






1st MEETING OF 1st CLASSROOM

- Teacher : good morning students!
- Students : good morning ma'am
- Teacher : how are you today? (Norminating)
- Students : not really good
- Teacher : owh, why? (Norminating)
- Students : *giggles*
- Teacher : okay, pay attention! Today I'll explain about hortatory exposition
- Student : aduh ma'am, can you repeat?
- Teacher : hortatory exposition. You, yes you, can you help me to erase? (Norminating) *erase the whiteboard*
- Student : okay ma'am
- Teacher : okay, Aulia! Please borrow the English book from the library.
- Students : ehh.. hmm my friend
- Teacher : My friend?
- Student : (he try to explain that his friend had already borrow the book from the library but he cant)
- (Students who carry teacher's laptop came to the class)
- Teacher : nak, my notebook, eh sorry please my notebook
- Student : dimana bu? Saya gak tau
- Teacher : under the table, you don't listen carefully. Please grab it, take it and hey you, my notebook under the table
- Students : di lantai?
- Teacher : *nodding*
- (while the students preparing the LCD projector, the class starting to crowded)
- Teacher : can I bring laptop? Siapa yang bawa laptop? (volunteering) Yang bawa laptop dong
- Student : laptop saya bu?
- Teacher : iyalah laptop kamu masa laptop siapa
- Student : rada lemot ma'am

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : no problem

(the students who bring the book from library has come)

Students : dah ibu, makasih ya

Teacher : Javier? (norminating)

Students : eh?

Teacher : give to your friends

Student : bagi ke belakang ya, 1,2,3,...(dst)

Teacher : okay today.. hey listen please! Hortatory Exposition task 5. Sst ya.

Students : *starting to focus*

Teacher : do you know what is hortatory exposition? Hayo, do you still remember? (in chorus)

(The students who carry the laptop has come and bring all the stuff under the teacher's table)

Students : *Giggles*

Student : saya bawa semua bu, abis ibu bilang di bawah meja, terus ini semua dibawah meja

Students : OMG (re: oh my god)

Teacher : okay thank you (short and simple praises) , help me close.. the door (pointing the door)

Students : *focus*

Teacher : okay, what is hortatory exposition? Apa itu? (norminating)

Student : hmm the text

Teacher : ya, now siapa yang tau? What is hortatory exposition? Apa itu hortatory exposition?
(volunteering)

Students : *try to discuss*

Teacher : Okay who knows? Siapa yang tau? Hayo (volunteering)

Student : hah?

Teacher : hortatory exposition? (volunteering)






Student : apa ya?

Teacher : okay pay attention! Didengerin ya nanti diulang kembali! If I explain it, and you must repeat again!

Students : *noisy*

Teacher : okay listen carefully, dengerin. Hey rafi! Don't! jangan begitu!

Student : *laughing*

Note:  = Teacher Talk  = Display Question  = Referential Question
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Students : *noisy*

Students : sssstttt

Student : hortatory exposition is the text that express the reader's to the other's point of view with the reason

Teacher : noh ya, okay, hortatory exposition, text that used to express your opinion. Jadi apa express? To express your opinioin (self-answer). Jadi hortatory itu adalah, meng.. apa? (self-answer) Mengekspresikan your opinion. Jadi apa? (self-answer) Opini, opini you to the other. Mengekspresikan opinimu, pikiran mu kepada yang lain. What contains? Isinya apa? (in chorus)

Students : explains the argumentations

Teacher : good! Ya, isinya problem (short and simple praises). Biasanya isinya apa? Masalah (self-answer). Setelah ada masalah apa lagi? (in chorus)

Students : suggestions

Teacher : kamu memberikan? (self-answer) Suggestions, solutions recommendations and supporting ideas, men support ide-ide yang kamu miliki. So, the problem okay (Repetition of responses and praises). Please repeat again! Who? Siapa? Okay della, repeat again (norminating)

Students : siapa? Siapa?

Teacher : you, okay explain it again

Students : hmm I don't know

Teacher : why? (norminating)






Students : because, hmm..

Teacher : okay berarti you don't listen carefully, please listen carefully ya! If you don't listen carefully, you'll don't understand. Okay who can repeat? What is hortatory exposition? (volunteering)

Students : *noisy*

Teacher : okay, diah? Christo? Can you? Nazar? Bian? (volunteering)

Student : to persuade the reader or listener that something should or shouldn't be the case

Note:  = Teacher Talk  = Display Question  = Referential Question
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Teacher : okay, to persuade the reader (Repetition of responses and praises), and? (norminating)

Student : or listener that something should or shouldn't be the case

Teacher : ya, and apa? (self-answer) Supporting the ideas. What is the purpose? Look at on the whiteboard. Okay? Adella! Read the text louder! What is the purpose of hortatory exposition

Students : ma'am I forgot to bring my glasses, so I can't see anything fro the whiteboard

Teacher : okay coba kamu (pointing the student next to Adella)

Students : purpose nya?

Teacher : iya

Students : to persuade the readers and to argue in the case

Teacher : okay, do you understand? (in chorus)

Students : Nooo

Teacher : yang mana yang blm paham? (in chorus)

Teacher : okay hortatory exposition itu untuk mengungkapkan, express your opinion and or argument. Jadi ada masalah, terus kamu tanggapi, express your opinion, atau argument lalu kamu kaish solusinya, recommendation, hortatory exposition. What is the purpose one again? (in chorus) Okay read loudly baca lagi yang keras yok.. eeeee

Students : eeeeeee

Teacher : siapa namanya? (norminating)

Students : Sofie

Teacher : iya sofie, how are you sofie? Please (norminating)

Student : hortatory exposition is the text that used to persuade the reader or listener that something should or shouldn't be the case






Teacher : ya, to persuade the readers (short and simple praises). Della? Adella? (in chorus)

Student : *grumble grumble*

Teacher : ya, to persuade the reader or the listener that something should or shouldn't be the case. Understand? (in chorus)

Students : understand!

Teacher : okay coba liat, text nya? How? Eeee thesis, look at! What is the thesis? Thesis itu

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apa? (in chorus)

Students : the topic that you're going to talk about

Teacher : ya, jadi apa yang akan kamu bicarakan (Repetition of responses and praises). Atau the statement from the writer.next, berikitnya apa? Next? (in chorus)

Students : Argument

Teacher : ya, the reason. Repeat again ya, ntar ngulang lagi nih. The reason, to support apa? (in chorus)

Students : thesis

Teacher : ya, to support the thesis (Repetition of responses and praises). Lalu apa? (in chorus)

Students : Recommendation

Teacher : iya, recommendation, solution (Repetition of responses and praises), oke repeat me again, what is thesis? (in chorus)

Students : tulisan

Teacher : In English? (in chorus)

Students : statement from the writer about the problem

Teacher : good! Statement from the writer about the problem (Repetition of responses and praises). Okay another, what is your opinion? Yo, fachturama? Repeat again? (norminating)

Student : thesis is an argument about the problem and there is a statement in the end of paragraph.

Teacher : true of false? (in chorus)

Students : true






Teacher : false, (asking another student to answer instead) harusnya argument dari? (in chorus)

Students :Writer

Teacher : ya, statement from the writer about problems of topic (Repetition of responses and praises). Arguments, what is arguments? (volunteering)

Student : penjelasan tentang thesis

Teacher : in English? (norminating)

Note:  = Teacher Talk  = Display Question  = Referential Question
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Student : explain about thesis

Teacher : yes, explain about thesis, penjelasan tentang thesis (Repetition of responses and praises). Next, recommendation. You

Student : some suggestion or solutions

Teacher : ya, do you understand? Della? (norminating)

Student : kenapa selalu saya ma'am

Teacher : cause you always disturb each other.

Students : *giggles*

Teacher : next language feature, coba liat (pointing the whiteboard)

Students : *focus*

Teacher : coba liat, verbs. You can use the word firstly, however, on the other hand, and Therefore, untuk membuat hortatory exposition you can you can use however, firstly, on the other hand, therefore. Next you

Student : hmm gak keliatan ma'am, brightness nya gak keliatan ma'am

Teacher : aaah too many reason!

Student : bukan reason ma'am, beneran

Teacher : okay, usually use present tense, who can give me the example of present tense? Adella? (norminating)

Student : *silent*

Teacher : do you know? (norminating)

Students : yeah

Teacher : yes, everybody know. Next you






Students : You can use the word firstly, however, on the other hand....

Teacher : perhatikan dong tadi temennya, okay listen. Use compound sentences, apa itu compound sentences? (in chorus)

Students : *ignore*

Teacher : jadi, kalimat apa? Contain 1 dependend clause. Jadi biasanya dia kalimat yang bisa berdiri sendiri. Next berikutnya jaini, apa? (norminating)






Student : use modal adverb

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- Teacher** : ya, modal adverb (Repetition of responses and praises). Jadi kamu biasanya menggunakan kata bantu, modals. Berikutnya lagi, apa? (in chorus)
- Students** : *ignore*
- Teacher** : subjective opinion using pronoun "I" and we, jadi bisa kamu menulis menggunakan "I". okay? (in chorus)
- Teacher** : don't speak in silent, listen carefully, ntar ulang lagi ya kamu jelasin lagi. Liat, compound sentences, kalimat majemuk. There is dependend clause, jadi kalimatnya biasanya berdiri sendiri. Dengan penghubung, coordinate conjunction for, and, no, but or yet and so. Adella? Listen? (in chorus)
- Student** : ya ma'am?
- Students** : *Giggles*
- Teacher** : coba liat, everybody looked happy in the party, dependend clause kalimatnya bisa berdiri sendiri. I didn't see Mr. Joko. Jadi you can compound the sentences by use conjunction for, and, no, but or yet and so. Who can make compound sentence? Siapa bisa membuat kalimat ini? (volunteering)
- Student** : Ma'am, write on the whiteboard?
- Teacher** : ya, write on the whiteboard can you? (norminating)
- Student** : yes
- Teacher** : okay, make applause for your friend! (Short and simple praises)
- Students** : *applause*

(the students go to the whiteboard and write the sentence "I have studied last night, but now I cant answer the question)

- Teacher** : okay, look at the whiteboard! Liat ke depan, betul atau salah? (in chorus)
- Students** : betul
- Teacher** : kalo I have studied last night itu apa? (self-answer) Past tense. Harusnya gimana? (self-answer) I study last night. Okay siapa lagi? (self-answer) I studied last night, saya belajar tadi malam lalu, I cant answer the question, itu compound sentence. Understand? (in chorus)
- Students** : understand
- Teacher** : okay, complex sentence, coba liat. You can make complex sentences by use though, although, if, because, before. Use subordnary conjunction. For example, read! Baca

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yang keras!

Student bus : because Marry and Samantha arrived at the before noon, I didn't see them at the

station

Teacher : coba liat ya, there is independent clause. Jadi ada kalimat yang tak bisa berdiri sendiri, ya. Jadi ada I didn't see, dependend clause, lalu ada before Marry and Samantha, Independent clause. Jadi ada independent clause dan ada dependend clause. Ada yang berdiri sendiri dan tidak bisa berdiri sendiri. Who can make complex sentence? Siapa yang bisa make complex sentence? Tulis di papan tulis? (volunteering)

Students : *silence*

Teacher : coba kamu maju

(Student write "After I woke up, I ate breakfast this morning")

Teacher : ya, after I woke up, dependend clause lalu independent nyak, I ate breakfast this morning. Ok? Thank you and you can repeat again about my explanation (praises followed by appraisals), about hortatory exposition. Kamu ulangi kembali tadi apa yang ibu jelaskan, silahkan, ada powerpoint nya (the teacher try to choose the student)






Student : Today I want to tell you about hortatory exposition...

Teacher : heeh listen carefully, kalo gak mau listen keluar aja deh, keluar, kamu itu kalo diterangkan bercanda. Giliran saya tanya gatau. Oke lanjut

Student : tadi kan udah dijelasin sama Miss saya mau menjelaskan tentang...

Teacher : in English ya

Student : okay, I want to tell you about hortatory exposition, first the purpose of the text is to persuade the reader or listener that should issue or shouldn't the case and hortatory exposition, there is the text consist of a thesis, arguments that can supprt the thesis and recommendation on solution for the thesis and then.. there is a some language features, first is the state link arguments such as firstly, however, on the other hand and however. Then usually present tense, and then compound sentence and modal adverbs and the last is subjective opinion using pronoun like "I" and "we". This is the example of compound sentence, coordinate conjunction like for, and, or,

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but, or yet, and so. The

example is "everybody looked happy in the party, but I didn't see Mr. Joko. And then there is complex sentences by subordinate conjunction. It consist of after, although if, because, and before. The example is because Marry and Samantha arrived at the bus station before noon, I didn't see them at bus. Thank you

Teacher : okay, give applause to her (Short and simple praises)

Students : *Applause*

Teacher : okay sekarang yang cowok, jangan cewek aja. Yang cowok

Students : *Giggles*

Teacher : ya kamu ayo maju ke depan

Student : dari yang mana ma'am

Teacher : awal

Student : Bahasa inggris ya ma'am?

