suara tidak jelas) magazine in November 2013	Roughly
	- Now from this data we can conclude that it's still little compared to our population	Some
	- Indonesia have roughly 300 million people	Very useful
	- I give you an example of twitter account that we can find some information about teaching	Like that
	- this is very useful	(sb/sth) show
	- Edmodo is kind of virtual classroom in internet	
	- in this one you can give assignment to the students and we can make a point, like that	
	- IT can improve the learning activities	
	- what kind of activity that using IT	
	- that video has shown us that	
	- Social media, anything, maybe tumbler, or especially I'll give it in tumble	
	- there are a lot of quote that we can find	
	- That's one of the activity we can use uh… using IT	

| Student 18 (Peer Assessment) | - the potential problem that may occur
- According to Wikipedia, peer is people who are equal in such respects as age, education or social class, group, etc
- according to Merriam Webster dictionary, assessment is the act of making a judgment about something, or the act of assessing something
- The first one is according to www.reading.ac.uk,...
- then it comes from www.heacademy.ac.uk
- I can say that peer assessment is the activity when the uh... when one student assess the other student's work, right?
- the learner will get deeper approach to the learning
- and provide the students with the benefit that he will get if they are using this kind of assessment
- Criteria will be helpful eh.. will be useful in helping students assessing their friends' work
- these are the aspects that the students will assess their friend's performance
- those are grade that the students can give to their friends
- like we did in the second cycle in this class, when one student came in front of the classroom, and deliver his or her presentation, the other have to pay attention on him or her and assess his or her performance, right?
- We can call it peer assessment
- we can do like in this picture, uh... students give the A, B, C, A for excellent, B for good, and C for enough, and so on
- here are the potential problems that may occur during the peer assessment
- it is possible if there is a conflict... a personal conflict between one student to another student in the classroom
- It will affect uh... the assessment
- students will... lack of those skills
- the result will not as accurate as if the teacher does | May (2)
According to (3)
From
Can (8)
Will (8)
Kind of
Like (2)
Possible
Tend to
I think
Just |

	- because they tend to give good score to their friends - Peer assessment can enhance the students learning experience - peer assessment can make you stressed and increase student's motivation - peer assessment can be used in the classroom because it can develop students' ability - I think it... it applicable for all level of learner - the teacher can give uh introduction first - No, they just collect those assessments from the students and then summarize it.	
Student 19 (Eye Contact)	- The one that pretend he is (suara tidak jelas) or something - From the dictionary.com it's the act of looking directly into another's eyes or… - this one is from Cambridge Advanced Learning Dictionary 3rd edition, when two people look at each other's eyes at the same time - they tend to look down or something else, such book or they just pretending they didn't hear the question - maybe it's personal problem, or he/she couldn't uh follow the teacher's instruction, or something like that - Maybe... um... I am sorry... because of their face, or their appearance, or their personal background, and something like that - it may be caused because of they have some uh something like memory scars or others - Some of the teachers tend to do this media to focus on book, they just read book and don't care about what students do in the back - you tend to stare or gaze at them, isn't it? - to avoid something like that... uh is there any question? - The introvert you know it's like uh social disorder - he maybe uh... tend to be antisocial, right? - maybe they have a certain condition but they cannot communicate with other	Or something From (2) Tend to (4) Just (2) Maybe (4) Something like that(3) May (2) Something like Some Like Could

	- we could try to communicate but not force them to do that - they may have some hardship in communicating with other	
Student 20 (Process Writing Method)	- I have a story from this article - process writing method would be... I think would be valuable tool for ESL teachers - From Heald Taylor process writing is an approach which encourages ESL youngsters to… - The process of uh... regular writing of this student will gain control of his success - the teacher may need to provide students with topics - some students will respond differently, and some will add addition - I think uh process writing will assist ESL students… - they feel that if they cannot do it correctly the first time then they will never get it - I think if we can try uh try them make… - I think students are more difficult to write some story by written	From (2) Would (2) I think (4) Will (5) May
Student 21 (Warmdown in EFL Lesson)	- This presentation is based on article James Harmer in Santana University - However the things that important but often neglected stage in effective lesson is warm down - The warm up and the warm down work together, just like the expert say, have a clear introduction and a conclusion - what we really can do in warm down activity? - it will interrupt the students strain of thought, if we collecting their mistakes during the activity - they will give more clear understanding of what they learn - elicitation can be more effective - The third one performance feedback and motivation, is often restricted to a factory word like good job, well done, keep up the good work, and something else - The strengths will provide motivation to study whereas weaknesses will give a concrete thing toward	Based on Often (2) Just like (sb) say Can (4) Will (5) Like Something else Maybe Very very limited Possible

