STUDENT TEACHERS' NON-VERBAL REINFORCEMENT IN ENGLISH TEACHING PRACTICE

A STUDY OF TEACHING PRACTICE (*PRAKTIK KETERAMPILAN MENGAJAR*) ENGLISH DEPARTMENT STUDENT YEAR 2016

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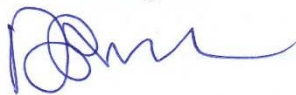**STATE UNIVERSITY OF JAKARTA**

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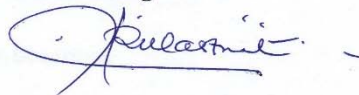
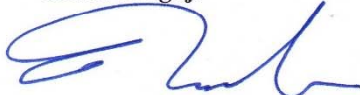## DEWAN PENGUJI

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ABSTRACT

AHZAR SUSANTO. 2017. <u>Student Teacher's Non-verbal Reinforcement in English Teaching Practice: A Study of Teaching Practice (Praktik Keterampilan Mengajar) English Department Student Year 2016</u>**.** A Thesis. Jakarta: English Department, Faculty of Languages and Arts, Universitas Negeri Jakarta. January 2017.

This research was aimed at investigating kinds of non-verbal reinforcement used by student teachers in English teaching practice. This research focused on the student teachers' non-verbales and utterances that arose during the learning process. This research used descriptive qualitative. This research is conducted from August to November 2016. The data of the study are student teachers' utterances and gestural forms. The source of the data are three student teacher engaged in PKM in SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta. The instrument of the research is classroom observation. The result of the research showed that 5 kinds of non-verbal reinforcement are used by all of the student teachers; gestural, proximity, contact, activity, and token reinforcement. Student teacher 1 used gestural, proximity, contact and activity reinforcement. Student teacher 2 used gestural, proximity, and token reinforcement. Student teacher 3 used gestural, proximity, and activity reinforcement. Gestural reinforcement dominating the use of non-verbal reinforcement with 81% of the usage from 88 reinforcements given by all student teachers.

Keywords: Non-verbal Reinforcement, Student Teacher, Teaching Practice.

ABSTRAK

AHZAR SUSANTO. 2017. Penguatan Non-verbal Mahasiswa PKM di Praktik Keterampilan Mengajar Bahasa Inggris: Penelitian Praktik Keterampilan Mengajar Mahasiswa Pendidikan Bahasa Inggris tahun 2016**.** Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. January 2017.

Penelitian ini bertujuan untuk mengetahui jenis-jenis penguatan non-verbal yang digunakan oleh mahasiswa di mata kuliah Praktek Keterampilan Mengajar. Penelitian ini berfokus pada ungkapan dan gerak-isyarat yang ditunjukkan oleh mahasiswa PKM selama kegiatan mengajar. Penelititan ini menggunakan metode deskriptif kualitatif. Penelitian ini diadakan dari bulan Agustus sampai November 2016. Data riset ini adalah ungkapan-ungkapan dan bentuk-bentuk gerak-isyarat. Sumber data berasal dari tiga mahasiswa yang sedang dalam kegiatan PKM di SMP Negeri 97 Jakarta dan SMP Negeri 139 Jakarta. Instrumen penelitian ini adalah observasi kelas. Hasil dari penelitian menunjukkan bahwa ada 5 jenis penguatan non-verbal yang digunakan oleh semua mahasiswa PKM dalam penelitian ini yaitu penguatan *gestural, proximity, contact, activity,* dan *token.* Mahasiswa PKM 1 menggunakan penguatan *gestural, proximity, contact,* dan *activity.* Mahasiswa PKM 2 menggunakan penguatan *gestural, proximity,* dan *token.* Mahasiswa PKM 3 menggunakan penguatan *gestural, proximity,* dan *activity.* Penguatan *gestural* mendominasi penggunaan penguatan non-verbal dengan 81% dari total 88 penguatan yang digunakan oleh semua mahasiswa PKM.

Keywords: Penguatan non-verbal, Mahasiswa PKM, PKM.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

This chapter presents some points related to the study, such as background of the study, statement of research question, purpose of the study, significance of the study, and scope of the study.

1.1 Background of the Study

Teachers act as a role model for students. Teachers have roles in affecting students progress on learning. Cooper (2011) said that the outcomes of learning processes are influenced by effective teachers. However, the ways teachers teach are vary. Teachers can act as a controller, prompter, and a resource provider with the purpose of maintaining students progress on learning (Harmer, 2012). In order to be able to act as a role model to maintain learning progress, teachers need to have certain skills.

Stated in *Peraturan Pemerintah Republik Indonesia nomor 74 tahun 2008*, teachers are required to have academic qualifications, competencies, certification, healthy physic and mental, and an ability to achieve national education goals. Competencies are referred as a set of knowledge, skills, and behaviors that should be owned, mastered, and actualized by teachers in implementing the professional task.

In compliance to the regulations, UNJ as an educational institution that creates new generation of teachers, provides several courses based on teaching skills and knowledge which aims to produce professional teachers.

As an example in English Language Education Study Program, Language Learning and Teaching Theory, English Language Teaching Method, and Teaching Practice or *Praktik Keterampilan Mengajar* courses are held.

According to Academic Handbook of Language and Art Faculty (2012), *Praktik Keterampilan Mengajar* or in short PKM is one of core subjects that must be taken by students whose are majoring in education, particularly in English education. PKM is related to the implementation of teaching skills in actual contexts. PKM provides an opportunity for the students to act as a teacher practicing their teaching skills in a real class situation. The practices are held through observation, guided practice, reflection, and independent practice.

However, based on researcher's experience during teaching practice in previous semester, the condition to make use of all of the skills appropriately in classroom is different with the condition back when was doing peer teaching with artificial learning condition. Many factors affect the process such as the teacher's learning style and the students' attitude or personality.

To achieve and to maintain an effective teaching and learning process, there are essential skills that need to be mastered by teachers. Sutikno (2013) stated that there are eight basic teaching skills which are important to teachers in carrying out a lesson; questioning, reinforcing, conducting variation, explaining, conducting small discussion, classroom management, individual teaching, and set induction and closure. As an addition, Turney (1981) said

that there are four basic skills that are important for teachers; reinforcement, explaining, questioning, and variability.

Reinforcement is one of the essential skills. Marzano (2007) argued that one of the important factors that influence school learning is reinforcement. Moreover, Cooper (2011) argued that reinforcement is a process of strengthening responses by using reinforcers or stimulus. Reinforcement helps teacher in a learning process by getting students' attention and motivation which also encourage students to think better initiatively

Reinforcement has types and kinds. By types, reinforcement is classified as positive and negative reinforcement (Reeve, 2009). Moreover, Turney (1983) classified reinforcement into six kinds of categories; verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement. Alternatively, reinforcement are divided into two kinds; verbal and non verbal. Gestural, proximity, contact, activity, and token reinforcement are classified as non verbal reinforcement.

Based on findings from few researches, the implementation of non-verbal reinforcements were found less than verbal reinforcements. Auliya, (2014) conducted a research and interested in finding how positive reinforcements given by the teacher affect students' motivation. The research found that positive reinforcement does affect student's motivation. However, the finding showed that the majority of reinforcements used by the teacher were verbal reinforcements.