Teacher : iya

Student : so the purpose of hortatory exposition is to persuade the reader or the listener that something should or shouldn't in the case. And then there are 3 text organization, first is thesis, second is argument and the third is recommendation. Terus language features, the first is the words that link argument such as firstly, however, on the other hand, therefore. Then, it usually present tense and then compound sentence for modal adverbs and subjective opinions using pronoun "I" and "we". Compound sentence use coordinative conjunction like for, and, or, but, or yet, and so and the example everybody looked happy in the party, but I didn't see Mr. Joko. Complex sentence use subordinate conjunctions like after, although, if, because and before. because Marry and Samantha arrived at the bus station before noon, I didn't see them at bus. Thank you, any question?






Students : no, gaada miss

Students : okay, thank you

Teacher : okay, give applause (Short and simple praises)

Student : *Applause*

Teacher : okay, do you understand? Enough? (in chorus)

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Students : Yes, enough

Teacher : Any question? (in chorus)

Students : no






Teacher : okay tugasnya buat hortatory exposition, semua unsur dipake, title terserah kamu
okay

Students : okay ma'am

Note:  = Teacher Talk  = Display Question  = Referential Question
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2nd MEETING OF 1st CLASSROOM

- Teacher : okay, first... let's pray Aulia
- Student : get ready!
- Students : *ready*
- Student : lets pray!
- Students : *praying*
- Student : finish, say greeting!
- Students : Assalamualaikum Warahmatullahi Wabarokatuh
- Teacher : Waaalaikumsalam Waramatullahi Wabarokatuh, okay! Listen carefully. today, please presentation about the song. Each group, 3 girl and 3 boys ya. This is the procedural text...
- Student : Ma'am? Bukannya ini buat hari rabu?
- Teacher : *ignoring* sesuai dengan procedural text! Sing a song, nyanyikan sebuah lagu dan poem, puisi. After clear singing, setelah nyanyi please you tell me your friend about your feeling how do you feel when you sing a song and tell about what's song about. Tell to your friend, okay? (in chorus)
- Students : lupa miss yang pertama siapa
- Teacher : okay, yang siap saja! When you ready, it's okay
- Student : bu puisi nya perorangan? Apa satu puisi aja terus 1 lagu?
- Teacher : *Nodding* yang kedua
- Student : ooh jadi 1 puisi 1 lagu, yang baca puisi Cuma 1
- Teacher : okay siapa yang sudah siap? (volunteering)
- (after chit-chat between students-students and students-teacher, the 1st group ready to sing their song and read their poem)
- Group 1 : *preparing*
- Teacher : eeh yang lain dengerin dulu! Temen nya mau nyanyi!
- Students : *noisy*
- Group 1 : Assalamualaikum Warrahmatullahi Wabarokatuh
- Students : Waalaikumsalam warahmatullahi wabarokatuh
- Group 1 : okay guys, Today our group will sing a song "billionaire" by Bruno Mars

Note:  = Teacher Talk  = Display Question  = Referential Question
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**I wanna be a billionaire so freakin' bad
Buy all of the things I never had
Uh, I wanna be on the cover of Forbes magazine
Smiling next to Oprah and the Queen
Oh every time I close my eyes
I see my name in shining lights
Yeah, a different city every night oh right
I swear the world better prepare
For when I'm a billionaire
Wooo... Wooo...
I'm a billionaire
Wooo... Wooo...**

Students : *applause*

Group 1 : okay, now the poem

**“Only as high as I reach can I grow
Only as far as I seek can I go
Only as deep as I look can I see
Only as much as I dream can I be”
By: Karen Ravn**






Students : *applause*

Teacher : okay now 2nd group. (short and simple praises)

Group 2 : *go to the front* Assalamualaikum Warrahmatullahi Wabarokatuh

Students : today we'll sing a song “My Heart Will Go On” by Celine Dion

**Every night in my dreams
I see you, I feel you,
That is how I know you go on
Far across the distance**

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

And spaces between us
You have come to show you go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

Love can touch us one time
And last for a lifetime
And never let go 'til we're gone






Love was when I loved you
One true time I hold to
In my life we'll always go on

Near, far, wherever you are
I believe that the heart does go on
Once more you open the door
And you're here in my heart
And my heart will go on and on

You're here, there's nothing I fear,
And I know that my heart will go on
We'll stay forever this way
You are safe in my heart
And my heart will go on and on

Students : applause*

Teacher : tell to your friend, how do you feel? (norminating)

Note:  = Teacher Talk  = Display Question  = Referential Question
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Group 2 : we fell sad, I guess that's what we feel. We fell sad

Teacher : and you? How do you feel (norminating)

Group 2 : I'm so sad too

Teacher : and you? (norminating)

Group 2 : I'm too, also sad. We're all sad

Teacher : what is the song about? (norminating)

Group 2 : about lo, this is about broken heart song

Teacher : please, tell what's a song about!

Group 2 : this song is about broken heart song, because she left by the man.

Teacher : okay? (in chorus) good Selanjutnya (short and simple praises)

Group 2 : okay, next puisi!

Not just a dream,

That it lost because of this

There is only a dream tomorrow.

Who remembered later on the day

But it all roght away.

Passed without anxiety liver.

Only memories and dreams

Not the missing eroded day

Believe all your dreams






And follow your conscience

Tat will lead you

Grab all of your identity.

Students : *applause*

Teacher : hei! Kamu kalo ada temen sedang maju jangan berisik! Kasihan temennya, coba next perform jangan ada yang berisik! Okay next group

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Group 3 : *go to front*

Teacher : remember! When your group perform and they're noisy, don't sing a song! Jangan nyanyi sampe kelasnya tenang

Group 3 : okay, we're from group 3 and we'll sing "Barney Song", yeay!

Students : *applause*

Group 3 : okay guys are your ready?

Students : ready!

Group 3 : please pay attention okay? 1,2,3

I love you

You love me

We're a happy family

With a great big hug and a kiss from me to you.

Won't you say you love me too

I love you

You love me

We're best friends like friends should be

With a great big hug and a kiss from me to you.

Won't you say you love me too

I love you

You love me

We're a happy family

With a great big hug and a kiss from me to you.

Won't you say you love me too

I love you






You love me

We're best friends like friends should be

With a great big hug and a kiss from me to you.

Won't you say you love me too

Group 3 : so, the song is telling about our happiness!

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Students : *applause*
Group 3 : now, ayo puis! English please
Students : *giggles*
Group 3 : the poem is about family I love






**i love family with my whole heart
my love is joy to my family
Family sad and happy and love
Familiy's fun, and painful and prairie**

**My Family is like all families we have
Love, we have happiness and tears
I love whole my family
My family is like angels to fly in sky**

**I'm grateful that I have family that loves me
My family are kind and nice and fun to be around
My family is painful, like all families are
Heart breaking, and evil sometimes**

**My family is heart breaking and death like everyone else
Hey! I cant stop loving my family
No matter what it cost to family**

**Way my family is just make me own family
With someone be as good as they are
But god, no I love my family
And our love is death that to have in life
And even now they still alive in my hearts**

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Students : *Applause*

Teacher : okay, next! (short and simple praises)

Group 4 : okay we're from group 4, and will sing a song, enjoy! (Fix You – Coldplay)

**And high up above or down below
When you're too in love to let it go
But if you never try you'll never know
Just what you're worth**






**Lights will guide you home
And ignite your bones
And I will try to fix you**

**Tears stream down your face
When you lose something you cannot replace
Tears stream down your face and I
Tears stream down your face
I promise you I will learn from my mistakes
Tears stream down your face and I**

**Lights will guide you home
And ignite your bones
And I will try to fix you**

Students : *applause*

Group 4 : So the song is "Fix You" By Coldplay, it makes us feel sad so the song is about Gwen and Chris. So Gwen is losing her father and feels depress and Chris makes this song and... he can cheer up Gwen that really sad about her lost. Chris really wanted to "Fix" her because she lost her parents, he wants to cheer her up. Now, time to read a poem!

Note:  = Teacher Talk  = Display Question  = Referential Question
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**You are the astronaut to my galaxy
Whose gaze through my nebula of thoughts.
Whose touch burns past the atmosphere of my planet-of-unspoken-feelings
Who finds reliefs inside my stars-and-cosmic-dusts-filed soul.**

**You're astronaut to my galaxy
I'm mystery you're willing to explore.
I'm a lot of things you can't quite grasp, but somehow you're fascinated with,
I'm an odd beauty covered in unknown and uncertainty**

**You're the astronaut to my galaxy
The only one who's brave enough to draw near, who doesn't care that much about time or
distance, not the whisper of unproven rumors about me.
Because I'm quite a phenomenon to your thirst. I can make you feel satisfied.
And that's what matters to you.**

**You're astronaut to my galaxy.
But even though I'm all that you dream about. I can't and I won't be ever yours.
Because I'm just too much
Too predictable , too dangerous
For you.**

And I'm afraid.

And I'm sorry.






Students : *applause*

Teacher : good, okay next!

Group 5 : Assalamualaikum Warahmatullahi Wabarokatuh

Students : Waalaikumsalam Warahmatullahi Wabarokatuh

Group 5 : today we're gonna perform something amazing! *giggles* 1,2,3

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The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation,
And it looks like I'm the queen.

The wind is howling like this swirling storm inside
Couldn't keep it in, heaven knows I tried!






Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know!

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door!

I don't care
What they're going to say
Let the storm rage on,
The cold never bothered me anyway!

It's funny how some distance
Makes everything seem small
And the fears that once controlled me
Can't get to me at all!

It's time to see what I can do
To test the limits and break through
No right, no wrong, no rules for me I'm free!

Note:  = Teacher Talk  = Display Question  = Referential Question
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Let it go, let it go

I am one with the wind and sky

Let it go, let it go

You'll never see me cry!

Here I stand

And here I'll stay

Let the storm rage on!

Group 5 : we know that our song is kind of fail but... we try and we love this song because it's a great song. The song is the original soundtrack of "Frozen" movie from "Disney" and the meaning of this song is also good because this is told you to be yourself and break free but... still a... its told you to be brave, and to be... something. Thank you, and now the poem will be presented by her.

It's time to see what I can do

To test the limits and break through

No right, no wrong, no rules for me I'm free!

I am one with the wind and sky






You'll never see me cry!

Here I stand

And here I'll stay

Let the storm rage on!






Students : *applause*

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

3rd MEETING OF 1st CLASSROOM

The teacher starts to explain about listening test to her students. First she ask students to do the test (there are a guidance from the recorder as usual listening comprehension) and then after finished the simulation, she try to explain the test to her students

- Teacher : ...so the listening test is you must answer the question. Kamu harus siap untuk Menjawabnya
- Student : So the question base on the dialogue?
- Teacher : Iya, there are based on the dialogue. Okay repeat again, you Fauzan
- Student : In this part of the test...
- Teacher : Okay, you can say with your own word, dengan katamu sendiri. Yang part one, how about part one? (norminating)
- Student : There are.. some dialogue..
- Teacher : And you must answer the question...
- Student : Base on the text
- Teacher : Oke ya, itu part one (short and simple praises), yang pertama. Next you, ee Roy
- Student : We have to...
- Teacher : With your own word
- Student : Yes, we have to listen what does the speakers say and pick the right answer
- Teacher : Okay, you! Healty
- Student : Yang mana ma'am *confuse*
- Teacher : Yang bagian ke 2
- Student : Gak tau ma'am
- Teacher : Eee, you never listen carefully, gak pernah dengarin baik-baik sih. Yang lain (asking another students to answer instead)
- Student : Saya aja ma'am *raise the hand*
- Teacher : Okay, you
- Student : jadi tuh ini...
- Teacher : In English
- Student : In this part, you'll listen monologues or dialogues and then.. apa ya.. the.. you will.. apa sih itu.. you'll listen some conversation and you have to choose the right picture that describe what kind of things or places that in the dialogues... or the

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

person describes

Teacher : ee listen, dengerin! (explicit correction)

Students : *notice*

Teacher : Coba liat, listen carefully! Part one, yang pertama kan conversation ya. You
allways... conversation kan. Mudah gak conversation, mudah kan? (in chorus)

Students : Of course

Teacher : Of course.. everyday ya, everyday. Healty, come into the class, talking to her friend.
Ya "good morning!", "How are you?" "I'm fine thank you", "Farewell, thank you".
What are you doing?

Students : *confuse*

Teacher : ditanya "eh lagi ngapain?" (Self-answer), "I'm going do homework". "oh, have you
done it?" udah kerjain belum? "OMG (Oh My God)... misalnya apa? (in chorus)

Students : OMG!

Teacher : Oh My God ya artinya

Students : Ooh OMG

Teacher : Jawabnya "I forget", lupa. Baru ada pertanyaan there is...

Students : *noisy*

Teacher : Eeh dengerin, ada pertanyaannya "who are they?", siapakah mereka? Nah ada
Pertanyaannya A. Employees, B. Student, C. Children. The best choice, pilihan yang
terbaik yang mana? (in chorus)

Students : Student

Teacher : Ya, student because student always do the homework. Biasanya yang mengerjakan
PR adalah?

Students : Murid






Teacher : Kemudian yang bagian ke 2, you explain it again! Part 2 yang bagian ke 2 Nabilah!