	our work - it allows students to revisit the lesson in their own time which <mark>can</mark> work to fill their understanding and retention - we <mark>can</mark> conclude that warm down is equally important as warm up - <mark>maybe</mark> if the time is <mark>very very limited</mark>, so we face the difficulties to apply this activity - it <mark>will</mark> be <mark>possible</mark>	
Student 22 (Icebreaker in EFL Classroom)	- <mark>according to</mark> Draves, icebreaker are techniques used at the beginning of the first class… - we <mark>can</mark> warm up our students by using icebreaker that lead to the topic - <mark>sometimes</mark> you see the students busy with their phones, or their business,… - and it <mark>can</mark> increase their positive attitude to reading a new lesson - so if your students get happy or feeling happy, they <mark>will</mark> easier to make a test review - you should have to give clear instruction, so your icebreaker <mark>will</mark> be good - by using icebreaker, you <mark>can</mark> increase the positive room atmosphere in class - If the icebreaker is long… is too much time, so the study time <mark>will</mark> less - if you use the same icebreaker day by day it <mark>will</mark> be… make boring in the class - if your icebreaker is not relevant with your topic it <mark>will</mark> make uh… make a trouble - If you did it incorrectly, the icebreaker <mark>will</mark> be missed. - facilitating introduction means trying to know students name and <mark>a little bit</mark> about them - icebreaker <mark>can</mark> be the best used for the first class at school - if they uh… doesn't have answers, they <mark>can</mark> move another friends - You <mark>can</mark> make this activity before or through a test - you <mark>can</mark> use it in the middle or in the end according your class - make attention grabber, so they can… they <mark>will</mark> be pay attention to you	According to Can (7) Sometimes Will (7) A little bit
Student 23	- I have this topic School-Based Mentoring <mark>from</mark> Big Brother Big Sisters of America, one of	From (3)

(Student-Based Mentoring)	associations who implement this kind of program in 2001	Kind of (3)
	- I get from one of the professor in Oxford School of Coaching and Mentoring	May
	- Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential…	Based on (4)
	- And second based on University of Cambridge, has been defined in many different ways…	Could
	- their mentors or teachers could share with pair students	Nearly
	- Big Brother and Big Sisters of America made nearly 300.000 mentoring used through their school based program	Can (14)
	- many aspect can be discussed	I think (4)
	- Mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues	Might
	- So mentor can give, I think, the appropriate solution for the students to carrier issues	Maybe (2)
	- people of this program might be your students, or maybe someone who wants to develop his or her qualification or skills in certain way	Mostly
	- based on big brothers and sisters of America, this program is mostly purposed for the students in every grade	Will
	- first in elementary until the university… college students, it can be applied	About
	- we can go outside, we can go through… not in the class	Like that (2)
	- positive changes that will take place as a result of services, to uh… determine the result, it is about one until five years, we can see the result	(sb) say (2)
	- we can check it one until five years	Some
	- they can make students be a good students in the formal schools	Would
	- if they students are not focus in formal education, the mentor should find the key to increase motivation of the students, like that	Like (2)
	- I take from Big Brothers and Sisters of America, they say this kind of program is also clash with the academic calendar	Something like that (2)
	- not only one hour, but maybe more than an hour so the intensity of mentor and mentee is more closely	

	- Some schools in America are lack of exposure about content in mentoring. - if mentor give a good motivation, so the students would be good - the first is based on prof Ilza, Dr. Ilza Mayuni, lecturer of English department in UNJ. She says "Mentoring adalah cara… - the second is based on Mr. Aceng Rahmat, he's a dean of FBS UNJ, dekan, he says "Pengembangan potensi mahasiswa… - Henri Basel, owner of NEC, National English Center, he is alumni of ED, he say "Untuk memaksimalkan… - he or she should join like a seminar, or like um… something like that, so they can improve their ability - if the mentor doesn't join in that kind of things… seminar, etc. they can't qualify to teach or to give education or something like that - it is appropriate to give like seminars for them, I think - I think mentoring is flexible - if you want to like some to swim, you can uh… encourage your students uh… mentee to swim - if they want sport, they can… the mentor can give them like futsal, or football, like that - you can also stimulate about their attitudes, about their morals, but you can use many facilities that they want	