Moreover, Fachrunnisa, (2016) conducted a research about reinforcement strategies. The research investigated that there are few reinforcement strategies used by the teacher. The research also found that the students response toward the use of teacher reinforcement strategies are vary. However, the research also showed that the use of verbal reinforcement dominating the use of reinforcement strategies. From 79 utterances of reinforcement, only 30 actions of gestural reinforcement employed by the teacher. The research even showed that contact and token reinforcement were not found.

Thus, reinforcement becomes the focus of the researcher in conducting this research specifically non-verbal reinforcement. The researcher wants to analyse the pattern of the non-verbal reinforcement used by student teacher in teaching practice or PKM.

1.2 Research Question

Based on the background of the study above, the researcher decided the student teacher's role of non-verbal reinforcement in English teaching practice (PKM) as the main focus of the research, which were guided by following questions:

1. What are the kinds of non-verbal reinforcement used by student teachers in PKM?

2. In what situations are particular kind of non-verbal reinforcement used by student teachers in PKM?

1.3   Purpose of The Study

The purposes of this study are:

1.   To obtain a profile of non-verbal reinforcements used in PKM classroom.

2.   To find out in what situation each kind of non-verbal reinforcement used in PKM classroom.

1.4   Significance of the Study

The researcher expects that this study can serve as reference for further researches and reference for education discipline, especially in the field of basic teaching skills. Also, this study can contribute to the improvement on teaching practice or PKM in the field of classroom management and the program overall.

Furthermore, the researcher also expects that this research will contribute an insight which can be used as a guideline to make future teachers become more aware toward the implementation of reinforcement skills especially in conducting various activities related to it.

1.5   Scope of the Study

The scope of the study is non-verbal reinforcements used by English Language Education Study Program student teachers during their internship program at SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta.

CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical framework review underlying this research. The theoretical framework review describes related theories of the use of student teacher's non-verbal reinforcement in English classroom.

2.1. Reinforcement

2.1.1. Concept of Reinforcement

Educational concept of reinforcement is rooted from behavioral learning theory (Baldwin & Baldwin, 1986, in Reeve, 2009). Behavioral learning theory does not focused on mental knowledge or cognitive and sociocultural concepts. Behavioral learning theory focuses on voluntary, intentional, and situationally appropriate behaviour.

In accordance with learning, the process of learning how to adapt to one's environment successfully such as raising hand before speaking is one of the main focus in behavioral learning theory. Reinforcers in behavioral learning theory plays an important role in signaling which behaviours are desired and which are not. The signal will helps student to learn how to adapt to the classroom environment by associating the desirable behaviours with the reinforcers (Reeve, 2009).

Few experts define reinforcement in various definitions. Reinforcement is a process of strengthening responses by using

reinforcers or stimulus. The process of using reinforcers; in general, any event that increase the strength of a response (Cooper, 2011). The responses that want to be strengthened can be done by giving a reward to responses that already done by the students and want it to be repeated. The responses can also be strengthened by removing stimulus so that students are less likely to remove their unpleasant behaviour.

According to Peters (2010), reinforcement is an act that makes a behaviour of someone recurred after being subjected by a behaviour of the reinforcer. Reinforcement is "something that happens after a behaviour that makes the behaviour more likely to occur again". The reinforcer can be tangible like prizes and intangible such as motivation or activities that used to motivate. Reinforcers are consequences that strengthens behaviour (Slavin, 2009)

Moreover, Cruickshank (2001) argued that reinforcement gives a sign to the students, allowing them to aware that what they have done is something good and they need to do it again and often. Reinforcement is a process that has an intention of strengthening or increasing the frequency of a desirable response or behaviour.

On the other hand, Winkielman (2005) defined reinforcement as a stimuli, settings and antecedent that strengthen behaviour and increase the frequency of its expression (Kinyanjui, Aloka, Mutisya, Ndeke & Nyang'ara, 2015, p. 267). Reinforcement is any consequences that means to strengthens behaviour.

2.1.2. Reinforcement in Teaching and Learning

Many teachers do not have competencies to effectively manage their classroom (Lannie & McCurdy, 2005, as cited in Diedrich, 2010). They need strategies that are conductive to learning while at the same time improving students' behaviour. A study by Moore Partin (2010) determined the use of praise as a reinforcement for students' appropriate behaviors lead to a decrease in students' inappropriate behaviours as well as an increase in their appropriate behaviours. (Diedrich, 2010, p.22)

In a study conducted by Lannie and McCurdy (2007), reinforcement in a form of a game used in teaching and learning process. The results found that appropriate behaviour increased by 35% while disruptive inappropriate behaviour decreased by 25% (Lannie & McCurdy, 2005, as cited in Diedrich, 2010). The result showed that students' appropriate behaviours improve with the use of effective behaviour management plan─reinforcement.

In a disruption of a classroom, teachers often focus only on students' misbehaviour rather than on the reduction or removal of the misbehaviour (Mather & Goldstein, 2001). They suggested that teachers better relied on modification of behaviour—reinforcement. They found that reinforcement implemented inefficiently and inconsistently which lead to no desired behaviour.

Mather & Goldstein (2001) stated that students will be able to perform more effectively if their behaviour are maintained or shaped with appropriate consequences—reinforcement. They suggested following multi-step process to manage students' behaviour using consequences into four steps.

The first one is making an awareness of the problem and define the problem by a description. The second step is developing a behaviour management plan. The third step is to identify an effective and suitable reinforcer. And the last, the implementation of reinforcer on a consistent basis with the purpose of changing the behaviour (Mather & Goldstein, 2010).

According to Mather and Goldstein (2001), reinforcement and punishment follow the basic principle that multiple reinforcers or punishments are more valuable than single one. Both has shown that it can effectively reduce undesired behaviour. However, reinforcement proven to be much more successful in teaching students' alternative behaviour rather than punishment and it is considered to be more desirable and appropriate.

According to Briesch and Chafouleas (2009), 17 percent of classroom teachers wastes time up to four hour per week due to student's misbehaviour. There are four main reasons; the difficulty in finding time and resources for the teachers, difficulty in consistently reinforce all instances of desired behaviours in an entire classroom, the

risk that student will only display the behaviour when their teacher is present, and the last is the lack of intrinsic motivation as student do not feel they are in control of their behaviour.

In order to prevent those problems, it is important for teachers to understand the limitations of reinforcement for the management system to run well. Consultation, support, and training provided to teachers will improve the use of teacher effective classroom management skills which will helps to produce positive students' outcomes (Diedrich, 2010).

2.1.3. Types of Reinforcement

As mentioned in the introduction, Reinforcement has two types—positive and negative (Reeve, 2009). Positive reinforcement occurs when desired behaviour is strengthened by the presentation of a contingent stimulus. The behaviour increasing contingent stimulus are referred as positive reinforcer. The intention of positive reinforcer is to increase the strength and frequency of a behaviour. Examples of positive reinforcement are such as giving a praise, giving points, and giving a smile.