Student : Part 2, there's a picture there's a dialogue and then you choose the best answer
based on the dialogue

Teacher : Okay, choose the best! (in chorus)

Students : *ignoring*

Teacher : Answer, suitable with the? (in chorus)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : Dialogue

Teacher : Jadi match, cocok-cocokin aja ya, suitable yang cocok based on the dialogue, yang cocok dari dialogue. Coba liat lagi Karin, next part bagian ke 3 Sofie, bagian ke 3 apa Sofie? (norminating)

Student : It would be some dialogues and we should answer about the response

Teacher : Ya, responses incomplete dialogue. (short and simple praises) Eh dengerin, nomor 3 apa? Part 3, incomplete dialogue, jadi you must answer the dialogue. Jadi itu nomor 3, based on the dialogue. Part 4, you!

Student : Eee..

Teacher : apa yang bagian 4? (norminating)

Student : It contain some monologue

Teacher : Ya, there are? (norminating)

Student : Monologue

Teacher : Monologue? (norminating)

Student : And we will answer base on the monologue.

Teacher : Ya, (short and simple praises) we must answer the? (norminating)

Students : Dialogue

Teacher : Monologue

Student : Oh, monologue

Teacher : Jadi itu cerita dulu, monologue dulu baru kamu jawab sesuai dengan, suitable, yang cocok...

Student : Jadi seperti narrative?

Teacher : Ya, like that, seperti itu kayak narrative.. (Praises followed by appraisals) okay understand? (in chorus)

Students : Yes






Teacher : okay repeat again, ulangin kembali! You Fathurrahman!

Student : Yes

Teacher : Yang part 1 nomor Satu!

Student : *giggle* Part 1, there are some monologues and dialogues.. iya ya?

Students : Ya udah lanjut *Giggle*

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Fathurrahman? (norminating)

Student : Apa? Part one? Oh part one. In this part you'll hear some dialogues and questions spoken in English, you have to choose the best answer.

Teacher : Sudah? (norminating)

Student : Ya *giggle*

Teacher : Next, you! Kenanga! Repeat again part 2 yang bagian ke 2!

Student : Direction nya ma'am?

Teacher : *nodding*

Student : Yang ini *pointing the paper*

Teacher : Ya, yang itu

Student : In this part of the text...

Teacher : Heeeh, with your own word

Student : *smile* with my own word. So.. we'll hear some dialogues then we try to match the dialogues with the picture

Teacher : Ya, (short and simple praises) match ya? (norminating)

Student : *nodding*

Teacher : Matching ya, the picture. You! Diah! Part 3

Student : There are the dialogues and but incomplete so we must choose... the best response for the dialogue

Teacher : Ya, choose the best response from the dialogue. (repetition of responses with praises) Okay, you! Fariz! Part 4 yang bagian ke 4

Student : Eee.. the picture, the picture

Teacher : Yang bagian 4

Student : Oh *giggle* platypus..






Students : *laugh* eh instructionnya

Student : After you hear the monologue and then we can guess the topic...

Teacher : Ya, (short and simple praises) you repeat again, Aurel!

Student : We hear a dialogue or.. Monologue to question and we must.. in the 2nd question there's no monologue again..

Teacher : You, repeat again! Fafa!

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Student : Ee about the text, di text ini tuh... jadi kita disediakan monolog dan ngedengerin terus nanti jawabannya..

Teacher : In English!

Student : Where will be a monologues and there are 4 questions in this part and every 2 questions there's one monologues and we have to answers from the monologue

Teacher : Ya, from the monologue (repetition of responses with praises). Okay you understand? (in chorus)

Students : Yes

Teacher : How many parts? (in chorus)

Students : 4

Teacher : part 1? (in chorus)

Students : dialogue

Teacher : and? (in chorus)

Students : answer the question based on the dialogue

Teacher : part 2? Yang kedua? (in chorus)

Students : hmm based on the dialogue picture

Teacher : ya, choose the picture, based on the dialogue (repetition of responses with praises). Part 3? (in chorus)

Students : giving response

Teacher : ya giving response to incomplete sentences (repetition of responses with praises). Yang 4? (in chorus)

Students : yang 4, monologue or narrative text






Teacher : ya, (repetition of responses with praises) okay understand? (in chorus)

Students : understand

Teacher : I'm sure you can get good score because you always listen the music or the film ya (praises followed by appraisals). It's your habit, itu kebiasaan kamu ya. Jadi no problem ya? Gak ada masalah ya? (in chorus)






Students : yes ma'am

Teacher : okay, see you in the exam

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

4th MEETING OF 1st CLASSROOM

- Teacher : Okay, now we'll learn about passive voice
- Students : Okay Ma'am
- Teacher : Okay, can you write the example of passive voice? (volunteering)
- Students : He? What?
- Teacher : Passive voice, can you write it? Passive voice using simple present tense, siapa yang bisa? Raise your hands? (volunteering)
- Student : *raise her hand*
- Teacher : Okay, you
- Student : *she write the sentence "she was live in Jakarta"
- Teacher : Okay, true or false? (in chorus)
- Students : True
- Teacher : Okay true ya, (short and simple praises) sekarang in present continuous tense? Hayo siapa? (volunteering)
- Student : Saya *raise his hand*
- Teacher : Okay kamu
- Student : *write on the whiteboard*
- Teacher : Okay, look at the whiteboard, true or false? (in chorus)
- Students : True
- Teacher : Ah masa sih? (in chorus) Coba liat (asking another student to answer instead)
- Students : False
- Teacher : Nah iya, ayo siapa yang bisa membetulkan? (asking another student to answer instead)
- Student : *raise her hand*
- Teacher : Iya coba kamu
- Student : *correct the previous student's writing*
- Teacher : Nah (repetition of responses with praises), true or false? (in chorus)
- Student : True
- Teacher : Remember, in passive voice present continuous tense, "to be" and "is are". Okay attention, next berikutnya adalah present perfect tense. Who can write the

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

example?

(volunteering)

Students : *confuse*

Teacher : Kok gaada? we already learn about this right? (in chorus)

Students : Belum

Teacher : Masa sih? (in chorus)

Students : Sampe continuous ma'am

Teacher : *smiling*

Students : Huuuu

Teacher : Okay-okay, erase the whiteboard. Kan kita sudah selesai ini, you have done the exercise. Okay the key of passive voice, kunci nya nih "Subject + to be + 3rd Verb.. Hey listen carefully, dengerin dulu

Students : *silence*

Teacher : You can use to be, is and are untuk simple present tense, example! Who can write active simple present tense? (volunteering)

Student : *raise his hand*

Teacher : Okay

Student : *write the sentence* "I am learning English with Mrs.Diah"

Teacher : Okay listen, we'll change the type of this sentence. Please write in the first sentence. Tulis di depan kalimat, yang jadinya objek dijadikan subject jadi "English is learned by me with Mrs diah", understand? (in chorus)

Students : Understand

Teacher : Okay, please move forward, maju kedepan, siapa yang mau? (volunteering) Buat kalimat active dan passive. Sekarang kamu buat, ayo maju kedepan

Student : *Raise her hand*






Teacher : Okay give applause

Students : *Gives Applause*

Student : *writing in the whiteboard*

Teacher : Okay look at the whiteboard, true or false? (in chorus)

Students : True

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Okay do you understand? (in chorus)

Students : Understand

Teacher : Okay (repetition of responses with praises) next, you will use “was” for simple past tense what is simple past tense? (in chorus)

Students : Yang sudah lampau

Teacher : Ya, yang sudah lampau (repetition of responses with praises). Untuk past tense, positive nya kemana? (in chorus)

Students : Kata kerja kedua

Teacher : Ya, kata kerja kedua, (repetition of responses with praises) past tense use the 2nd form noun for positive form. Coba, please write past tense in passive voice!

Student : Saya bu!

Teacher : Hanya dia saja? Jangan kamu terus. Another? Ayo yang lainnya, move voward maju ke Depan (volunteering)

Student : *raise her hand*

Students : *applause*

Teacher : Oke maju kedepan

Student : *write on the whiteboard*

Teacher : Okay, true or false? (in chorus)

Students : Truee

Teacher : Okay good, easy or difficult? (in chorus)

Students : Easy lah, so easy

Teacher : Okay Adelle, now please use to be “were”, can you? (norminating)

Student : Sebentar bu. Apa bu?

Teacher : Iya kan itu “was”, sekarang ganti to be nya jadi “were”. Okay now Della

Student : *Try to write on the whiteboard*

Teacher : Yee “some boys” masa kata nya, another!






Students : *giggling*

Student : Apa ya? Oh iya *writing in whiteboard*

Teacher : Okay, (repetition of responses with praises) true of false? (in chorus)

Students : True

Teacher ; Ya, jadi positive nya “were” , kalo jangan baru gunakan?

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : Were

Teacher : Oke, liat nih. When you use to be “was”, on what? Apa? (norminating)

Student : Singular

Teacher : Singular, and.. hey listen carefully! Move forward gentleman, maju ke depan tuh!
Please duduk di tempatnya!

Student : *go to the forward and sit in his chair*

Teacher : Okay liat, pay attention, coba.kamu bilan I don’t understand ma’am about passive voice, you never listen carefully. When you’re teacher explain, ketika guru menerangkan, you speak to each other, kamu ngobrol ya kan? Abis ngobrol, you don’t understand. You get a good start, I think you’ll understand but you don’t understand. Okay listen carefully. Use to be “was” for what? For apa? Beauty? (norminating)

Student : Singular

Teacher : Kalo were? (norminating)

Student : Plural

Students : Ma’am langung ulangan hari ini?

Teacher : Ya

Students : Wow!

Teacher : Easy or difficult? (in chorus)

Students : *some says difficult and so says easy*

Teacher : Okay next, berikutnya you can use ‘be’ for? (norminating)

Student : Future

Teacher : Future! Ya bener (short and simple praises)

Students : *applause*

Teacher : Okay, you can write passive and active voice from future tense! Ayo siapa? Buat ang active, kemudian kamu ubah menjadi passive voice (volunteering)

Student : Saya ma’am






Teacher : Jangan kamu lagi, ayo siapa? (volunteering)

Students : Gapapa ma’am

Teacher : Okay kamu saya tambah nilainya (repetition of responses with praises)

Student : *Write in the whiteboard* (We will pass an English exam)

Teacher : Hmm, don’t use “pass”, kalimatnya itu transitive ya jadi tidak bisa untuk passive

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

voice (asking another student to answer instead) yang lain saja misalnya we will
apa? (volunteering)

Students : Cancel

Teacher : Ya betul tapi coba yang lain (Praises followed by appraisals)

Student : *writing in the whiteboard* (Active: We will get an university soon)
(Passive: Soon we will get an university)

Teacher : Okay, true or false? (in chorus)

Students : True

Teacher : Okay, easy or difficult? (in chorus)

Students : Difficult

Teacher : Ah masa? (in chorus)

Students : Easy

Teacher : Okay kamu, maju kedepan! Tulis

Student : Kok saya ma'am?

Teacher : Iya kamu, maju 1 kali lagi. Banyak omongnya

Student : *writing in whiteboard* (Active: Beauty will kiss the Beast) (Passive: The Beast will
be kissed by the Beauty)

Teacher : True or false?

Students : True

Teacher : Easy or difficult? (in chorus)

Students : Difficult

Teacher : Easy or difficult? (in chorus)

Students : Difficult

Teacher : Hayo kamu coba lagi deh

Student : *writing in whiteboard* (Active: We will cancel an exam) (Passive: An exam will be
canceled by us)

Teacher : True or false? (in chorus)






Students : True

Teacher : Okay sekarang gini *wrting in whiteboard* ini apa? (in chorus)

Students : Gunakan present continuous tense

Teacher : Apa itu present continuous tense? (norminating)

Student : Kegiatan yang terjadi sekarang dan sesuatu di masa depan

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Iya jadi artinya? You're doing something today. What are you doing? (in chorus)

Students : Studying

Teacher : Studying, we are studying English. Okay please maju, gunakan passive dan active voice. Hayo siapa yang bisa? Yaudah kamu deh coba maju (norminating)

Student : *Writing in whiteboard* (Active: I am doing my homework) (active:My homework is Being done by me)

Teacher : Okay, (short and simple praises) true or false? (in chorus)

Students : True

Teacher : Coba liat, betul apa salah? Betul ya (in chorus)

Students : Iya

Teacher : Easy or difficult? (in chorus)

Students : Easy

Teacher : Oke coba kamu maju sekali lagi, 1 kali lagi? (norminating)

Student : *writing in whiteboard* (Active: He's making pancakes) (Passive: Pancakes are being made in the kitchen)

Teacher : Okay (short and simple praises) true or false? (in chorus)

Students : True

Teacher : Iya, use the 3rd ver, gunakan kata kerja ke 3.okay understand? (in chorus)

Students : Ya

Teacher : Ada pertanyaan? (volunteering)

Students : *silent*

Teacher : Oke next, berikutnya use been, for present perfect tense. What is formula of present perfect tense?

Students : Ehmm

Teacher : Subject + "have" or "has" + the past participle. Kalo yang passive nya? (in chorus)






Students : Apa ya?

Teacher : Subject + "has" atau "had". Jadi gunakan kata kerja ke? (in chorus)

Students : Tiga

Teacher : Ya, (short and simple praises) oke move forward maju kedepan. Buat yang active and passive, you've been Learned from junior high school. Ada yang mau mengulang kembali? (volunteering)

Students : *noisy*

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Oke kamu coba

Student : Kok saya sih ma'am?

Teacher : Yaudah coba dlu

Student : *Writing on whiteboard* (Active: Many tourists **has visited** that castle.) (Passive: That castle **has been visited** by many tourists.)