TABLE 5 - THE FORMS OF HEDGING DEVICES USED BY STUDENTS FROM THE MOST UP TO THE LEAST FREQUENT

NO	FORM	FREQUENCY	PERCENTAGE
1	can	155	24.18%
2	will	61	9.52%
3	kind of	30	4.68%
4	I think	29	4.52%
5	maybe	24	3.74%
6	like	24	3.74%
7	just	23	3.59%
8	something like that	21	3.28%
9	from	20	3.12%
10	based on	15	2.34%
11	usually	14	2.18%
12	according to	13	2.03%
13	may	12	1.87%
14	perhaps	10	1.56%
15	could	9	1.40%
16	like that	9	1.40%
17	would	8	1.25%
18	tend to	8	1.25%
19	(sb) stated that…	8	1.25%
20	some	8	1.25%
21	often	7	1.09%
22	about	7	1.09%
23	mostly	6	0.94%
24	almost	6	0.94%
25	or something	5	0.78%
26	common	5	0.78%
27	nearly	5	0.78%
28	possible	4	0.62%
29	sometimes	4	0.62%
30	I believe	4	0.62%
31	might	3	0.47%
32	likely	3	0.47%
33	at least	3	0.47%
34	I suggest	2	0.31%
35	seem	2	0.31%
36	(sb) say that…	2	0.31%
37	(sb/sth) show…	2	0.31%
38	things like that	2	0.31%
39	something like	2	0.31%
40	a bit/ little bit	2	0.31%
41	rarely	2	0.31%
42	Very old	2	0.31%

43	my suggestion…	1	0.16%
44	probably	1	0.16%
45	there's possibility	1	0.16%
46	must	1	0.16%
47	(st/sb) proves that…	1	0.16%
48	(sb) suggest that…	1	0.16%
49	(sb.) argue that …	1	0.16%
50	(sb) write that…	1	0.16%
51	(sb) found that…	1	0.16%
52	(sb) view that…	1	0.16%
53	(sb) report that…	1	0.16%
54	(sb) cited that…	1	0.16%
55	some thought that …	1	0.16%
56	it is stated	1	0.16%
57	cited by (sb)	1	0.16%
58	by	1	0.16%
59	things like	1	0.16%
60	some kind of	1	0.16%
61	something else	1	0.16%
62	and stuff	1	0.16%
63	to some extent	1	0.16%
64	generally	1	0.16%
65	commonly	1	0.16%
66	dominantly	1	0.16%
67	seldom	1	0.16%
68	simply	1	0.16%
69	roughly	1	0.16%
70	certain amount	1	0.16%
71	I agree that	1	0.16%
72	from what I read	1	0.16%
73	I have read from article…	1	0.16%
74	what I have known…	1	0.16%
75	in my opinion	1	0.16%
76	very large…	1	0.16%
77	very simple	1	0.16%
78	very essential	1	0.16%
79	very fun	1	0.16%
80	Very common	1	0.16%
81	Very up to date	1	0.16%
82	Very useful	1	0.16%
83	Very very limited	1	0.16%
84	so many…	1	0.16%
85	so so clever	1	0.16%
86	So bad	1	0.16%
87	really important	1	0.16%
88	Really required	1	0.16%
89	Really suggested	1	0.16%

90	Too slight	1	0.16%
91	Too focused on…	1	0.16%
92	It is hard…	1	0.16%
93	Hardly changed	1	0.16%
94	Widely accepted	1	0.16%
95	relatively easy	1	0.16%
96	is a great…	1	0.16%
97	great or significant	1	0.16%
98	is a giant…	1	0.16%
99	Can indicate	1	0.16%
100	Will maybe	1	0.16%
101	Probably may	1	0.16%
102	Seems like	1	0.16%

100.00%

TABLES AND FIGURES OF RESULTS

TABLE 1.1.

THE OVERALL NUMBER OF HEDGING DEVICES USED PER CLASSIFICATION

NO	Classification	Frequency
1	Shields	405
2	Approximators	197
3	Speaker' personal doubt and direct involvement	9
4	Emotionally charged intensifier	26
5	Compound Hedges	4
	TOTAL	641
	MAX	405
	MIN	4

TABLE 1.2.

THE PERCENTAGE OF HEDGING DEVICES USED PER CLASSIFICATION

NO	CLASSIFICATION	PERCENTAGE
1	SHIELDS	63.18%
2	APPROXIMATORS	31.73%
3	SPEAKER'S PERSONAL DOUBT AND DIRECT INVOLVEMENT	1.40%
4	EMOTIONALLY CHARGED INTENSIFIER	4.06%
5	COMPOUND HEDGES	0.62%