Contrary to positive, negative reinforcement remove a contingent stimulus to strengthen a behaviour. The stimulus that is removed during the process of negative reinforcement is referred to as a negative reinforcer. A negative reinforcer is defined as any environmental event

that, when taken away in response to the behaviour, increases the strength and frequency of that behaviour. Taking away a deadline, aversive homework, and removing a negative evaluation are some commonly used examples of negative reinforcement.

On the other hand, McLeod (2003) defined positive reinforcement as a process of giving a behaviour with something wanted or needed by students. The purpose of positive reinforcement is to strengthen the original behaviour. As an example, when a student done a work and turned it on time, the teacher writes a complimentary note as a stimulus for the students in hope that the behaviour will occur again in the future. The positive reinforcement should be meaningful, specific, and immediate.

In accordance with positive, negative reinforcement also strengthens original behaviour. However, negative reinforcement gives a behaviour with something unwanted or unneeded called an aversive stimulus. The results, a person would likely to avoid an aversive stimulus by replacing the original behaviour with a new one.

2.1.4. Kinds of Reinforcements

Turney (1983) classified reinforcement into six kinds of categories; verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement. Gestural, proximity, contact, activity, and token

reinforcement are classified as non-verbal reinforcement. In other words, there are two kinds of reinforcement; verbal and non-verbal.

2.1.4.1. Verbal Reinforcement

Verbal reinforcement deals with praise, support, recognition, and encouragement from the teacher as a direct response to students' effort. The praise can also include feedback or information on why the students' performance is being commented. Verbal reinforcement can be as simple as single word like "good", "great", "correct", or "excellent". Verbal reinforcement that includes comments may be like sentence such as "You should be proud with your work, Dom" or phrase like "what an outstanding work!" (Turney, 1983).

Similarly, Marzano (2007) pointed out that verbal reinforcement does not have to be in a long speech or conversation. Simple phrases such as "Thank you", "That's great", and "Very good" can be used when student is engaged in a positive behaviour.

2.1.4.2. Non-verbal Reinforcement

Turney (1983) divided non-verbal reinforcement into five kinds; gestural, proximity, contact, activity, and token. The first one is gestural. Gestural reinforcement deals with

body movements and facial expressions such as smiling, raising hand, thumb up, nodding, and clapping. Along with verbal, gestural reinforcement help the teachers to make students expose more of their response during the process.

Moreover, Marzano (2007) stated that non-verbal gestures such as smiles, winks, and a thumb-up sign can effectively signal positive feedback from the teacher as students are looking forward to those sign of approval. Some of middle and high school students are uncomfortable with the use of verbal reinforcement, and therefore gestural reinforcement will be more suitable.

The second is proximity. Proximity reinforcement acts as a way to show to the students that the teacher concern and has interest in their performance by involving physical nearness. Proximity reinforcement frequently associated with other gestural reinforcement. Proximity reinforcement includes acts such as standing near students or sitting near of them (Turney, 1983).

Similarly, Marzano (2007) implicitly combined gestural and proximity reinforcement into a technique called "catching students being good" (p. 42). Gestures are used while teacher are circulating the classroom. While standing aside a student,

the teacher may use gestures to reinforce the student as the lesson flows.

The third is contact. Turney (1983) stated that in acknowledging students' effort, teacher can use contact reinforcement by using appropriate physical contact such as shaking hands or pat on students' shoulder. The purpose can be to encourage, to appreciate, or to show sympathy. However, Cooper (2011) classified contact reinforcement such as pat on a back as social rewards.

The fourth is activity reinforcement. Activity reinforcement deals with activities or task that enjoyable to students to effectively reinforce students' performance. Activity reinforcement involves tasks such as playing games, tutoring a classmate, listening to a music, reading comics, and watching movies (Turney, 1983).

Additionally, Marzano (2007) offered other activities such as "The Light Chart", "Friday Fun Club", and "Reward Field Trip" as reinforcers. As an example, reward field trip to a zoo or a museum is given as reward for students' academic achievement and productive behaviour and also as an opportunity for them to learn outside the classroom.

The fifth and the last is Token reinforcement. According to Turney (1983), token reinforcement strengthens behaviours

by using rewards such as symbols, signs, comments, toys, foods, or even money. Moreover, Marzano (2007) borrowed the term token as tangible rewards. Tangible rewards are recommended to be used for elementary and secondary grade levels. Points, toys, stickers, posters, and certificates are the example of tangible rewards.

Additionally, Kapalka (2009) stated that points are more effective than stickers as it offers a process of system of exchange similar to money. That approach offers a practice for students in learning money management. Activities can also be considered as a token such as increased time in using computer or privilege to listen to an iPod at the end of a class.

However, McLeod (2003) used token reinforcement term as a privilege reinforcers. Privilege reinforcers such as free time of reading in a library, assisting peers in a group, and free of homework will help students in developing self-control. Thus, strengthening the desired behaviour.

2.2. English Teaching Practice or *Praktik Keterampilan Mengajar* (PKM)

According to Academic Handbook of Language and Art Faculty (2012), *Praktik Keterampilan Mengajar* or in short PKM is one of core subjects that must be taken by students whose are majoring in education, particularly in English education. PKM course related to the implementation

of learning practices which are held through observation, guided practice, reflection, and independent practice.

PKM allows students to apply academic knowledge of basic teaching skills and substances of the course that have been acquired from previous course. PKM is the continuation of the course Language Learning and Teaching Theory (LLTT) and English Language Teaching Methodology. In PKM, students are trained to practice or to apply basic teaching skills of set induction and enclosure, classroom management, explaining, questioning, giving reinforcement, giving variation, group and individual management, and guiding small group discussion.

2.3. Previous Research

In the first research, Diedrich (2010) conducted a research to investigate the use of positive reinforcement in motivating students. The purpose of the action research was to determine if the use of positive reinforcement was an effective method in teaching and encouraging students to show appropriate behaviours and manners. The finding showed that positive reinforcement can influence student's behaviour in desired manner. The finding also showed that the positive effect is applicable to other behaviours and settings. In other words, positive reinforcement can be implemented in other areas as well.

Second, Hoque (2013) conducted a research to investigate the effect of reinforcement on teaching-learning process. The main independent variable for the research was reinforcement−positive and negative. The finding

showed that reinforced groups have higher average than the opposite. Their attitudes and expression indicated a high level of interest, satisfaction, and participation.

Third, a research was conducted by Misra (2012) to investigate kinds of reinforcement skills used by teacher in *Pendidikan Agama Islam* course and its contribution toward the improvement of productive behaviour. Based from the finding, the reinforcement skills was not yet fully implemented in teaching and learning process. Most of reinforcement skill that is used by nine teachers in the research is verbal reinforcement along with gestural. The use of token reinforcement was the lowest in frequency, only one of the nine teachers used it. Teacher's cultural background seemed to be the cause of the lowest frequency as they think that token would be a form of bribe.

Fourth, a research was conducted by Auliya (2014) to find kinds of positive reinforcement in English classroom and its effect on students' motivation. The finding showed that positive reinforcement did affect student's motivation and the frequency of desired behaviour increased. The finding asserted that verbal reinforcement was the majority of reinforcement skill used by the teacher.