Teacher : Okay (short and simple praises) true or false? (in chorus)

Students : True

Teacher : False, ada yang salah. Coba kamu betulkan. Correct it (providing a clue and expecting self repair)

Student : *Writing in Whiteboard* (Active: Many tourists **have visited** that castle.) (Passive: That castle **has been visited** by many tourists.)

Teacher : Okay, good. (short and simple praises) Now we'll go to the conditional sentence. How many conditional sentence? (in chorus)

Students : Four

Teacher : No, ada 3. Apa aja formula nya? If? Apa lagi? (providing a clue and expecting self repair) If clause? (in chorus) Hayo apa

Students : *Silent*

Teacher : Okay liat, kalo if zero, if + simple present tense and simple present? (in chorus)

Students : *Silent*

Teacher : Type one, if apa? (norminating)

Student : If.. present dan..

Teacher : If plus simple present tense, present future present tense. Lalu type two? (norminating)

Student : eeee..

Teacher : If plus past tense and past future. Type three? (in chorus)

Students : *Silent*

Teacher : Ayo dong, ayo apa type three? Past perfect dengan? (in chorus)






Students : Hmmm

Teacher : Past future tense. Udah presentasi belum? (in chorus)

Students : Belum

Teacher : Heeh belum? (in chorus)

Student : Oh udah kok udah

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Uдах kan? (in chorus) Uдах lupa nih abis libur. Oke coba liat, open your book again.

Students : Dikumpulin

Teacher : Lah kan sama kalian? (in chorus)

Students : Apaan gaada kok ma'am

Teacher : Dah sekarang gini aja, siapa yang bisa contohin kalimat 1? Write the type one, siapa yang bisa? (volunteering)

Student : Saya ma'am

Teacher : Ya oke kamu

Student : *Writing in whiteboard* (If it rain I will get wet)

Teacher : Coba liat, yang if it rain, itu simple present. Yang will get wet itu future. Jadi punya 2 Kemungkinan. Conditional sentence as to possible. Ya 1 lagi, kamu coba beauty. Coba type 1? (norminating)

Student : *Writing in whiteboard* (If she kills you, you will die)

Teacher : Coba liat, betul atau salah? (in chorus)

Student : True

Teacher : Oke sekarang type 2, maju kedepan. Ayo kamu maju kedepan

Student : *Writing in whiteboard* (If I were you I will not let him go)

Teacher : True or false? (in chorus)

Students : True






Teacher : Ya coba liat lagi, special nih ya. All of personal, used to be "were". Hanya untuk conditional past tense gunakan semua to be nya were. All of personal pronoun. jadi ini past tense, kemudian main course nya apa? Past future (self-answer), jadi udah jelas? Type 2. One more again 1 lagi coba. Oke you.

Student : *Writing on whiteboard* (if I work hard, I used to be a good students)

Teacher : true or false? (in chorus)

Students : true

Teacher : true ya. Oke this is the end of the lesson.

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

1st MEETNG OF 2nd CLASSROOM

Teacher : okay, we will complete our yesterday's task, listen to me and then you complete the last paragraph. Use your own word! Hello? Use your own word. Now listen carefully!

Students : *Paying Attention*

Teacher : "The number of tragic roads linking between Jakarta with West Java has certainly given cause for complains from local commuters. Take for example, the roads in Bekasi and Tangerang which how of being the focus of the media." Okay where's the issue? (in chorus)

Students : hmm..

Teacher : "The tragic roads linking Jakarta with West Java. For example in Bekasi and Tangerang. That's a bummer feeling. Bekasi, Tangerang, Depok are above cities. The poor conditions of this roads not only jeopardizes road city but is also an eyesore and puts a solid stamp of surrounding. The situations gets worse when it rains. The roads transform into water pools or buffalo pools which can cause accidents if motorist are not merciful." Hello? (in chorus)

Students : yes sir?

Teacher : This paragraph, paragraph two and paragraph 3, a fact or opinion? (in chorus)

Students : hmm fact sir

Teacher : Okay, (short and simple praises) ya that's a fact. Paragraph 2 is fact and paragraph 3 is a fact also. Okay continue. It could be the best examine why this road are in such poor condition and repairs do not seems to last long. Okay please discuss the last paragraph. You make a group, 4 person to all group. Come on

(The students start discussing the paragraphs, and the teacher observe them one by one by walking around the class.)

Teacher : can I see your text? (norminating)






Student : yes sir

Teacher : *reading the text* good, keep working (short and simple praises)

Student : okay sir, thank you

Student : sir can I ask you something about this one? *pointing the book*

Teacher : just write your idea with your friends about the paragraphs

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Student : okay sir thanks

Student : mister harus sama temen atau enggak?

Teacher : what? (norminating)

Student : harus sama sekelompok atau engga?

Teacher : of course, do your work together.

Teacher : okay I think that's all, enough. Ya hello guys? Whose of this group, who's the ready first? Please raise your hand. Who's group? (volunteering)

Students : *ignoring*

Teacher : siapa yang udah selesai? Raise your hands, hello? (volunteering)

Students : *ignoring*

Teacher : okay now please apri's grup! Read aloud! Apri come on

Student : I think that the local government..

Teacher : hey, listen to her! Attention!

Students : *silence*

Teacher : okay continue

Student : "I think that the local government should pay a special attention to damaged roads. The road should be repaired using good asphalt, the right stone and sands, also the repairing should be done carefully to prevent constant damage.

Teacher : do you all agree? (in chorus)

Students : yes

Teacher : do you think that is the solution?






Students : yes sir

Teacher : good, (short and simple praises) recommendation.. hello, listen please! A recommendation in hortatory exposition by the writer is the solution given by the writer, okay? Do you understand what I mean? (in chorus)

Students : yes sir!

Teacher : do you think that the recommendation that had been read by Apri is solution? (in chorus)

Students : yes, that's the solution.

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

- Teacher** : good, and what about you? Yeah your group read aloud please (norminating)
- Student** : “it would be nice if the government fix the road immediately to reduce the number of death and I think the local government should change the qualities of materials.”
- Teacher** : okay (short and simple praises) next, class continue then. So, whether is the problem? The problem is.. so far this is the problem, right? (in chorus)
- Students** : yes
- Teacher** : okay, the exposition text is the problem, so in the hortatory exposition, the problem is even has a solution. The problem is “The local government does not pay the attention to the damaged roads”, and the solution “the government should pay attention to the damaged road.” Second, “The roads are not repaired using a good quality asphalt, stones, and sand. The solution is the roads should be repaired using a good quality of asphalt, stones and sand. Next, “The repairs are not done carefully, the solution is “The repairs should be done carefully to prevent constant damage. Okay, the point is? (in chorus)
- Students** : the world should?
- Teacher** : use the word “should” for recommendation. Now we’ll continue again. Page 168 about recommendation for the hortatory exposition. Well. Exposition text will shoud be in a form of letter.






Dear school deputy,

I write this letter to complain about the toilets in our university especially the one of the fifth floor. Maybe students use the toilets but they don’t care about cleanliness the toilets are bad, they are dirty, smell. I also find the teachers rubbing in the floor of the toilets. The toilets be found the rubbish. I strongly.. hmm okay come on, do this again with your group as well!

(The students start discussing the 2nd task, and the teacher observe them one by one by walking around the class.)

- Teacher** : okay now, see the paragraph. “It could be better if..” what is it? Okay in the paragraph of recommendation you can use this as solution. Well, now we’ll talking about... okay, chapter eleven. Do you still remember about exposition? (in chorus)

Students : hmm..

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : when talking about tardiness and laziness in our school, you concern that happens everyday in our, that students come late everyday, is it? (in chorus The concern of us, we notice them carefully isn't it? (in chorus)

Students : yes

Teacher : the reason that.. hmm do you agree if a students to come late to be allowed? You do agree? (in chorus)

Students : no sir, of course

Teacher : give me the reason, why? (volunteering)

Student : because it's violation

Teacher : what about you, Iqbal, are you agree if latecomer students allowed to attend the class? (norminating)

Student : no






Teacher : why? (norminating)

Student : they will disturb the class

Teacher : good, (short and simple praises) we'll talk about "it could be better if..", about hortatory exposition, that's very different from analytical exposition. In hortatory exposition there is a recommendation. Page 165-166. How you agree with this? (in chorus) Read aloud, you!

Studentt : "Seeing the traffic situation in Indonesia, it can be concluded that all enforcers should be force the traffic rules. Look at the bold and reckless motorcycle riders riding against the flow, modifying the exhaust views to create noises. They always act as if their own the streets. All this happen due too weak enforcement and law on highways and in action by authorities. The death toll on the street has already greatly increase. If violations continue, it will become a habit, that on the road has increasingly familiar on highways in Indonesia. To reduce that from traffic acidents, I think the police should conduct traffic operation twice a month. Law enforcement officers should ensure that traffic rules had obeyed by rad users. The national police should be in corporation to the local government, to conduct public traffic education"

Teacher : okay (short and simple praises), the issue is about? (in chorus)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : traffic situation in Indonesia

Teacher : we call this the stasis statement, this statement saying that traffic situation in Indonesia, it can be concluded that the law enforcement should be enforce the traffic rules. So the concern issue is about the traffic situation, benar? (in chorus)

Students : benar pak

Teacher : okay, in sentence "I think the police should conduct traffic operation twice a month", what is the type of that sentence? (volunteering)

Student : recommendation, from the previous sentence about the problem of traffic in Indonesia

Teacher : ya, (short and simple praises) the writer suggest that the police should conduct traffic operation twice a month, an so on. Okay time to discuss, I want you to read gain, and discuss it with your partners. Go answer the question by reading discussing with your partner (Students start their work and the teacher observe them)

Teacher : Okay, first question. What is the title? (volunteering)

Student : Hmm, traffic condition in Indonesia pak?

Teacher : Okay, (short and simple praises) you can find the topic in the? (in chorus)

Students : First paragraph sir

Teacher : Okay, (short and simple praises) and also for the conclusion, if you find the topic in the first paragraph then you can find conclusion in the last paragraph. Oke silahkan bekerja.

Students : Oh iya sir, where can I write this task?

Teacher : You can write on your exercise book

Student : Mister, mau nanya

Teacher : What? Apa?






Student : What's the meaming of death toll?

Teacher : Deth toll?

Student : No, death toll

Teacher : okay attention, death toll.. what is death toll? Death means? (in chorus)

Students : hmm mati pak

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : and then Toll means jalan tol.. jadi hmm hayo siapa yang tau? (volunteering)

Student : korban jalan tol?

Teacher : okay (short and simple praises) so, death toll means the victim or fatalities of accident in the traffic

(the discussion is over)

Teacher : okay guys, are you done? (in chorus)

Students : noo

Teacher : three more minutes

Students : what *grumble*

Teacher : okay, if you're done, you can discuss with your friend behind you. Kalo udah selesai, oper lihat ke belakang. Just answer until number 5

Students : okay

(After 5 minutes)

Teacher : okay, now what's the best title of the text about? (norminating)

Student : Traffic violations

Teacher : Traffic violations, do you all agree? (volunteering)

Students : maybe no

Teacher : what about you, boy? (norminating)

Student : hmm traffic in Indonesia?

Teacher : okay, (short and simple praises) she said "Traffic Violation" an he said "Traffic Situation", what's better? (volunteering)






Student : hmm "Traffic Situation" I think

Teacher : what about you? (norminating)

Student : Indonesia Traffic Situation"

Teacher : haha that's the same idea!

Students : *giggles*

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : okay whatever is title, you can find the main topic in paragraph? (in chorus)

Students : one

Teacher : okay now, how many describes the traffic violation I Indonesia based on the text?
Okay before that, is it the fact or opinion? (in chorus)

Students : that's a fact.

Teacher : okay in the text of exposition whether the hortatory or analytical exposition, it's about anticipative right? Its about argumentative right? There are some text and opinion. Okay you, continue your answer!

Students : Look at the bold and reckless motorcycle riders riding against the flow, modifying the exhaust views to create noises. They always act as if their own the streets.

Teacher : okay good, is it good? (short and simple praises) Next, why traffic violations happen in Indonesia? Coba kamu (norminating)

Student : Traffic violations happen in Indonesia because weak enforcement of the law on highway and action by authorities

Teacher : do you agree? Guys? (in chorus)

Students : agree

Teacher : okay, (short and simple praises) so do you mean Traffic violations happen in Indonesia because weak enforcement of the law on highway and low action by authorities? Okay good. So this is the opinion or fact? (in chorus)

Students : the fact

Teacher : okay next, what will happen is this situation continuous? What will happen? (volunteering)






Student : it will become a bad habit and death toll in traffic will be increased.

Teacher : okay that's the opinion or fact? (volunteering)

Student : the fact pak

Teacher : maybe you have a different answer, but still you can agree with her right? (norminating) Okay good. Next, according o the writer what should be done about it? (norminating)

Student : ehmm... according to the writer, the police should conduct traffic operation twice a

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

month. Law enforcement officers should ensure that traffic rules had obeyed by road users.