FIGURE 1.
THE OVERALL NUMBER OF HEDGING DEVICES USED PER CLASSIFICATION
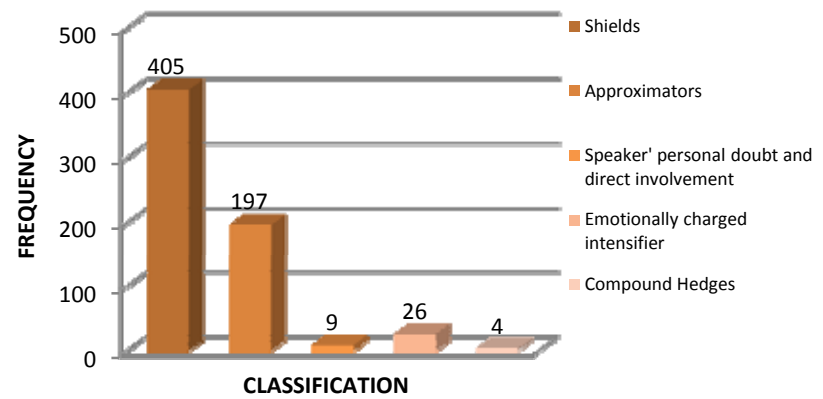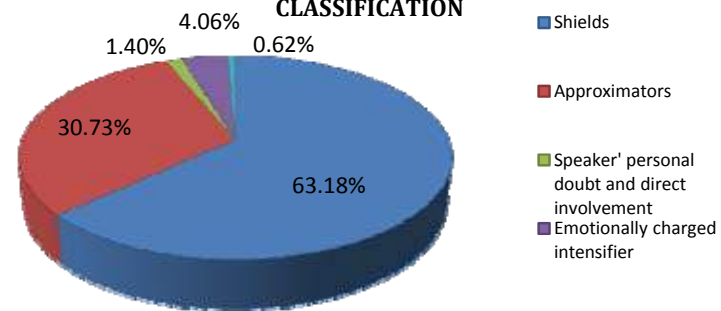

FIGURE 2.
THE PERCENTAGE OF HEDGING DEVICES USED PER CLASSIFICATION

TABLE 2.
THE OVERALL NUMBER OF HEDGING DEVICES USED PER STUDENTS

HEDGING DEVICES / STUDENT	SHIELDS		APPROXIMATORS		SPEAKER'S PERSONAL DOUBT AND DIRECT INVOLVEMENT	EMOTIONALLY CHARGED INTENSIFIER	COMPOUND HEDGES			TOTAL USE PER STUDENT	PERCENTAGE OF USE PER STUDENT (BY THE TOTAL OF HEDGES USED BY ALL STUDENTS)	APPROXIMATE VALUE OF RUNNING WORDS	PERCENTAGE OF USE PER STUDENT (BY THE TOTAL RUNNING WORDS)
	Plausibility Shields	Attributive Shields	Adaptors	Rounders			Double	Treble	Quadruple				
1	8	1	8	3	1	2	0	0	0	23	3.59%	1565	1.47%
2	5	0	19	3	0	1	0	0	0	28	4.37%	1577	1.78%
3	4	2	4	0	0	3	0	0	0	13	2.03%	773	1.68%
4	6	2	1	0	0	0	0	0	0	9	1.40%	910	0.99%
5	26	4	19	4	0	0	0	0	0	53	8.00%	1915	2.77%
6	9	3	5	2	0	3	0	0	0	22	3.00%	1516	1.45%
7	8	2	6	0	1	0	0	0	0	17	3.00%	776	2.19%
8	32	4	16	0	4	2	0	0	0	58	9.00%	1834	3.16%
9	24	4	3	1	0	0	0	0	0	32	5.00%	1275	2.51%
10	30	2	6	1	1	1	2	0	0	43	7.00%	1159	3.71%
11	12	4	9	0	1	0	1	0	0	27	4.00%	1270	2.13%
12	20	4	6	0	1	1	0	0	0	32	5.00%	1736	1.84%
13	11	0	3	1	0	2	0	0	0	17	3.00%	823	2.07%
14	16	7	12	1	0	1	1	0	0	38	6.00%	1898	2.00%
15	8	1	3	1	0	0	0	0	0	13	2.00%	930	1.40%
16	14	5	18	2	0	4	0	0	0	43	7.00%	2112	2.04%
17	7	6	5	2	0	5	0	0	0	25	4.00%	1235	2.02%
18	21	4	4	0	0	0	0	0	0	29	5.00%	1112	2.61%
19	11	2	8	1	0	0	0	0	0	22	3.00%	1148	1.92%
20	12	2	0	0	0	0	0	0	0	14	2.00%	742	1.89%
21	11	2	5	0	0	1	0	0	0	19	3.00%	637	2.98%
22	14	1	2	0	0	0	0	0	0	17	3.00%	1135	1.50%
23	25	9	10	3	0	0	0	0	0	47	7.00%	1532	3.07%
TOTAL	334	71	172	25	9	26	4	0	0	641	100.39%	29610	2.16%
MAX	32	9	19	4	4	5	2	0	0	58	9.00%	2112	3.71%
MIN	4	0	0	0	0	0	0	0	0	9	1.40%	637	0.99%
AVERAGE	14.52174	3.086957	7.47826	1.08696	0.391304348	1.13043478	0.174	0	0	27.8696	8%	2453.28	2.20%