Fifth, Fachrunnisa (2015) conducted a research to find out the kinds of reinforcement skills used by the teacher and students' response toward the teacher's reinforcement. The finding showed that the students' responses are varied. However, it also showed that the frequency of the implementation of non-verbal reinforcement lower than verbal. From 123 actions, 79 are verbal

reinforcements in form of utterances, 30 are gestural reinforcement, 11 are proximity reinforcement, 3 are activity reinforcement, and contact and token were not found in the research. It indicated that the use of non-verbal reinforcement frequency still low.

2.4. Conceptual Framework

Based on previous literature, reinforcement is a process of strengthening or increasing the frequency of a desirable response or behaviour. Reinforcement has important role in classroom learning activities. "A second key to maintain a learning environment is to use reinforcement and rewards (Cruickshank, 2001, p. 391).

According to Turney (1983), there are two types of reinforcement; verbal and non-verbal reinforcement. Non-verbal reinforcement are divided into five kinds, they are gestural, proximity, contact, activity, and token reinforcement.

This research focused on non-verbal reinforcement that student teachers used in PKM program during their teaching process and situations that make it occured. Classroom observation is used to gather the data. This research has purposes that is obtaining the profile of non-verbal reinforcement used by student teacher and in what situation non-verbal reinforcement used by them.

CHAPTER III

METHODOLOGY

This chapter presents the methodology and research design which used to analyse the use of student teacher's non-verbal reinforcement in English Teaching Practice.

3.1. Research purpose

This research was meant to obtain a profile of the types of non-verbal reinforcement used by student teacher in PKM and to find in what situations those types are being used. The result then can serve as a reference for further research and contribute to the improvement on the program of PKM.

3.2. Research Methodology and Design

The researcher used descriptive research method, in which the data were described systematically to to get an accurate and factual result. "Descriptive method is used to describe systematically a situation or area of interest factually and accurately" (Isaac & Michael, 1981, p. 46).

This research used descriptive qualitative method to describe the subject or the object of the research based on the fact or reality. According to Cresswell (2007), qualitative research is used to understand the phenomena occured in individual or groups to the social problems. "The goal of qualitative descriptive studies is a comprehensive summarization, in everyday

terms, of specific events experienced by individuals or groups of individuals"
(Lambert, 2012, p. 256)

This research was carried out by formulating problem, collecting data, classifying data, and analyzing data. In the process of collecting the data, the observer is the researcher. Meanwhile, the student teachers are the observent. The researcher used table of analysis with indicators in classifying the data. The result from the table of analysis then formulated into findings and discussions.

3.3. Research Time and Place

This research was conducted from August to November 2016. The classroom observation was conducted in three meeting each with different student teacher. SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta was the place in conducting the observation.

3.4. Data and Data Source

The data used in this study is descriptive qualitative data. The data are student teachers' non-verbal communication (gestures, activities, and signs) and their utterances (in some cases utterances giving a sign of the use of non-verbal reinforcement) that related to non-verbal reinforcement which were taken from transcription and video tapes. The sources of the data are three student teachers in PKM classroom at SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta

3.5. Instrument of the Study

This research used classroom observation to gather the data by videotaping the student teachers during teaching practice or PKM to find the use of student teachers's non-verbal reinforcement. The researcher sat on the back or front of the class, observed the teaching and learning process with the help of recording devices, and took some notes. After that, the utterances containing the usage of student teachers' non-verbal reinforcement are classified into table of analysis to obtain valid and reliable data. The analysis table is adapted from Turney's (1983) non-verbal reinforcement classification with the purpose of classifying the kinds of non-verbal reinforcement that the student teachers used as shown below:

Table 3.1 Analysis table (Adapted from Turney, 1983)

No	Context	Reinforcement				
		Gestural	Proximity	Contact	Activity	Token
1						

Non-verbal reinforcements showed on the video analyzed, linked to the transcription, and put to the context column with the help of indicators. Following table is the indicators to classify which non-verbal communication are considered as non-verbal reinforcement which is based on the elaboration of the kinds of non-verbal reinforcement by Turney (1983).

Table 3.2 Indicator table (Adapted from Turney, 1983)

No.	Kinds of non-verbal reinforcement	Indicator
1	Gestural	Related to the use of gestures to reinforce behaviours for example: smile and thumb-up sign
2	Proximity	Related to the use of physical nearness to reinforce behaviours for example: standing and sitting near a student
3	Contact	Related to the use of physical contact to reinforce behaviours for example: shaking hand and pat on a back
4	Activity	Related to the use of activities to reinforce behaviours for example: playing games and watching movies
5	Token	Related to the use of rewards to reinforce behaviours for example: points and signs.

3.6. Data Collection Procedure

This research used classroom research observation to acquire relevant needed data and informations. Steps used in collecting data were as follow:

1. In the first step, the researcher make a permission to do the observation.

2. In the second step, the researcher go to the schools to do the observation. SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta is the place of observation.

3. In the third step, the researcher choose the object of the study. Three student teachers engaged in teaching practice (PKM) are chosen.

4. And the last step is the observation. The researcher put cameras and recorders to record the teaching and learning process. Each student teacher is observed once. So there are 3 observation sessions.

After all four step, the data are in the form of video and audio. The data then converted into two data; non-verbal and transcipt.

1. Non-verbal data can be seen in the video. An example of non-verbal data is gestures.

2. Transcript is a written students and student teachers' utterances. Audio heard in the video are transcribed into a transcript. Non-verbal data are also transcribed.

3.7. Data Analysis Procedure

Data analysis is the next step after the data were collected. There are five stages in processing the data; editing, coding, and tabulating, analyzing, and concluding.

1. Editing: the researcher converted the audio-video recording into a transcript.

2. Coding: in this step, the data were simplified into code. T stands for student teachers, S stands for students, * stands for situation, etc.

3. Tabulating: the data were drafted into table form. The process of tabulating is supported by indicators. After that, the researcher can continue the process of analysis.

4. Analyzing: this step is the process of analyzing the data in the form of student teacher's utterances of non-verbal reinforcement.

5. Concluding: this step is the process of making conclusion based on the result of analyzing process.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the answer of research question that have been mentioned in the first chapter. This chapter is divided into findings and discussions part.

4.1 Findings

The findings showed that all student teachers in this research used 5 kinds of non-verbal reinfocement, they are gestural, proximity contact, activity, and token reinforcement. Student teacher 1 used gestural, proximity, contact, and activity reinforcement. Student teacher 2 used gestural, proximity, and token reinforcement. And the last, student teacher 3 used gestural, proximity, and activity reinforcement.

The findings also showed that there are specific situations in which student teachers used particular kinds of non-verbal reinforcement. As an example, gestural reinforcement such as raising hand happened along with verbal reinforcement when the student teacher wants to make students accostumed with the etiquette of raising hand before speaking.

4.2 Discussion

Following parts are discussions to answer the research question "*What are the kinds of non-verbal reinforcement used by student teachers in PKM?*"

and "*In what situations are particular kind of non-verbal reinforcement used by student teachers in PKM classroom?*"

4.2.1. Types of Non-verbal Reinforcement Used by Student Teachers

There are 5 kinds of non-verbal reinforcement used by students teachers in teaching and learning process. They are gestural, proximity, contact, activity, and token.