Teacher : okay, so that sentences are recommendations, (praises followed by appraisals) right? (norminating) Does differ hortatory exposition and analytical exposition. You can find the conclusion in the analytical exposition, but if you want to find the recommendation, yo should read the hortatory exposition. If there's recommendation, it's a fact or opinion? (norminating)

Student : opinion sir, because recommendation is the writer's way to give the feedback

Teacher : good, (short and simple praises) so in the argumentative essay like hortatory or analytical exposition. There is sub arguments right? Whether the argument are receptive or rejected. Sometimes the arguments can fit with reader's opinion, but sometimes they can't. okay we'll continue to next text. "Sidewalks are for Pedestrians, not for The Food Stall's". can you find food stall's on the sidewalks of the road? (in chorus)

Students : always sir, banyak

Teacher : always, in some place. (praises followed by appraisals) We can find them in Jakarta and also in Bekasi and not only the food stalls but also the motorcycles sometimes parking in around there or even passing on them. Okay come on, read silently






(Students reading text)

Teacher : okay, what's writing there? (in chorus) "food stalls are fun and one of my favourite destinations during my meal time or when I'm hungry. Food stalls provide good plenty food and they're cheaper than the restaurants. That sentence is?

Students : stasis statement

Teacher : ya, stasis statement good (short and simple praises). I want you to read the explanation on the left side and the right side and then you can see simple present tense, the use of simple present tense and why should use simple present tense? (in chorus)

Students : because that's the fact?

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : okay listen. Talking about arguments, talking about the opinions we'll use simple present tense but when you tell stories like recount or narrative you use past tense. Facts and opinions, we use what? (in chorus)

Students : simple present tense?

Teacher : okay paragraph two, however, the food stalls surely spoils the view of the city. Moreover, there waste such as the remain of the food and the washing water used eating utensil are dumped into the gutters and They'll be blockade the drainage. Another reason is that pedestrian have walk off the gutters which are dangerous bottom. So the paragraph two is? (in chorus)

Students : arguments

Teacher : ya, because that's the writer opinion. ya, stasis statement good (short and simple praises). Okay next. Even what shouldn't happen, besides the sidewalks to be reclaim by walkers, sidelalks for pedestrians, foodstalls should not step on the sidewalks. The city authorities should post the regulations against the use of sidewalks for food stalls. I think it's not acceptable thing to take advantage for sidewalks for business purpose. Okay, that's the recommend..? (in chorus)

Students : recommendations and also opinion

Teacher : okay, and also the reader's opinion. Okay do you have a question about this? (volunteering)

Students : *Silence*

Teacher : okay, good. (short and simple praises) Look page 168! Hortatory exposition take time. The purpose, you have to.. halo! Listen!






Students : *Silence*

Teacher : it's for the task, I'll ask you about the function. The social function of that text. Okay what is the social function?






Students : to pursuit the reader or listener that something should or shouldn't the case.

Teacher : okay, the function is tu pursuit the reader or listener. Language feature is simple present tense, adjective is complex sentences, and so on. Okay guys do you have any questions? (volunteering)

Students : no sir, clear






Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : is it easy for you to understand the hortatory exposition. Now guys take a look at this, page 174. Hmm no no, page 176 a recommendation of hortatory exposition. You can discuss in groups of four and write the rest of the text. The rest of the text is recommendation. Okay? That's the end of meeting, thank you

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

2nd MEETING OF 2nd CLASSROOM

- Teacher : okay please look at page sixty six
- Students : page berapa sir? Maaf?
- Teacher : page sixty six. I will not repeat again. Now listen, when you write hortatory exposition you should know the text structure or the rhetorical structure. Okay we begin with the thesis. What is thesis? (self-answer) Thesis is an announcement of issues concern. So we'll talk about sidewalks and full stop. Right? (in chorus)
- Students : *nodding*
- Teacher : okay, the title is the issue. Food stalls are fun, one of my favourite destinations during my mealtime or when I'm hungry. Food stalls provide good tasty food and they are cheaper than a restaurants. What is the issue? Isu-nya apa? (in chorus)
- Students : food stalls
- Teacher : now you see again, after the thesis it will be followed by arguments. You should have arguments when you write hortatory exposition like analytical exposition. You should have the arguments. What are the arguments? (in chorus) "However, food stalls on the sidewalks surely spoil the view of the city"
- Students : *paying attention*
- Teacher : you see? (in chorus) The word "however", it's a kind of conjunction but it's not actually. It's the transitional, transitional expression. You know transition
- Students : yeah
- Teacher : kata transisi, different with conjunction It relates the ideas. Well, the word however indicates? Do you know what indicate is? Argumentaion or contrast?
- Students : contrast sir, against the first sentence
- Teacher : that's right, (short and simple praises) there are 2 ideas that are related by the transitional expression by "however". Jadi kata however itu menggabungkan dua? (in chorus)
- Students : dua kalimat yang berbeda dasar
- Teacher : berbeda dasar, gagasan pertama apa? (in chorus)
- Students : "food stalls provide good tasty food and they're cheaper than restaurants".
- Teacher : that's in one paragraph. Di paragraph yang lainnya ada ungkapan lain yang.. that

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

make a contrast” with the previous one. The use of word “however” as the transitional expression. Jadi seperti kata penghubung ya tapi dia lebih ke transisi. So the next paragraph “however food stalls on the sidewalks surely spoil the view of the city. Can you see the ideas related by the transitional expression “however”? (volunteering)

Students : *thinking*

Teacher : can you see it? (volunteering) Hey! Hello! Guys! (he try to speak with the students who starts talking each other)

Students : *silence*

Teacher : kalian mengerti? Do you understand what expressions are related to that? (in chorus) Kalimat atau gagasan yang dihubungkan, apa saja kalimatnya? (in chorus) Come on

Students : “food stalls provide good tasty food and they are cheaper than a restaurants”.

Teacher : That’s the one idea, itu satu gagasan, satu kalimat. (repetition of responses and praises) Satu lagi? (volunteering)

Students : “food stalls on the sidewalks surely spoil the view of the city”.

Teacher : karena dia kontras maka kita harus gunakan kata? (in chorus)

Students : “however”

Teacher : betul kata however, (short and simple praises) karena ide nya kontras jadi kita gunakan however. Oke lets continue! Moreover.... *stopped*

(the teacher start looking at his students in the back of class and rebuke them)






Teacher : the waste such as remains of the food and the washing water and used eating utensils are dumped into gutters. The word “moreover” sama dengan ungkapan? (in chorus)

Students : transitional

Teacher : oke, (short and simple praises) yang menggabungkan kalimat apa? (in chorus)

Students : the waste such as remains of the food and the washing water and used eating utensils are dumped into gutters.

Teacher : kata moreover indicates contrast atau argumentation? Jadi kalau kalimat yang di gabungkan merupakan contrast menggunakan “however, kalau yang hanya

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

penambahan/sama pake “moreover”. Very good. This wealthy blockage of the drain. another reason is that pedestrians have to walk along the gutters which are dangerous for dump. Another reason, nah “another reason” itu ungkapan yang menambahkan, augmentation. Okay what does the “dump” refer to? (in chorus)
Kata dump ini mengacu pada kata apa?

Students : Pedestrians

Teacher : okay pedestrians, (repetition of responses and praises) jadi kalau kita membuat kalimat, when you're write a text which are with hortatory exposition you can you, transitional expressions. Kalau ada ringkasan yang berbeda, we use? (in chorus)

Students : however

Teacher : when they are additional or augmentation? Kalo dia sama menggunakan? (in chorus)

Students : moreover

Teacher : now the las paragraph, listen! “it’s time for sidewalks to be reclaimed for walkers, sidewalks for pedestrians. Food stalls should not stand on the sidewalks, the city authorities should impose the regulations again the use of the sidewalks for food stalls. I think it’s not an acceptable thing to take advantage of the sidewalks for business purposes. The last paragraph is? (in chorus)

Students : recommendation!

Teacher : yup, recommendation, very good. (short and simple praises) What is recommendation? (in chorus)

Students : the recommendation is the statement of what should or shouldn't happen.

Teacher : okay, (short and simple praises) so you know the structure of hortatory exposition the first is? (in chorus)






Students : Thesis

Teacher : and then? (in chorus)

Students : the argument

Teacher : and the last is? (in chorus)

Students : recommendations

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : recommendations, excellent. (repetition of responses and praises) In recommendation we use models? (in chorus)

Students : should

Teacher : okay guys, take a look 188, now I still remember that your task is to write hortatory exposition. I'll check if you want to take the remedial you have to show your work, your task about hortatory exposition. Now you have to remember that everything can you write, you should know the social function. What is the social function? What is the purpose of hortatory exposition? We must remember it! In every class I already ask you the purpose of the text? (in chorus)

Students : to persuade the readers or the listener that something should or shouldn't be the case.

Teacher : ya, you have to adjust with the title, with the content. (praises followed by appraisals) Jadi kalo misalkan judulnya.. the text is about the sidewalks for pedestrians not for the food stalls untuk apa? (in chorus)

Students : to persuade the listeners or the readers that sidewalks should not for food stalls

Teacher : you get it? (in chorus)

Students : yes, clear






Teacher : okay, (short and simple praises) next. The text organization, the first is thesis, or topic what are we talk about and two, arguments. That's the opinion or the facts that support your thesis. Okay, your arguments should be a fact or opinion. Okay, hello? Your argument should be? (in chorus)

Students : the fact and the opinion

Teacher : And then the last is recommendation, sub-suggestion or solution to try. Language features, you can see and use arguments such as firstly, however, that's transitional expression or conjunctions, kata penghubung. You know therefore? What does it mean? (in chorus)

Students : the results sir

Teacher : right, (short and simple praises) therefore indicates the result. Kalo mau tulis tentang akibat, gunakan therefore. Okay you can learn more about transitional expression and conjunctions later because when you write a text or essay you

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

could better use transitional expression. Now guys lets continue! we use present tense, why present tense? You know the reason?

Students : *thinking*

Teacher : hallo? Talking about facts and opinions we use present tense. If the story we use past tense. Okay and then compound sentence, the compound means connected, compound sentence. kalimat yang digabungkan and then complex sentences, what is complex sentences? Kalimat majemuk. Jadi kalo ada kata penghubung.. eh complex sentences harus ada kalimat penghubung atau connectors. Okay you'll learn about connectors. And then modal adverbs. Like should and? (in chorus)

Students : Although

Teacher : to show obligation, menunjukkan keharusan or recommendation and subjective opinion using pronouns like I and? (in chorus)

Students : Me

Teacher : okay, (short and simple praises) now guys I want you rewrite this text. This text consist of.. this is very simple actually. This exercise is very simple, you only rewrite, rewrite in neatly also supply the appropriate capitalization and punctuation. Ya, you know? What is punctuation? (in chorus)

Students : tanda baca

Teacher : tanda baca, besar kecilnya.. and then capitalization? (in chorus)

Students : Besar kecil huruf






Teacher : okay, (short and simple praises) you can start now! Please mau remedial kan? This exercise is needed to remedial test, this is the perquisite! Isi syaratnya

(After finished the exercise, the teacher ask students to come forward and read their work in front of the class)

Student : Shoppers in England Should be Charged for Plastic Bags (Title) that I agree with the Deputy Prime Minister (comma) that..

Teacher : no.. gada comma. I agree with The Deputy Prime Minister idea that (explicit correction)

Students : bukannya pake comma sir?

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : no, no (explicit correction)

Students : pake comma lah.. *grumble*

Teacher : nah.. listen to me and follow me, nanti saya terangkan! Gak pake comma.. oke
continue then explicit correction)

Student : ...shoppers in England will have to pay 5 pounds for every plastic bag they use for shopping the charge will... eh salah, (full stop). The charge will come into effect at autumn 2015 (full stop) the charge will only applied to supermarket and other light store (comma) small corner will be excluded (full stop). I think this is brilliant idea..

Teacher : okay stop, stop. This is the one paragraph, paragraph one right? (norminating)

Student : right

Teacher : hmm okay go back to your seat, your name is? Antonio? (norminating) Okay go back please

Student : *Go back to his seat*

Teacher : okay listen, Shoppers in England Should be Charged for Plastic Bags, that's the title. The thesis or the statement of the paragraph one, I agree with the Deputy Prime Minister idea that... nah idea that... ini nama nya kalimat majemuk, we call this complex sentence. what is the parameter? Apa parameter nya? (in chorus)

Students : "That"

Teacher : ya, "that". "That" is bahasa? What is "that" in bahasa? (in chorus)

Students : "Bahwa"






Teacher : right, (short and simple praises) bahwa. I agree with the Deputy Prime Minister's idea that shoppers in England need have to pay a 5 pound charges of every plastic bag they used for shopping (Full stop). Hey, listen to me, complex sentence nya yang mana tadi? (in chorus)

Students : I agree with the Deputy Prime Minister's idea..

Teacher : 1 kalimat ya. ...that shoppers in England need have to pay a 5 pound charges of every plastic bag they used for shopping. Ini ada kalimat lagi nih, we call this a "noun clause" or object clause. Apa nama kalimat majemuk yang ini? (in chorus)

Students : Noun clause

Teacher : atau? (in chorus)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : object clause

Teacher : yang mana yang object? Object nya adalah "that shoppers in England need have to pay a 5 pound charges of every plastic bag they used for shopping". Kenapa disebut noun clause? (self-answer) Karena dia sebagai object. I think this is quite confusing, susah ya? Jadi ada induk kalimatnya, mana tadi? (in chorus)

Students : I agree with the Deputy Prime Minister's idea...