FIGURE 2.1
THE OVERALL NUMBER OF HEDGING DEVICES USED PER STUDENTS
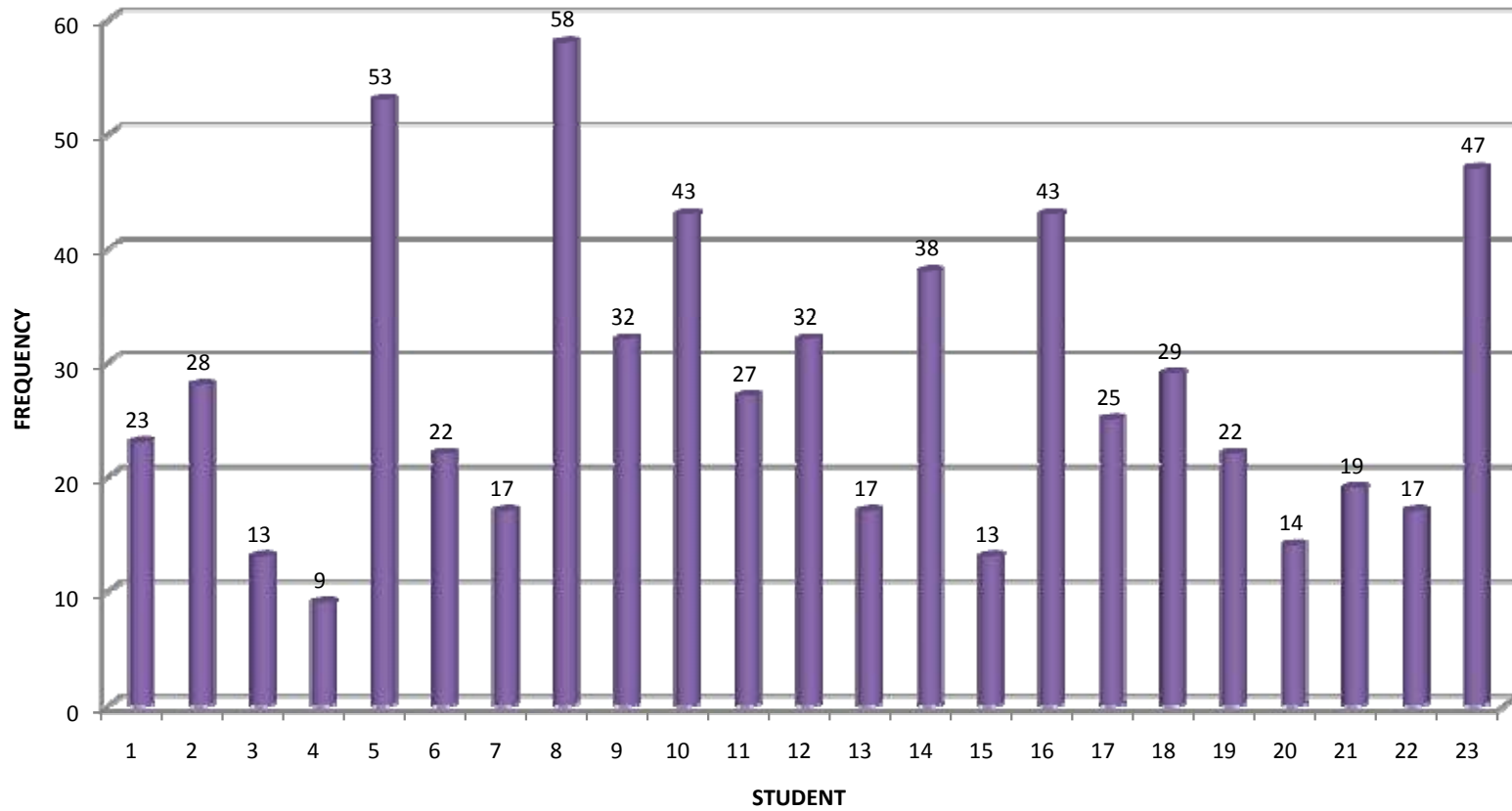
FIGURE 2.2.
THE OVERALL PERCENTAGE
OF HEDGING DEVICES USED PER STUDENTS (BY THE TOTAL NUMBER OF HEDGES USED BY ALL STUDENTS)