4.2.1.1. Gestural Reinforcement

According to Turney (1983), gestural reinforcement deals with the use of teachers' gestures in strengthening a desired behaviour. Gesture in non-verbal reinforcement has two kinds; facial and bodily gesture. The intention can be for a sign of appreciation or warning. It is also can be used to make shy students willing to participate. All of student teachers used gestural reinforcement during their teaching and learning process. Usually, gestural reinforcement are done along with verbal reinforcement. Gestural reinforcement used by the student teachers in this research are applausing, raising hand, smiling, pointing, and thumb up.

Extract 1
*S : *Performing the dialogue*
T : Give an applause everyone
*S : Yeay *applausing*
(* symbol for describing the situation)

Based on Extract 1, gesture reinforcement are used. The student teacher gives an appreciation for the students because they are willing to perform a dialogue. The behaviour that possibly be wanted to recur again is the students' willingness to participate in the learning process. Applausing happened after the student teacher asks some students to do a task.

Extract 2

T: Louder louder. Menurut kalian paragraph pertama isinya apa? Raise your hand! Hafizh again? Others? Yes?

S : The meaning about adolescence.

T : Yes good. What is your name?

S : Hani miss 18.

T: Nama kamu 18? yes yani good job. Okay, yani said it is about the meaning of adolescence. Is that true?

Extract 2 showed the raising hand gestural reinforcement being used. The student teacher is trying to make a student willing to participate by raising hand. The intention is to encourage students to participate and to make students accostumed to the etiquette of raising their hand before speaking or sharing their ideas. Raising hand happened in the learning process when the student teachers are giving an opportunity for students to share their ideas about topic that is

being discussed. It also happened along a verbal reinforcement when the student teacher said *"Raise your hand!"*.

Extract 3

T: ***Okay good*** *sering stress.so, Let's back to the article. The writer said I felt very emotional about everything but I try to learn about myself. Let's read the next paragraph. To divert my emotions, apa divert?*

S : *Mengalihkan*

T: *Mengalihkan?* ***Good.*** *To divert my emotions?*

S: *Untuk mengalihkan emosi saya*

T: ***Okay good****, to divert my emotions, emosi siapa?*

S: *The writer.*

Along with verbal reinforcement, the use of smiling gestural reinforcement is shown in the Extract 3. Smile is the language of happiness. The purpose of the student teacher's smile is to appreciate the student for sharing ideas. Smile also acts as a reward to make students confident in sharing their ideas. The behaviour that is wanted to be strengthened is the willingness of students in opining their ideas. Smiling along with verbal reinforcement happened after the students share their ideas about topic being asked by the student teacher.

Extract 4

T: *Fourteenth years old,* ***okay****. The writer was 14th tears old when he was experiencing the adolescence. What is adolescence? (point out to one student)*

S: *adolescence is.....*

T: *Louder please. What is your name?*

S: *Diaz.*

T: Okay diaz, I want you to answer my question. What is adolescence? Apa? Apa diaz? Apa?

S: masa remaja.

T: Louder please!

S: Masa remaja.

Extract 4 showed the use of pointing out gestural reinforcement. It indicates that the student teachers want a student to participate in the learning process by giving an opportunity only for the selected student. Pointing out also acts as a trigger for the students to willingly participate or not in sharing ideas. Pointing out is usually used as an encouragement for students whose are too shy to participate. The intentions are the removal of students' shyness and an encouragement. Thus, they are willing to participate without having to be shy anymore. In this case, pointing out happened when student teacher want a particular student to participate.

Extract 5

T: hal-hal yang terjadi atau yang telah dilakukan pada event tersebut.

Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat.

Okay, coba yohana. What is orientation?

S : introduction.

T: introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan kejadiannya? Dimana kejadiannya?

Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih?

S : hal-hal yang telah terjadi.

*T: hal-hal yang telah terjadi. **Good**. jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi. Kalau re-orientation itu apa?*

Based on extract 5, the student teacher used thumb up gestural reinforcement as an appreciation for a student's willingness in answering a question correctly. Thumb up is a sign of appreciation. The intention is to strengthen the student's behaviour of willingness to participate. Along with verbal, thumb up happened right after the student answer the student teacher's question.

4.2.1.2. Proximity Reinforcement

Proximity reinforcement deals with physical nearness of teacher and students. The intention is to show that teachers are concerned and interested about their students' performance (Turney, 1983). Proximity reinforcement used by student teachers in this research are standing near students while they are trying to participate in learning process and standing near students while they are doing a task.

Extract 6

*T: the writer, **okay**. I took many extracuricular activities, okay, coba let's mention what are the writer's activities? Coba siapa yang berani? Mention the writer's activities. Coba. just one, yaa kamu? Coba baca*

S : I took piano lessons on Monday

T : yaa, what is your name?

S : Dimas 18

T : nama kamu 18?

S : (the students, Dimas laughed)

T: Dimas said I took piano lessons on Monday. So, let's recall what is my question. What activities that the writer did? I asked the writer, so your answer should be?

S : (no answers)

T: Miss tanya tentang the writer, what did the writer do? Is that right? Coba ulang baca kalimatnya. What did the writer do? So? (the teacher approach the student and stand near him)

S : I took piano lessons

*T: **okay**, I took piano lessons, so are you the one who take piano lessons? Or the writer?*

S : the writer

T : So, change your answers again, the subject

S : the writer took piano lessons

*T: **Good job dimas**. Class.......... Dimas please repeat once again.*

S : the writer took piano lesson on Monday

Extract 6 showed that the student teacher used proximity reinforcement by standing near the student. The proximity reinforcement was used in learning process. While the student did not understand of an idea about the lesson, the student

teacher approach and stand near him in order to guide him.

Standing near students happened when the student teacher asks

a particular student to share his ideas but he is to shy to talk.

Extract 7

T: *Okay in page 64 there are examples of the expressions used in asking and giving opinion.*

  : *Saya minta kalian baca and then on page 65 kalian mengerjakan task 5*

  : *Create dialogue based on given situation. Itu bisa dilihat contohnya di nomer 1 kalian buat dialogue*

  : *any question? Ada yang mau bertanya? Tidak ada? Yaudah sekarang dibaca and then do the exercise page 5*

S : **reading*

T : **patroling and have discussions with some S*

  (Selagi murid mengerjakan, guru berkeliling dan beberapa kali membantu murid yang kesulitan dengan tugas yang diberikan dengan mengadakan diskusi kecil)

(* symbol for describing the situation)

Based on extract 7, the student teacher used proximity

reinforcement standing near students after a task was given to

them. While the student teacher giving the reinforcement,

students are allowed to ask about the task. This reinforcement

acts as a guidance. The behaviour that want to be strengthened

is students' confidence in asking for a help. Standing near

students happened after the student teacher gives all of the

students a task. When a student or some students do not know or understand about the task, they ask the student teacher.

4.2.1.3. Contact Reinforcement

Contact reinforcement deals with physical contact with the intention to encourage or to show sympathy during the teaching and learning process (Turney, 1983). Contact reinforcement used by student teachers in this research is pat on a back.

Extract 8

T: Okay in page 64 there are examples of the expressions used in asking and giving opinion.