Teacher : subject nya? I lalu predikat nya? (in chorus)

Students : agree with the Deputy Prime Minister's idea...

Teacher : kemudian keterangannya apa? that shoppers in England need have to pay a 5 pound charges of every plastic bag they used for shopping. Jadi kalau kalimat majemuk, atau noun clause itu menggunakan kata penghubung that. Okay, now hmm.. 1 lagi tolong dibaca! You! Please

Student : belum pak

Teacher : read aloud please!

Student : belum sir belum selesai

Teacher : yah gak dapet nilai kamu. Okay belva!

Student : The charge will come into...

Teacher : The charge will come into? (in chorus)

Student : The charge will come into Autumn

Teacher : okay stop, Autumn! Repeat (explicit correction)

Students : Autumn

Teacher : Autumn is British, nah kalo American nya apa? (in chorus)

Students : Fall






Teacher : Fall, kalo amerika bilang nya fall, kalo british bilang nya Autumn. There are 4 seasons, apa aja? (in chorus)

Students : Spring, Summer, Autumn, Winter.

Teacher : ya, okay! (short and simple praises) Again

Student : The charge will come into effect in Autumn 2015 (Full stop). The charge will only applied to supermarket and other light store (comma)...

Teacher : okay stop... The charge will come into effect in Autumn 2015 (Full stop). The charge

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

will only applied to supermarket and other light store and? (in chorus)

Students : (Comma)

Teacher : right, and? (in chorus)

Students : small corner will be excluded (full stop).

Teacher : ya, that's about argument (praises followed by appraisals) right? (in chorus) Now Bonar! Please continue

Student : I think this is brilliant idea (Exclamation point) we're trying to change people's behaviour in reducing plastic shopping bags (comma) and courage people towards much more enviromentaly behaviour (Full stop). This most step will do much to tackle the nations huge plastic waste mountain (Full stop).

Teacher : hmm okay, (short and simple praises) now listen! This is the argument ya, the second paragraph. I think... kalo ada kata I think this is brilliant idea lalu? (in chorus)

Students : (comma)

Teacher : (Full Stop) (explicit correction). Kalo kalimat itu ada yang kalimat majemuk, complex sentence dan ada yang simple, kalimat itu kana ada subject, predikat, object dan kalo keterangan lain-lain kan. Okay continue, I think this is brilliant idea (Full Stop) we are trying to change people's behaviour in reducing plastic shoping bags...

Students : (Comma)






Teacher : no, (providing a clue and expecting self repair) now listen to me please, hallo? (in chorus)

Students : hai

Teacher : nanti kalo kalian nulis paragraph harus telaten kayak gini-gini ya, okay kalo sudah lengkap subject, predicate, object dan compliment udah full stop. Kalo masih belum full stop harus kalimat baru lagi kalo gak kita pake comma. Jadi we are trying to change people's behaviour in reducing plastic shoping bags (comma) encourage people towards much more enviromentaly friendly behaviour (Full stop). Kenapa? Karena akan ada... hallo? Karena aka nada kalimat baru lagi, musti ada? (in chorus)

Students : subject

Teacher : Subject nya apa? In chorus)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : We

Teacher : Okay, (short and simple praises) Now Dinda! Read please

Student : This most step will do much to tackle the nations huge plastic waste mountain (Full Stop)

Teacher : Ya, This most step will do much to tackle the nations huge plastic waste mountain... okay all of you repeat! Mountain!

Students : Moutain

Teacher : that's the 2nd paragraph, about the argument. Okay next! Edo

Students : OSN pak

Teaher : okay Elva!

Students : I think it could be better if this regulation imposed the whole United Kingdom (Full Stop)

Teacher : right! I think it could be better if this regulation imposed the whole United Kingdom (Full Stop) (repetition of responses and praises) okay continue!

Students : the charge should be go through charities involved. In clearing...

Teacher : the charge should be go through charities involved in clearing out the environmental damage cause by plastic bags... gaada full stop langsung ini kalimat majemuk... (explicit correction) hey kamu ngobrol aja lagi!






Students : *Silence*

Teacher : yang ngobrol lagi saya usir aja ya! Dengerin dulu, ini susah nanti kamu gak ngerti. Ini complex banget, don't interrupt. Okay the charge should be go through charities involved in clearing out the environmental damage cause by plastic bags since... ini dia menunjukkan cause and effects, ini kalimat majemuk ya, nah anak kalimatnya ...since we are not trying to touch people (comma) but are trying to changes people's behaviour. Okay ini kalimat majemuk yang menunjukkan cause and effects, sebab akibat kata since sama dengan because. I want you to read again! Baca yang betul ya, Ezra! Read Aloud! please

Student : I think...

Students : *Noisy*

Teacher : hello! Listen!

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction






Students : *Silence*

Student : I think it could be better if this regulation is imposed on the whole united kingdom (Full Stop) the charge should be go through charities involved in clearing out the environmental damage cause by plastic bags since we're not trying to change people but we're trying to change people's behaviour.

Teacher : okay very good, (short and simple praises) itu kalimat majemuk, lalu ada kata penghubung lalu ada kalimat lagi, jadi anak kalimat juga ada subject dan predicate. Since itu kan penghubungnya, yak kan? Ya gak? (in chorus)

Students : ya pak

Teacher : Setelah itu apa? We are, subject lagi. Jadi kalau ada kalimat majemuk atau complex sentence menggabungkan 2 kalimat, kalimat pertama yaitu kalimat biasa dan yang kalimat kedua yaitu kalimat yang menunjukkan cause and effects bisa contrast, bisa results, bisa purpose, bisa indicates time, indicates places, okay. That's the analytical exposition. Now guy's I want you to continue to number 7, identify the following text according to the functions of text organization and it's language arguments. You write, fungsi nya apa misal paragraph pertama isinya apa, kemudian mana yang simple present tense, mana yang arguments, mana yang conjunctions atau transitional expressionnya ada atau tidak, lalu menunjukkan apa? Cause and effects kah? Atau time? Atau contrast. Do it again, anda belajar seperti ini tujuannya supaya apa? Supaya paham (self-answer) "oh hortatory exposition seperti ini, langkah nya seperti ini", because you have to write a hortatory exposition, essay yang menggunakan bentuk hortatory exposition. Ngerti gak maksud saya? Okay class dismissed

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

3rd MEETING OF 2nd CLASSROOM

Teacher : Okay we'll continue yesterday's meeting exercise. Okay Fatimah read aloud please!

Student : Indonesia is the country that is culturally diverse, many different religions and provincial cultures now live side by side. One of the biggest question that Indonesia is questing at this moment is how to deal with people's of diverse cultural and promote unity among them.

Teacher : Okay, stop! Use your dictionary, pake kamus ya baca nya. Before you read, I want you to conduct your dictionary and find the phonetic symbols of the word, how to pronounce, bagaimana cara membacanya ada di phonetic symbol di kamus. (providing a clue and expecting self-repair) Kamus nya Inggris-Inggris ya, bilingual dictionary, eh maksudnya Monolingual dictionary, not bilingual. Monolingual itu Inggris-Inggris terjemahannya, kamus Oxford. Okay, Indonesia, is a country that is culturally diverse. Many different religions... jadi kalo ada -s nya itu jelas, karena itu di phonetic nya bergetar suaranya. Okay, ...religions and provincial cultures now live side by side. One of the biggest questions that Indonesia is questing at this moment is how to deal with people's of diverse cultural and promote unity among them. Coba baca lagi!

Student : Indonesia is the country that is culturally : Indonesia is the country that is culturally diverse, many different religions and provincial cultures now live side by side. One of the biggest question that Indonesia is questing at this moment is how to deal with people's of diverse cultural and promote unity among them.

Teacher : Culture! (explicit correction)

Students : Culture






Teacher : You can use (Bre) Culture or (Ame) Culture ya, bacanya harus jelas. Oke ya, ...one of the biggest... jadi comparative degree. Jadi kalo adjective... haloo?

Students : *Silence*

Teacher : Jadi kalo adjective ada yang positif atau tanpa dibandingkan big, bigger, itu kalo kita compare namanya? (in chorus)

Students : Consulted degree

Teacher : Ya consulted degree, big, bigger, biggest berarti superlative. Tapi gak semua

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

pake –s atau –st, (praises followed by appraisals) ada yang pake more dan most.

Beautiful? (in chorus)

Students : More beautiful, most beautiful

Teacher : Ya, that's comparison. (praises followed by appraisals) Simple present nya mana? Present tense nya? Fatimah? (Norminating)

Student : Indonesia is the country that is culturally divers... is, "to be" and "is are" itu present.

Teacher : What else? Apa lagi? (Norminating)

Student : Live side by side

Teacher : Live side by side, what else? "To be" and "is are" itu present simple

Students : Simple present pak

Teacher : Ya, present simple and simple present that's same. (repetition of responses and praises) What else? Apa lagi? (Norminating)

Student : Promote

Teacher : Ya, promote! (repetition of responses and praises) ...Promote unity among them. Next, hmm Fidela!






Student : Therefore, Indonesians should appreciate the difference between cultures for the following reason. First, Indonesia is vulnerable to separatism because of the island and the cultural diversity. Secondly, Indonesia must realize that every culture has it's different customs and belief. Thirdly, implementing the nationalism is one way to maintain the integrity of the nation.

Teacher : Nah ada yang salah sedikit. Therefore, ini kata transisi ya! Transitional expression. (explicit correction) What does it show? Ini menunjukkan apa nih? (In chorus)

Students : Results

Teacher : Ya, therefore itu results. (repetition of responses and praises) Transitional expression, after transitional expression you use (comma), however (comma), moreover (comma) therefore (comma). Therefore (comma) Indonesians should appreciate the differences between cultures for the following reasons. First, Indonesia is vulnerable to separatism because of the island and cultural diversity. Ok now repeat! Diversity

Students : Diversity

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Diversity!

Students : Diversity

Teacher : Indonesia must realize that... nah kata penghubungnya juga ikut menggabungkan anak kalimat yang noun clause ya. Object clause nya apa? (self-answer) ...every culture has it's different customs and belief. All of you! Customs

Students : Customs

Teacher : Customs! (explicit correction)

Students : Customs

Teacher : With "z" ya (explicit correction)

Students : Zzz

Teacher : And beliefs. All of you! Belief

Students : Belief

Teacher : Belief! (explicit correction)

Students : Belief

Teacher : F biasa, jadi gak ada tambahan suara. Now, beliefs! (explicit correction)

Students : Beliefs

Teacher : All of you! Beliefs!

Students : Beliefs

Teacher : Ya, biasakan ada s nya. Thirdly, implementing the nationalism is one way to maintain the integrity of the nation. Oke next! Idham!

Student : Cultural differences...

Teacher : Cultural differences are often a sensitive issue for Indonesians.






Student : Cultural differences are a often a sensitive issue for Indonesia.

Teacher : Masih ada yang salah, cultural differences are often, gak pake a lagi (explicit correction)

Students : Cultural differences are often a sensitive issue for Indonesians, Therefore

Teacher : Nah, okay stop. Thank you! (short and simple praises) Cultural differences are often a sensitive issue for Indonesians. Continue! Therefore...

Students : Therefore the Indonesian Government should teach the young generations about the importance of cultural identity and nationalism from the unity.

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : okay, (short and simple praises) now listen! Cultural differences are often a sensitive issue for Indonesia. Therefore, the Indonesian Government should teach the young generations of cultural identity and nationalism to promote unity. Nah modals nya mana?

Students : should

Teacher : should! Ya, should modals for suggestion and recommendation. (repetition of responses and praises) You see that... what the laid argument? Ada beberapa arguments, there are some arguments you can use.. hmm what is it? (self-answer) Hmm conjunction! Kata penghubung nya ya! Kata penghubung yang menggabungkan argument tadi, kalau ada tadi kata first, and then what else? (Self-answer) Firstly, secondly, thirdly. Jadi kalau ada beberapa argument gunakan firstly, secondly, thirdly! First, second, third.

Student : first, second, third

Teacher : now, cultural awareness. This is a culture... hmm what is essay? (Norminating)

Student : essay is essay sir

Teacher : hmm essay is essay, karangan

Students : *giggles*

Teacher : have you ever write an essay? (norminating)

Student : hmm I ever did

Teacher : what is it about? Tentang apa? (norminating)

Student : my experience

Teacher : how about you? Have you ever write an essay? (norminating)






Student : ya

Teacher : what is it about? (norminating)

Student : about short stories

Teacher : nah biasanya anda pernah menulis essay, essay nya baru tentang text yang berbentuk... recount ya, cerita-cerita saja. Your novel could be an essay, a short stories as also an essay. Now. Now essay, is essay a personal or impersonal? (in chorus)

Students : (some say personal, and some say impersonal)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : essay itu... biasanya apa? Personal

Students : personal

Teacher : why is it so? (norminating)

Student : because.. hmm

Teacher : in essay you usually use the words "I", "We", right? (in chorus)

Students : right

Teacher : that's our experience, tentang karangan. Kalo analytical exposition, or hortatory exposition itu bisa disebut essay gak? (in chorus)

Students : bisa pak

Teacher : you write a letter, to be an? (in chorus)

Students : essay

Teacher : is it personal or impersonal? (in chorus)

Students : personal

Teacher : hmm, the phrases showing... hmm personal... apa itu, personal comment? Barusan text nya menyebutkan apa tadi? Hallo? Menggunakan kata apa? Personal? (in chorus)

Students : "I" and "We"

Teacher : good, (short and simple praises) okay now hmm... is an essay, essay itu subjective writing or objective writing? (in chorus)

Students : hmmm

Teacher : could be objective and usually...