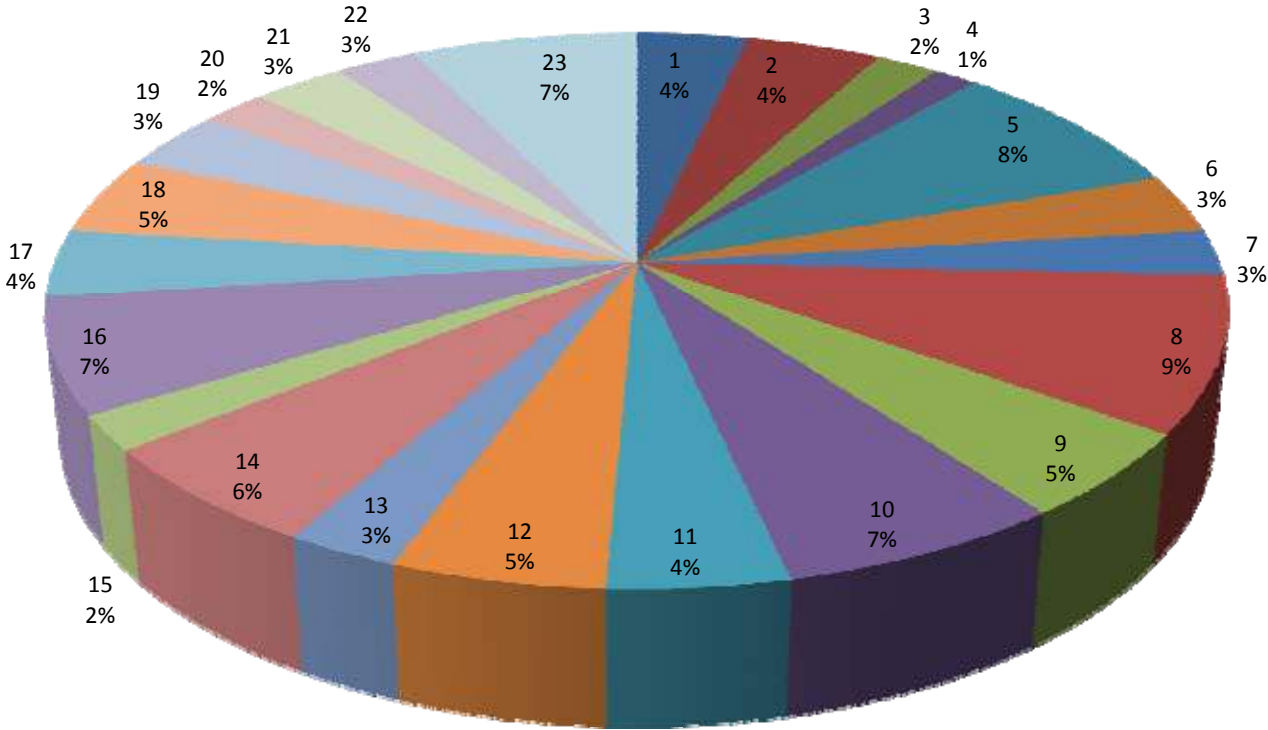
FIGURE 2.3
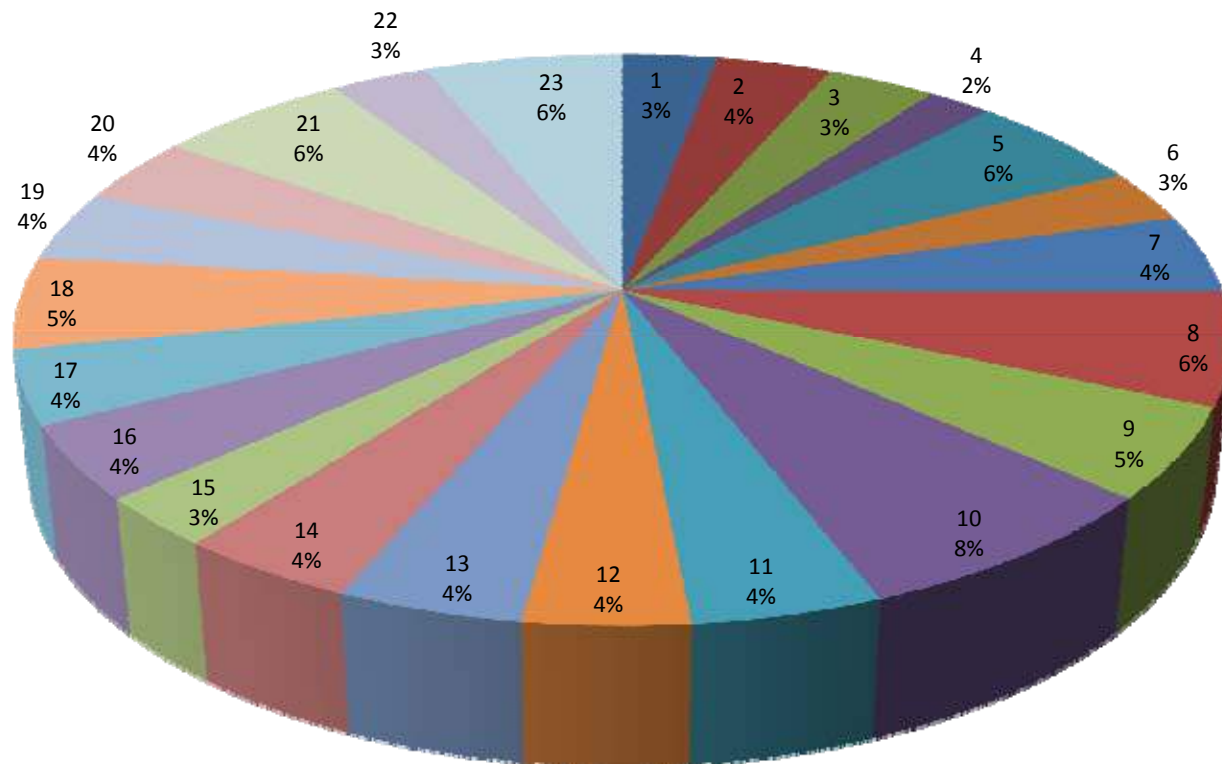**OVERALL PERCENTAGE OF HEDGES USE PER STUDENT (BY THE TOTAL RUNNING WORDS OF EACH STUDENTS)**