* : Saya minta kalian baca and then on page 65 kalian mengerjakan task 5*

* : Create dialogue based on given situation. Itu bisa dilihat contohnya di nomer 1 kalian buat dialogue*

* : any question? Ada yang mau bertanya? Tidak ada? Yaudah sekarang dibaca and then do the exercise page 5*

S : *reading

T : *patroling and have discussions with some S

* (Selagi murid mengerjakan, guru berkeliling dan beberapa kali membantu murid yang kesulitan dengan tugas yang diberikan dengan mengadakan diskusi kecil)*

(* symbol for desribing the situation)

Extract 8 indicated the use of contact reinforcement pat on a back. In this case, pat on a back reinforcement done while the student teacher used proximity reinforcement standing near the student. While standing near them acts as way for the

students to be confident in asking for a help, the pat on a back reinforcement act as an encouragement and appreciation for them for being not hesitant in asking for the help. When the student teacher giving a proximity reinforcement after he gives the students a task, he support and encourage some students by giving them a pat on a back.

4.2.1.4. Activity Reinforcement

Turney (1983) stated that activity reinforcement deals with activities or tasks that are enjoyable. The activities and tasks can be done in or outside the classroom. The activities are recommended to be fun or even challenging to make students feel enjoyable to the atmosphere or feel moved to do the task. Proximity reinforcement used by student teachers in this research are practicing a dialogue with classmates, reading aloud, and doing a task in group.

Extract 9

T : Okay, those are expressions of informal expressions

  : Next I have a dialogue, I want two people to perform the dialogue, Putra, Aska and Lia

S : *murmuring

T : Okay, Putra jadi Joey Lia jadi Jane

  : Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 1 2 3

Based on Extract 9, the student teacher used activity reinforcement. Practicing a dialogue with classmates was the activity. Two students are asked to perform a dialogue. The intention of the activity is to get attention from the students about the topic that they are going to learn and to create a friendly situation in the classroom. The behaviour that want to be strengthened is the students' sense of cooperation.

Extract 10

(Beberapa siswa diminta untuk membacakan teks di papan tulis dan menyebutkan generic structure dari teks yang diminta atau dari teks recount.)
(Guru menanyakan apa saja yang ada di Orientation dan Event pada teks di papan tulis.)
*saat sedang dalam proses tersebut, guru membimbing muridnya dalam menggunakan atau mempraktekkan bahasa Inggris

(* symbol for describing the situation)

Extract 10 showed that two reinforcement was being used by the student teacher, activity and proximity. Standing near student reinforcement done in the activity process. Reading a text and mentioning the generic stucture of the text was the activity. Few students were asked to do the activity. The intention is to get attention from the students about the topic and create an opportunity for them to recall what they have learnt from the previous meeting.

Extract 11

T: Please open your book pages 56.

  Read the text and then find the generic structure.

Based on Extract 11, activity reinforcement doing a task in a group was used by the student teacher. Students were asked to do a task in their book by discussing it with friend in a group. The behaviour that want to be strenthened is the student's sense of cooperation.

4.2.1.5. Token Reinforcement

Token reinforcement deals with the use of rewards. The purpose is to strengthen a desired behaviour so that the behaviour is recurred in the future. It also can be used to motivate students to recur the desired behaviour (Turney, 1983). The reward can be tangible or intangible. Examples of tangible reward are point, grade, star, sticker, etc. Example of intangible reward is privilege (Marzano, 2007). In this case, the student teachers used tangible reward as a reinforcement.

Extract 12

T: Now, the 2nd paragraph. Coba, paragraph kedua tentang apa sih? Coba. Raise your hand! Coba. if you are confident enough to state an opinion or comment something, I will reward you with one point. Kalau kalian berani tunjuk tangan lalu berbicara dan berpendapat miss kasih satu point.

S : Pake bahasa indonesia miss?

T: it's okay. The second paragraph what is that about? Now, let's read together! After, I finished reading an article from the magazine, I remembered my adolescence. I was 14th at that time. I felt very emotional about everything. But, I try to learn more about myself. I try to discover what I want to do and what kind of people that I want it to do. So, how old was the author when he experienced the adolescence?

S : Fourteenth. (some students said)

T : Raise your hand!

Extract 12 indicated the use of token reinforcement with point as the tangible reward. Students will be given an additional point if they are willing to participate in the learning process. The intention was to make students eager to participate in the learning process by giving them a motivation in form of point.

4.2.3. Frequency of Non-verbal Reinforcement Used by Student Teachers
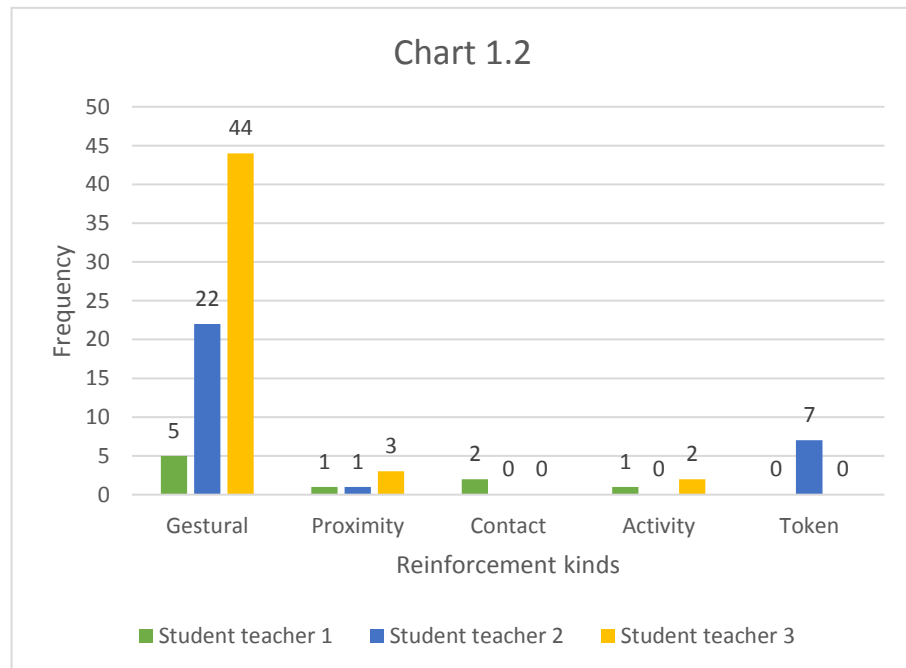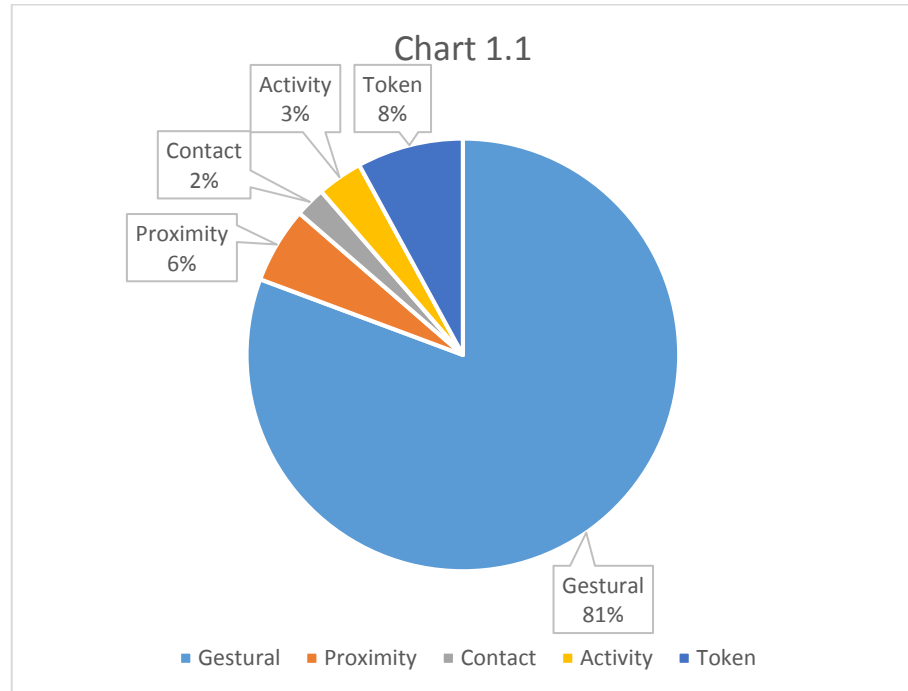
Chart 1.1