Students : subjective






Teacher : ya, (short and simple praises) now talking about subjective and objective writing... look at the page 170, 170

Students : bapak jauh banget longkapnya

Teacher : ya, gak apa apa. Subjective writing, what is subjective writing? (in chorus)

Students : memihak pak tulisannya

Teacher : okay, (short and simple praises) subjective writing is when authors or writers clearly state their opinion. Jadi kalo ada opini, rather than just writing a general overview of the situation. They show things in positive or negative life. The

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

opposite of this is

objective writing, when the authors attempt to remain neutral and just give the fact. Hortatory exposition, is it... once again, is it subjective or objective? (in chorus)

Student : subjective

Teacher : subjective essay, ya. Kenapa? You use your? (in chorus)

Student : opinion

Teacher : and also... ada kombinasi nya dengan opinion and? And facts, kalo facts itu objectives ya. Oke, examples of subjective essays are journals, when you write a journal... ketika kita menuliskan jurnal, maka jurnal itu bentuknya subjektif. You write your own blogs? Punya blogs sendiri gak? (volunteering)

Students : punya

Teacher : yang kamu tulis di blog sifatnya subjektif apa objektif? (in chorus)

Student : personal

Teacher : personal ya, pribadi. Berarti subjektif apa objektif? (in chorus)

Students : subjective






Teacher : right, fiction and letters in your blogs, and objectives... (repetition of responses and praises) hallo? Objectives, news... if you're a journalist, jika anda seorang journalist anda menuliskan berita, maka sifatnya harus? (in chorus)

Students : objective sir

Teacher : berita sudah tentu objective, jika subjective namanya bukan berita. Tapi ada lho media yang... di masa kampanye misalnya... dia selalu menyembunyikan fakta. Ada gak kira-kira yang kayak gitu? (volunteering)

Students : ada

Teacher : ada, di masa kampanye misalnya. Dia punya kepentingan sendiri... hallo? Itu sifatnya apa? Objective atau subjective? Sudah subjective. Seharusnya apa? Objective. Ada yang kayak gitu. Dia... apa namanya, ingin menjatuhkan lawan nya tapi di sembunyikan fakta nya. Harusnya news, newspaper, non-fiction, history books... buku sejarah seharusnya objective dan ensiklopedi. Kalo ensiklopedi saya yakin all inside of that is objective. Tapi kalo media sekarang banyak yang kurang, makanya sekarang ada media yang diolah, diusir bahkan. Kenapa? Karena

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

pemerintahannya sudah bersifat subjective. Soal politik itu kasar, maksudnya politik itu kotor. Jadi politik sering yang berusaha bermain curang. Okay, when you say your opinion? Hmm I think, my opinion, what else? (volunteering)

Students : I believe, I feel, as far as I'm concern

Teacher : as far as I'm concern itu kalo sangat formal ya, itu sama dengan in my opinion. Terus ya... I think, kalo I think itu biasa ya, simple. Jadi yang as far as I concern itu yang very? (in chorus)

Students : very vormal

Teacher : okay guys, now do you have any questions so far? (volunteering)

Students : *noisy*

Teacher : questions please

Students : *noisy*

Teacher : okay, (short and simple praises) coba kalo yang subjective apa aja tadi? Yang kita tulis, misalkan blog, letter what else? (in chorus)

Students : novels, poetry






Teacher : and how about history books? Buku sejarah, news? (in chorus)

Students : objectives

Teacher : ya, they used objectives. kalau hortatory exposition? (in chorus)

Students : subjective

Teacher : subjective and objective, as well. Okay guys, now we'll go to subordinate conjunction? Sub, in bahasa sub itu berarti? Bagian, ya sub. Subordinate conjunction artinya, conjunction atau kata penghubung yang menggabungkan dua kalimat. Now, you see there, in the box A. the words in the box are conjunctions, I want you to write, make heading... buat judulnya, title nya itu conjunctions kemudian dalam kotak-kotak kamu berikan lagi judulnya type, place, cause and effect, contrast, addition, result, what else? (Self answer) Condition. Do you still remember about conditional clauses? There are 3 types of conditional clauses. I want you to categorize the conjunctions listed in the box. Go, silahkan work in group or pairs

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

(the students starts to do the task, about 10 minutes)

Teacher : okay, siap! Are you ready? Volunteering)

Students : ready!

Teacher : After? (in chorus)

Students : time

Teacher : Contrast? (in chorus)

Students : As

Students : (some say conditions, some say contrast)

Teacher : okay, as... cause and effect and time. It could be time, as means while. As, while, when,

that's the same and as also means because. Okay, now because? (in chorus)

Students : cause and effects

Teacher : before? (in chorus)

Students : time

Teacher : even if? (in chorus)

Students : condition

Teacher : eventhough? (in chorus)

Students : contrast

Teacher : if? (in chorus)

Students : condition

Teacher : provided that? (in chorus)

Students : condition

Teacher : rather than? (in chorus)

Students : comparison

Teacher : good, seems to? (in chorus)

Students : time & cause and effect






Teacher : ya, cause and effect. So that? (in chorus)

Students : Results

Teacher : so that... result? So that used do purpose, result and also purpose

Students : ha? Sama pak?

Teacher : there are 2 functions... okay-okay result

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : *yelling*

Teacher : okay, than? (in chorus)

Students : comparison

Teacher : comparison, very good. That? (in chorus)

Students : result

Teacher : though? (in chorus)

Students : contrast

Teacher : unless? (in chorus)

Students : condition

Teacher : until? (in chorus)

Students : time

Teacher : when? (in chorus)

Students : time

Teacher : whenever? (in chorus)

Students : time

Teacher : where? (in chorus)

Students : time

Teacher : place, whereas? (in chorus)

Students : contrast

Teacher : whether? (in chorus)

Students : whenever pak

Teacher : oh, whenever? (in chorus)

Students : place

Teacher : whether? (in chorus)

Students : object clause






Teacher : for object clause, ya. When? (in chorus)

Students : time

Teacher : why? (in chorus)

Students : cause and effects

Teacher : okay, (short and simple praises) who has no mistakes? (volunteering)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Student : everybody has mistakes *giggles*

Teacher : who have one mistakes? (volunteering) Raise your hands

Student : *4 person raise their hands*

Teacher : 2 mistakes? (volunteering)

Student : *2 person raise their hands)

Teacher : 4? 5? Okay now, more than 5 mistakes (volunteering)

Students : *giggles*

Teacher : I know who's making mistakes. Okay guys now... I'm afraid that we do not have a time but I'll give you assignment for homework. We'll continue, you can check with your mobile phone. Please

Students : yeay!

Teacher : take out your mobile phone, please

Students : already

Teacher : okay, go to "Google"

Students : *typing in their smartphones* and then?

Teacher : type "the Jakarta post opinion"

Students : heh?






Teacher : the Jakarta Post Opinion

Students : *searching*

Teacher : have you found? Okay click "academia opinion"

Students : and then?

Teacher : okay you can see here, the Jakarta post opinion. comment 3, "academy message: "guys, deep breathe! And more lovable". This is what I've ask you to do is... opinions, you can see opinions? You can see opinion there. The first is "forbidden academics", number 2? "Can anise unite Jakarta?", number 3? "losing Jakarta, how that will impact to here in 2018?" number 4 "Indonesiansreference inhabits disapprove of ISIS Generations", "importance of vice president visit" and the last "Inside: what when not right in Jakarta elections?" guy? Hallo? You have to choose one of them to open it and to re-write and you deliver into an exposition rather than what is analytical exposition or hortatory exposition. Baca lagi ya, okay you..

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction






please now open “a fear meter for women academics”, you read this, please. Read and then you re-write into 3 or 4 paragraphs consisted of passive arguments, recommendation and hortatory and conclusion. You make the last paragraph into a conclusion and so... it is called analytical exposition. Is it clear guys? (in chorus)

Students : yeah

Teacher : you can choose whether 6 of them. Okay that's all, next week I'll check






Students : and then we'll sing a song

Teacher : and then we'll sing a song, after finishing your work on hortatory and analytical exposition. Ya? Okay guys, that's all! See you next week

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

4th MEETING OF 2nd CLASSROOM

- Teacher : Okay, this is the last meeting of us, udah banyak juga nih kepotong waktu nya jadi saya beri kamu tugas kan. Nah sekarang bawa tugas nya ke depan
- Students : *silent*
- Teacher : Ayo come on, Sabrina? (norminating)
- Students : Hmm..
- Teacher : Ini kompak lho kalian gak mau baca novel, tidak mengerjakan tugas, kompak lho. Ayo come one please, show me your work.
- Students : *noisy*
- Teacher : Hello, what is your name? (norminating)
- Student : Sama kan tugasnya mister?
- Teacher : Sama, coba bawa tugasnya sini
- Student : Tugasnya apa itu mister?
- Teacher : Kan saya sudah kasitau sejak lama
- Student : Iya kan banyak mister tugasnya
- Teacher : Iya, coba salah satunya mana? (volunteering)
- Student : Hmm yang baca novel
- Teacher : Iya terus mana lagi? (norminating))
- Student : Ada
- Teacher : Mana dia, ambil sini
- Student : *go to her chair*
- Teacher : And now, ronasio!
- Student : *she came back and bring her newspaper*
- Teacher : What are you going to do with this? (norminating)
- Student : I.. I'm still don't know what..
- Teacher : Kan di koran ada kolom opini, nih coba liat. "Make Peace With Flowers", nah ini yang kebawah ini isinya. Nah ad lagi nih, "Election test Indonesian Democracy", "European Want Us in a Good Neighbor. Nah ini kamu baca, dibikin ringkasan.
- Haloo?
- Student : Iya, sir

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Ya? (norminating)

Student : Ya

Teacher : Pilih salah satu opinion

Student : Pilih salah satu?

Teacher : Hu'um

Student : Iya pak akan saya baca

Teacher : Iya kamu baca, waktunya udah abis ini. Minggu besok udah ulangan. Nih, The EU: Like Bulding a Cathedral. Nih kata orang eropa "seperti membuat katedral. Ayo dibaca yang bener. Tugasnya 2 lho, baca koran, baca novel. Novelnya coba? (volunteering) What are you doing with this novel? (in chorus)

Student : Di ringkas kan?

Teacher : Di baca dulu

Student : Udah pak

Teacher : Udah dibaca? (selfing)

Student : Hmm baru setengah, mau saya lanjutin lagi

Teacher : Udah gaada waktu lagi, kapan lagi kamu mau baca. Abis ulangan umum, puasa, gabakal mau belajar. Okay berikutnya, Swade Siana? Come on, mana? (norminating)

Student : Belum pak

Teacher : Salma? Ronsasio? Muhammad? (volunteering)

Student : sSabar ini pak.. belum..

Teacher : Okay gini ya, hari ini.. you just make a summary from the newspaper. Sekarang kamu novel gak bawa kan? (in chorus)

Students : Gak bawa pak






Student : Ada yang bawa pak ini

Teacher : Bawa? (norminating)

Student : *nodding*

Teacher : Nah sekarang dari koran aja dulu. You make a summery from newspaper and you make a conclusion untuk keseluruhannya ya

Student : buat PR pak

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Gak bisa, kalian pas puasa tuh pasti kabur. Yang ada aja sekarang kamu gak ngerjain apalagi pelajaran selesai. Yaudah ya kalo mau ada nilai praktek nya, nilai portofolio maka kalian harus ngumpulin tugas.

Student : Novel nya pak?

Teacher : Katanya abis ulangan, ya sekarang kalian kerjakan dulu

Student : Pak gak ada koran

Teacher : Kan kamu udah ada hp, dari mana aja terserah

Student : Pak saya mau nanya, yang ini?

Teacher : Ya, "Full-day Schooling Policy Failing in Gorontalo". Nani kamu bikin summary, and then conclusion

Student : Itu bisa kan mister?

Teacher : Yes, you can make it, and then you make a summary, and then conclusion

Student : Berarti kalo kita ambil dari sport gak masalah dong mister?

Teacher : Apa?

Student : Kita take dari sport news, gak apa apa?

Teacher : Gak apa apa, tapi kan yang bisa dijadikan bahan diskusi kan ini

Student : Ooh

Teacher : Bahan diskusi pro dan kontra, paham gak? (norminating)

Student : Paham, paham

Teacher : Hello? Now listen! Kenapa saya bilang kalian musti cari nya di opinion? (norminating)

Student : Hmm dari mana pak?






Teacher : Opinion, karena kenapa? (self-answer) Karena kalo dari kolom opini... disini kan ada pro dan Kontra, ya kan? Nah itu.. yang penting argumental kita. Kalian... hallo? That you ave to write in the summary arguments and the conclusions, ya. Jadi yang kalian arus tuliskan itu argument nya apa? Jangan dari situ, dari koran!

Student : Harus diatur gitu pak, argument nya apa?