TABLE 3 - THE FORMS OF EACH HEDGING CATEGORY USED BY STUDENTS

I. SHIELDS

NO	FORM	N
1	can	155
2	could	9
3	will	61
4	would	8
5	may	12
6	might	3
7	maybe	24
8	perhaps	10
9	I think	29
10	I suggest	2
11	tend to	8
12	seem	2
13	my suggestion…	1
14	possible	4
15	probably	1
16	likely	3
17	there's possibility	1
18	must	1
19	based on	15
20	according to	13
21	(st/sb) proves that…	1
22	(sb) suggest that…	1
23	(sb) say that…	2
24	(sb) stated that…	8
25	(sb.) argue that …	1
26	(sb) write that…	1
27	(sb) found that…	1
28	(sb) view that…	1
29	(sb) report that…	1
30	(sb/sth) show…	2
31	(sb) cited that…	1
32	some thought that …	1
33	it is stated	1
34	cited by (sb)	1
35	by	1
36	from	20

II. APPROXIMATORS

NO	FORM	N
1	kind of	30
2	like	24
3	something like that	21
4	things like that	2
5	something like	2
6	things like	1
7	some kind of	1
8	or something	5
9	something else	1
10	and stuff	1
11	like that	9
12	a bit/ little bit	2
13	to some extent	1
14	generally	1
15	usually	14
16	often	7
17	common	5
18	commonly	1
19	mostly	6
20	dominantly	1
21	rarely	2
22	seldom	1
23	sometimes	4
24	almost	6
25	simply	1
26	just	23
27	about	7
28	roughly	1
29	nearly	5
30	some	8
31	certain amount	1
32	at least	3

III. SPEAKER'S PERSONAL DOUBT & DIRECT INVOLVEMENT

NO	FORM	N
1	I agree that	1
2	I believe	4
3	from what I read	1
4	I have read from article…	1
5	what I have known…	1
6	in my opinion	1

IV. EMOTIONALLY CHARGED INTENSIFIER

NO	FORM	N
1	very large…	1
2	very simple	1
3	very essential	1
4	very fun	1
5	Very common	1
6	Very up to date	1
7	Very old	2
8	Very useful	1
9	Very very limited	1
10	so many…	1
11	so so clever	1
12	So bad	1
13	really important	1
14	Really required	1
15	Really suggested	1
16	Too slight	1
17	Too focused on…	1
18	It is hard…	1
19	Hardly changed	1
20	Widely accepted	1
21	relatively easy	1
22	is a great…	1
23	great or significant	1
24	is a giant…	1