Chart 1.2

From the chart 1.1 and 1.2 above it can be seen that from all of student teachers, all of 5 kinds of non-verbal reinforcement are used. All of the reinfocement kinds were used by student teachers in different classroom condition, place, time, and focus.

There are 88 non-verbal reinforcement used. Gestural reinforcement dominating with 81% of usage consists of 5 actions from student teacher 1, 22 actions from student teacher 2, and 44 actions from student teacher 3 followed by token reinforcement with 8% of usage consists of 7 actions only from student teacher 2. In the third place proximity reinforcement contributed with 6% of usage consists of 1 action from student 1, 1 action from student 2, and 3 actions from student 3. Fourth, activity reinforcement followed with 3% of usage consists of 2 action only from student 1. And the last contact reinforcement followed with 2% of usage consists of 2 actions only from student 1.
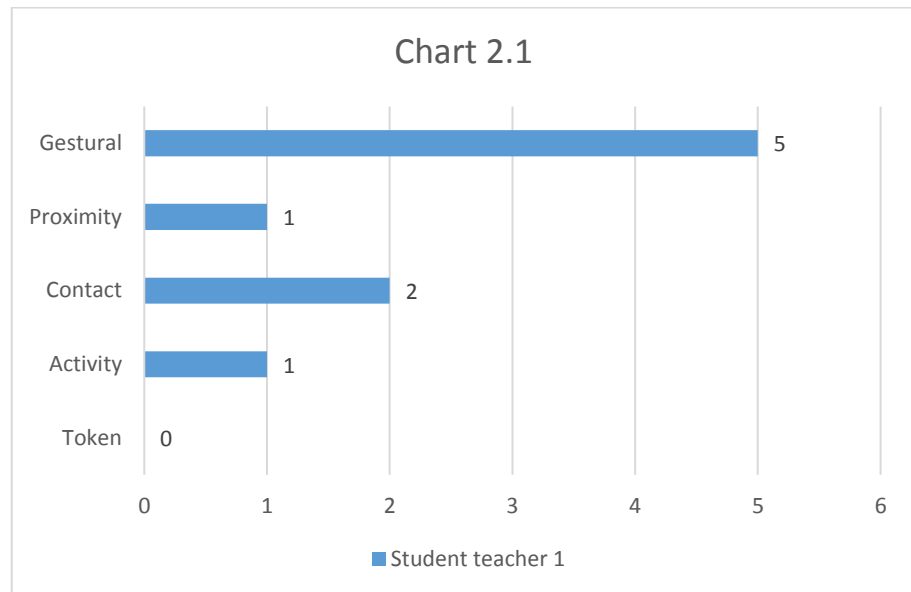
Chart 2.1

Based from Chart 2.1, student teacher 1 used 4 non-verbal reinforcement kinds; gestural, proximity, contact, and activity. Unfortunately, proximity and contact reinforcement were not optimally used. As for activity reinforcement, to make use of it is not always be possible. Also, the use of token reinforcement was nought.
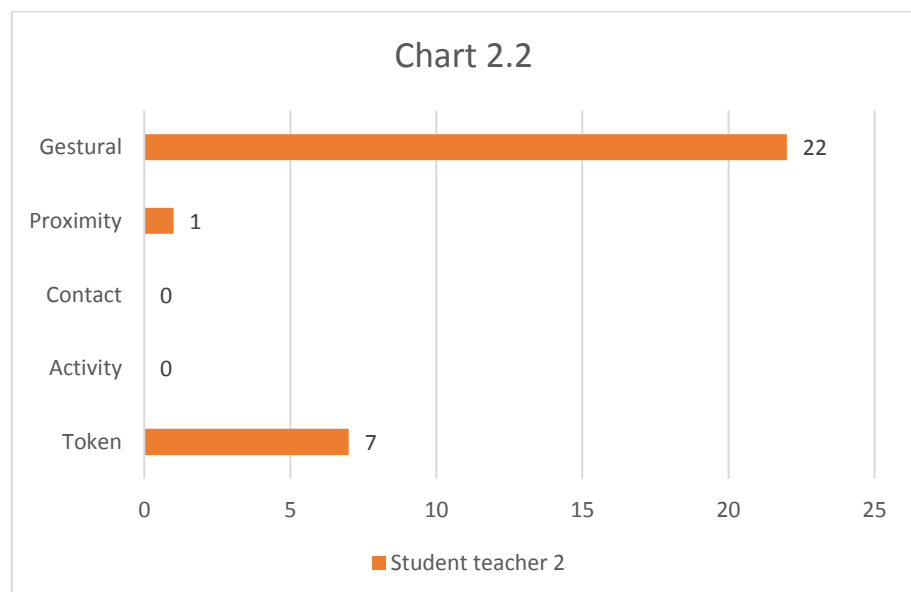
Chart 2.2

Based from Chart 2.2, student teacher 2 used 3 non-verbal reinforcement kinds; gestural, proximity, and Token. It is found that contact and activity reinforcement were not used. As for token reinforcement, the use of it is adequate.