Teacher : Ya terserah mereka dong

Student : *gives his book to the teacher*

Teacher : Nah ini yang udah selesai nih, *reading* kepanjangan ini (explicit correction)

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Student : Memang segitu pak

Teacher : Iya, tapi harusnya di summary lagi (explicit correction)

Student : Baik pak

Teacher : Okay

Student : Ini structure nya udah sesuai belum pak?

Teacher : *reading* hmm you write with source? Resource nya dari mana? (norminating)

Student : Koran ini pak pointing the newspaper*

Teacher : You must write the seource, disini, tulis "from Opinion: The Jakarta Post" ditulis di Bawahnya (explicit correction)

Student : Yes sir

Teacher : Okay listen now! I want to tell you again, that's why I ask you to make a summary, from both... from novel and from the Jakarta Post. Coba perhatikan dulu sebentar, haloo? Lihat si Bonar nih, kalian jangan ngiri kalo liat si Bonar nanti nilainya lebih bagus daripada kalian. Kenapa? Karena dia sudah bikin. From Jakarta Post sudah bikin, ya. The article is "After Election We'll Pick Up the Thesis". That's the topic. Ini ada... there are the thesis, there are some arguments and summary and conclusion... and recommendation as well. With remmoendation, if there's a recommendation before... nama nya apa? Exposisi apa? What exposition with the recommendation? (norminating)

Students : Hortatory exposition






Teacher : good, Hortatory exposition. (short and simple praises) So, Bonar has taken an essay about of hortatory exposition. Ini udah dapat nilai ini, tinggal diperbaiki kalo bisa lagi, if possible you make a presentation... you tell in front of class ya. Nah novel nya apa novel nya? norminating)

Student : The Hunger Games

Teacher : The Hunger Games. Have you read the novel? (norminating)

Student : Belum semua

Teacher : Not finished yet? You have to read all. If you finish reading it, you can make a summary. The summary is a... one page is enough, satu halaman cukup. Kalo ini, namanya bukan summary. Gak usah lagi kamu lanjut di utarakan. Okay?

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

(norminating)

Student : *Nodding*

Teacher : Okay, that's good. (short and simple praises) Ayo siapa lagi yang mau ngumpul, please. Coba maju kedepan

Student : *gives his work* mister?

Teacher : Ya, sini. "Air Pollution in Greater Jakarta: A National? (norminating)

Student : Disgrace

Teacher : Disgrace, coba... Disgrace? (explicit correction)

Student : Disgrace

Teacher : Okay, *reading* where's the resource? Sumbernya darimana? (nominating)

Student : Jakarta Post

Teacher : *Reading* okay good. (short and simple praises) You can type, so you can make the presentation in front of the class. Is it done? (norminating)

Student : *Nodding*

Teacher : Yes, but don't forget to write the source *gives the signature*

Student : Yes

Teacher : And what about the novel? (norminating)

Student : Not finished yet sir






Teacher : okay, (short and simple praises) next

Student : *gives her book to the teacher*

Teacher : *reading* "Teaching Diversity Is The Wishful Thinking: Hanifah Ahmad, Oxford UK".
The source is from? (norminating)

Student : Jakarta Post

Teacher : The Jakarta Post. Okay, hallo? Hai guys! Now listen, this is from audrey's work. You see Audri's work, ini kerjanya si Audri ya. From Jakarta Post, " Teaching Diversity Is The Wishful Thinking. And she also writes the writer in the heading. Well, I think it can be shorten right? Into 3 or 4, maximum is 5 paragraph.. paling banyak 5 paragraf. You that you can make presentation, you can type and then you can show to your friends through the LCD monitor. Ini bisa, yang dipanggil tadi males-males aja gak ngerjain.

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Students : *working*

Teacher : *walks around the class* yang lain mana? (norminating)

Student : Lagi dibaca sir

Teacher : Lagi dibaca

Student : Dikumpul 1 hari ini?

Teacher : Iya 1 aja hari ini

Student : Kalo novel dulu boleh gak>?

Teacher : Boleh, novel dulu boleh apa aja yang bisa

Student : Pak kalo dari resource koran lain?

Teacher : Up tp you yang penting opinion dan bisa di summarize, yang penting nikin

Students : *working*

Teacher : *walks around the class* hmm.. "Escape From the Two Bullies:

Student : Ini dicari thesis nya aja? Atau sama arguments?

Teacher : Ya sama arguments *continue walking* "Savings Glut, Financial Integration in Asia Pasific", okay

Student : *gives her book*

Teacher : What is it?

Student : Novel sir

Teacher : Noval, okay *reading* come on. What's the title of your novel? (norminating)

Student : Divergent

Teacher : Divergent, Have you read all? Udah baca semua? (norminating)

Student : Iya

Teacher : Hh, hmm... well you know this story of this book?






Student : Hmm yes

Teacher : What's the story about? (norminating)

Student : Ee.. this story is about the world that there are 5 faction. Setiap anak yang umurnya 16 tahun itu mesti dipisah-pisah, dia harus memilih salah satu dari ini. Nah disini ceritanya karakter utama nya ini dia bisa masuk ke 3 golongan, padahal...

Teacher : Who is the main character? (Norminating)

Student : Beatrice Prior

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

Teacher : Beatrice Prior?

Student : Iya, ini dia bisa masuk ke 3 golongan. Biasanya biasanya kan hanya bisa 1. Kalau dia bisa lebih dari 1 golongan berarti dia "Divergent". Divergent itu kalo di novel ini.. divergent itu bikin terancam gitu, jadi biasanya kalo divergent harus dibunuh.

Teacher : Why should be killed? (norminating)

Student : Karena mereka pikirnya itu.. eee

Teacher : Divergent is a threatening? Mengancam dia? (norminating)

Student : Iya, karena kesannya terlalu.. kesannya... kalo gak dibunuh dia dimasukkan ke salah satu ini, kayak dibuang

Teacher : But Divergent is good I think, kan bagus kalo divergent? (norminating)

Student : iya Cuma mereka.. hmm

Teacher : why should be eliminated? Kenapa harus disisihkan? (norminating)

Student : karena di salah satu fraksi itu ada yang gak suka dengan divergent, jadi kan yang erodite ini kan membangun sesuatu yang pintar, yang lain kayak nurut doing, terus kalo divergent kayak diatas merea gitu. Jadi erodite nya ini tuh suka nya membunuh divergent. Gak mau disaingin.

Teacher : Beatrice Prior is the divergent? (norminating)

Student : iya

Teacher : yes?

Student : yes

Teacher : can she survived in the story? (norminating)






Student : yes

Teacher : hmm okay yes. (short and simple praises)

Student : there's a sequel of the novel, insurgent, terus nanti ada allegent. Terus nanti ada golongan dauntless, golongan yang gak mengenal takut

Teacher : oh I see, (short and simple praises) okay sit down

And then the teacher ask the students to continue their work until finished and collect their work on teacher's room at the teacher's desk.

Note:  = Teacher Talk  = Display Question  = Referential Question
 = Teacher Responses  = Teacher correction

APPENDIX 1 : TABLE OF ANALYSIS

The Amount of Teacher Talk

Table : 1st Classroom amount of teacher talk table

Meeting	Teacher Talk Time (min)	Proportion (%)	Student Talk Time (min)	Proportion (%)	Other Activities Time (min)	Proportion (%)
1	19 min	45	17 min	42	4 min	3
2	5 min	15	35 min	85	0 min	0
3	12 min	30	8 min	27.5	17 min	42.5
4	22 min	55	18 min	45	0	0
Total	58	36.25	78	48.75	20 min	15

Table : 2nd Classroom amount of teacher talk table

Meeting	Teacher Talk Time (min)	Proportion (%)	Student Talk Time (min)	Proportion (%)	Other Activities Time (min)	Proportion (%)
1	24	60	16	40	0	0
2	25	62.5	15	37.5	0	0
3	30	75	10	25	0	0
4	17	42.5	10	25	13	32.5
Total	96	60	51	31.8	13	7.2

Teachers' Questions

Meetings	Display Questions		Referential Questions	
	No.	%	No.	%
1	27	48.2	29	51.8
1	2	28.5	5	72.5
3	16	66.6	8	33.4
4	35	52.2	32	47.8
Total	80	53,25	74	46.75

Table : 1st Clarroom teachers' Questions types table

Meetings	Display Questions		Referential Questions	
	No.	%	No.	%
1	26	55.3	21	44.7
1	47	87	7	13
3	53	76.8	16	23.2
4	10	27.7	26	22.3
Total	136	66	70	34

Table : 2nd Classroom teachers' Qurstions types table

Distributions of Teacher's Questions

Table : 1st Classroom distributions of Teachers' questions table

Meetings	Qs	Norminating		In Chorus		Volunteering		Self Answer	
		No	%	No.	%	No.	%	No.	%
1	56	17	30.5	22	39.5	9	16	8	14
2	7	4	57.2	2	28.4	1	14.2	0	0
3	24	9	37.5	14	58.3	0	0	1	4.2
4	67	11	16,4	42	62.8	13	19,4	1	1,4
Total	154	41	26.6	80	51.9	23	14.9	10	6.6

Table : 2nd Classroom distributions of teachers' questions table

Meetings	Qs	Norminating		In Chorus		Volunteering		Self Answer	
		No	%	No.	%	No.	%	No.	%
1	47	13	27.6	22	46.8	12	25.6	0	0
2	54	3	5.5	45	84.5	3	5.5	3	5.5
3	69	9	13	45	65.2	11	15.94	4	5.86
4	36	30	88.8	2	5.5	3	3.85	1	2.75
Total	206	55	26.7	114	55.3	29	14	8	4

Teachers' Assessment

Table : 1st Classroom teachers' assessment table

Meetings	Positive assessment						Negative Assessment	
	Short and simple praises		Repetition of responses followed by praises		Praises followed by appraisals			
	No.	%	No.	%	No.	%	No.	%
1	6	37.5	9	56.25	1	6.25	0	0
2	3	100	0	0	0	0	0	0
3	4	33	6	50	2	17	0	0
4	7	50	6	42.85	1	7.25	0	0
Total	20	44.4	21	46.6	4	9	0	0

Table : 2nd Classroom teachers' assessment table

Meetings	Positive assessment						Negative Assessment	
	Short and simple praises		Repetition of responses followed by praises		Praises followed by appraisals			
	No.	%	No	%	No	%	No	%
1	17	89.5	0	0	2	10.5	0	0
2	14	70	4	20	2	10	0	0
3	9	56.25	5	31.25	2	12	0	0
4	7	100	0	0	0	0	0	0
Total	47	75.8	9	14.5	6	9.7	0	0

Teachers' Corrections

Table : 1st Classroom Teachers' corrections table

Meetings	Explicit Correction		Asking another student to answer instead		Providing a clue and expecting self repair		Ignoring and correcting later	
	No.	%	No.	%	No.	%	No.	%
1	0	0	1	100	0	0	0	0
2	0	0	0	0	0	0	0	0
3	1	100	0	0	0	0	0	0
4	0	0	3	60	2	40	0	0
Total	1	14.3	4	57	2	30	0	0

Table : 2nd Classroom Teachers' correction table

Teacher	Explicit Correction		Asking another student to answer instead		Providing a clue and expecting self repair		Ignoring and correcting later	
	No.	%	No.	%	No.	%	No.	%
1	0	0	0	0	0	0	0	0
2	6	85.7	0	0	1	14.3	0	0
3	7	87.5	0	0	1	22.5	0	0
4	4	100	0	0	0	0	0	0
Total	17	94	0	0	1	6	0	0

Total Amount of Functional Features of Teacher Talk

Amount of teacher talk

Teachers	Teacher Talk Time (min)	Proportion (%)	Student Talk Time (min)	Proportion (%)	Other Activities Time (min)	Proportion (%)
T1	58	36.25	78	48.75	20 min	15
T2	96	60	51	31.8	13	7.2
Total	154	52	129	43	13	15

Note: T1 = 1st teacher, T2 = 2nd teacher

Types of Teachers' questions

Meetings	Display Questions		Referential Questions	
	No.	%	No.	%
T1	80	53,25	74	46.75
T2	136	66	70	34
Total	216	60	144	40

Note: T1 = 1st teacher, T2 = 2nd teacher

Distributions of Teachers' questions

Teachers	Qs	Norminating		In Chorus		Volunteering		Self Answer	
		No	%	No.	%	No.	%	No.	%
T1	154	41	26.6	80	51.9	23	14.9	10	6.6
T2	206	55	26.7	114	55.3	29	14	8	4
Total	360	96	27	194	53	52	15	18	5

Note: Qs = Questions, T1 = 1st teacher, T2 = 2nd teacher

Teachers' assessment

Teachers	Positive assessment						Negative Assessment	
	Short and simple praises		Repetition of responses followed by praises		Praises followed by appraisals			
	No.	%	No	%	No	%	No	%
T1	20	44.4	21	46.6	4	9	0	0
T2	47	75.8	9	14.5	6	9.7	0	0
Total	67	63	30	28	10	9	0	0

Note: T1 = 1st teacher, T2 = 2nd teacher

Teachers' corrections

Teachers	Explicit Correction		Asking another student to answer instead		Providing a clue and expecting self repair		Ignoring and correcting later	
	No.	%	No.	%	No.	%	No.	%
T1	1	14.3	4	57	2	30	0	0
T2	17	94	0	0	1	6	0	0
Total	18	72	4	16	3	12	0	0

Note: T1 = 1st teacher, T2 = 2nd teacher