V. COMPOUND HEDGES

NO	FORM	N
1	Can indicate	1
2	Will maybe	1
3	Probably may	1
4	Seems like	1

FIGURE 3.1
THE FREQUECY OF SHIELDS USED BY STUDENTS
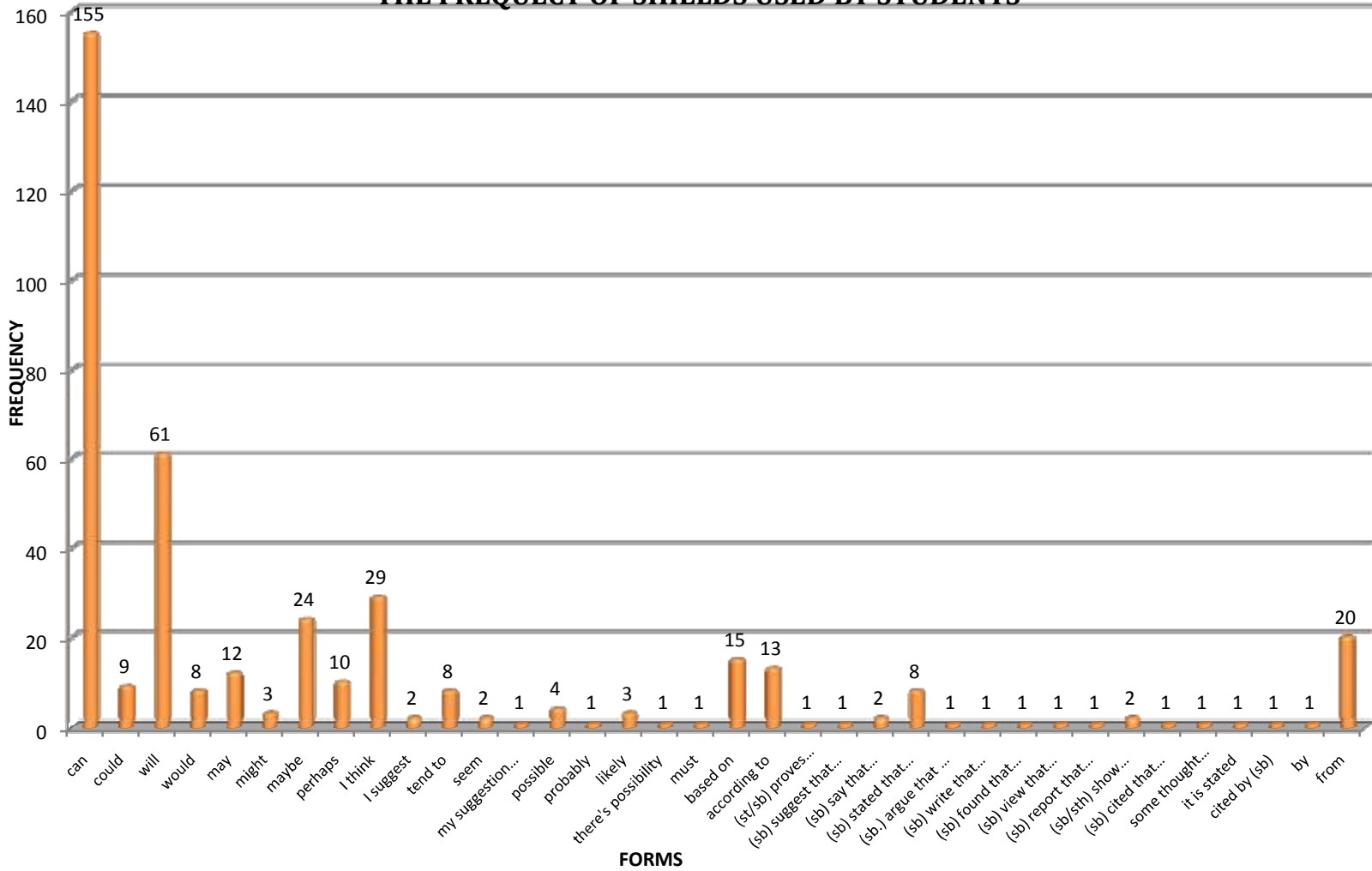
FIGURE 3.2
THE FREQUENCY OF APPROXIMATORS USED BY STUDENTS

FORMS

FREQUENCY

Values by form:
- kind of: 30
- like: 24
- something like that: 21
- things like that: 2
- something like: 2
- things like: 1
- some kind of: 1
- or something: 5
- something else: 1
- and stuff: 1
- like that: 9
- a bit/ little bit: 2
- to some extent: 1
- generally: 1
- usually: 14
- often: 7
- common: 5
- commonly: 1
- mostly: 6
- dominantly: 1
- rarely: 2
- seldom: 1
- sometimes: 4
- almost: 6
- simply: 1
- just: 23
- about: 7
- roughly: 1
- nearly: 5
- some: 8
- certain amount: 1
- at least: 3

FIGURE 3.3

FIGURE 3.5

THE FREQUECY OF SPEAKER'S PERSONAL DOUBT & DIRECT INVOLVEMENT USED BY STUDENTS

THE FREQUENCY OF COMPOUND HEDGES USED BY STUDENTS

FIGURE 3.4
THE FREQUENCY OF EMOTIONALLY CHARGED INTENSIFIER USED BY STUDENTS