Chart 2.3

Kind	Value
Gestural	44
Proximity	3
Contact	0
Activity	2
Token	0
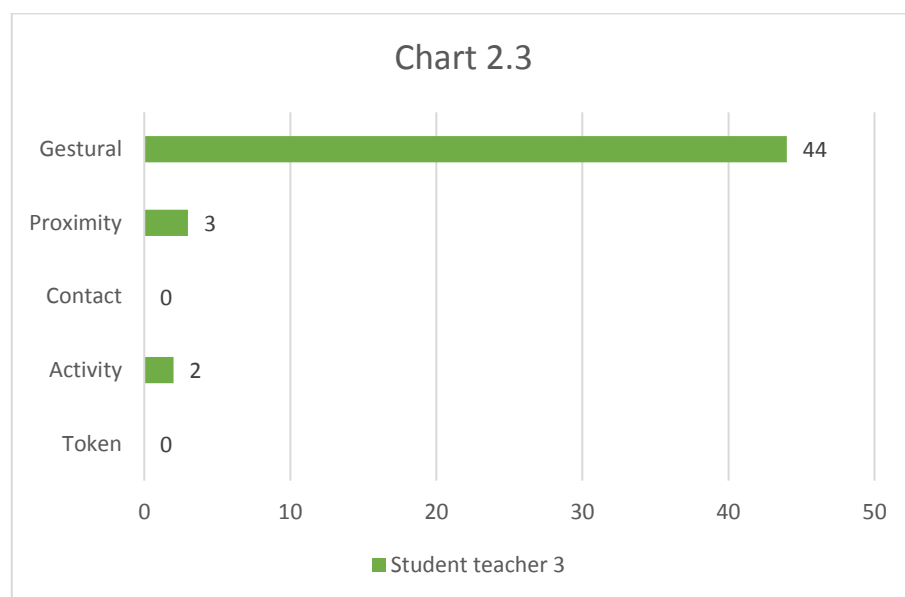
■ Student teacher 3

Based from Chart 2.3, student teacher 3 used 3 non-verbal reinforcement kinds; gestural, proximity, and Activity. Student teacher 3 used gestural reinforcement at most compared to other two student teachers. It is found that contact and token reinforcement were not used. As for activity reinforcement, the use of it is adequate.

The result percentage from all chart indicated that most reinforcement kinds that all student teachers used is gestural reinforcement. All three student teachers optimally used gestural reinforcement. Compared one to another, the proportion of frequency

of it is quite far. The use of reinforcement kinds from each student teacher lacks about 1-2 kinds.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents two points related to all previous chapter; conclusion of the research and recommendation for further research.

5.1 Conclusion

Based on findings and discussions in chapter IV, student teachers used five kinds of non-verbal reinforcement in their teaching and learning process. The five kinds of non-verbal reinforcement consists of gestural, proximity, contact, activity, and token reinforcement. Gestural reinforcement dominating the use of non-verbal reinforcement from all of the student teachers with 81% of the usage.

In a more detailed view, each of student teacher lacks of the use of one to two kinds of non-verbal reinforcement. First, student teacher 1 did not use token reinforcement. Second, student teacher 2 did not use contact and activity reinforcement. And the last, student teacher 3 did not use contact and token reinforcement.

Every non-verbal reinforcement occured in different situations. For examples, gestural reinforcement applausing occured after the students done a task given by the student teachers as an appreciation and proximity reinforcement standing near student occured when the students doing a task given by the student teachers as an encouragement.

Although the use of non-verbal reinforcement are affected by some factors, if done correctly non-verbal reinforcement does boost a great motivation. To outsmart the situation, few kinds of non-verbal reinforcement can be combined at the same time. As an example, gestural reinforcement smiling can be done while giving an activity reinforcement group work along with proximity reinforcement pat on a back.

5.2   Recommendation

As a recommendation for professional teachers, teachers are demanded to use reinforcement. Teacher should use non-verbal reinforcement in their teaching and learning process as they are providing much advantages. But need to be noted that teacher should aware of the use of it in a different situation to achieve the effective result

As a recommendation for student teachers, they should be aware that non-verbal reinforcements provide a lot of advantages for them in managing classroom situation and are fun to be used. Student teachers can maximize the use of non-verbal reinforcement to achieve a good classroom situation if they have already know how to use it from the underlying theory taught from their previous course.

As a recommendation for PKM course, it will be a good idea to make the course emphasize more to the use of non-verbal reinforcement and this research can be considered as an additional knowledge for the course in deciding the mechanism for the further PKM courses.

As a recommendation for further research, it is suggested to conduct next research to find combination of reinforcement kinds that professional teachers used and the purpose of it.

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(Video 1)

Ruang Kelas : SMPN 97 JAKARTA

Tanggal   : 11 Oktober 2016, 11:13:19

Durasi Video : 01:10:56

Tema   : Asking and giving opinions

T : Good morning

S : Good morning sir

T : How are you today?

S : I'm fine thank you, and you?

T : i'm fine too, thank you

   : So who is absent today? *Yang gak masuk siapa?*

S : *Mentioning few names*

T : Okay, *1 orang ye*

S : *Iyak*

T : Today we will learn about asking and giving opinions

   : *Ada yang tau gak apa?*

S : *murmuring*

T : Opinions? Do you now about opinions? *Ada yang tau gak opinions itu apa?*

S : *Opini, pendapat, informasi*

T : Opinions *itu pendapat.* Asking and giving opinions means *bertanya dan memberikan pendapat*

: Opinions include the words of opinions and arguments, *jadi opinion itu berupa kata kata yang merupakan pendapat atau argumen atau alasan alasan*

: Opinion dialogue, *dialog opinion* is a dialogue consists of two persons or more to have opinions of each others

: Examples of opinions such as in my opinion, in my view, i think, etc

: Jadi dialog opinion itu merupakan dialog tentang dua orang yang memberikan pendapat mereka masing masing

: Next argument dialogue, Argument dialogue is a ???? that states the arguments or evidence

: It can use words such as was, second, etc, or arranging arguments

: Selain dialog tentang opinion, pendapat tentu juga dialog tentang argumen yaitu dialog yang kedua orangnya berargumen atau memberikan alasan terhadap pendapat mereka

: Okay next, formal expressions. Do you know what formal is? Anyone remember what formal expressions? Ada yang inget?

: Jadi formal expressions itu expressions yang kita gunakan untuk orang yang lebih tua atau orang asing for example asking opinion

: Okay, everyone repeat after me, ulangi ya

: Have you got any comment on? Ayo ulangi

S : Have you got any comment on?

T : One more time, have you got any comment on?

S : Have you got any comment on?

T : Do you have any idea?

S : Do you have any idea?

T : Do you have any opinion on?

S : Do you have any opinion on?

T : Would you give me your opnion on?

S : Would you give me your opnion on?

T : What is your reaction to?

S : What is your reaction to?

T : okay, next giving opinion. Repeat after me

 : I personally believe

S : I personally believe

T : I personally consider

S : I personally consider

T : I personally think

S : I personally think

T : I personally feel

S : I personally feel

T : I hope the opinion..

S : I hope the opinion..

T : Okay, this is also formal expressions for giving opinion untuk memberikan pendapat

 : Next we have informal expressions, ekspresi yang kita gunakan untuk berbicara dengan teman. Example, repeat after me

T : What do you think of?

S : What do you think of?

T : What do you think about?

S : What do you think about?

T : What is your opinion?

S : What is your opinion?

T : Why do they behave like that?

S : Why do they behave like that?

T : How was the trip?

S : How was the trip?

T : Next giving opinion, repeat after me

   : I think I like it

S : I think I like it

T : I don't think I care for it

S : I don't think I care for it

T : Once again, I don't think I care for it

S : I don't think I care for it

T : I think it's good

S : I think it's good

T : I think it's nice

S : I think it's nice

T : I think it's terrific

S : I think it's terrific

T : I think that's awful

S : I think that's awful

T : I think that look nice

S : I think that look nice

T : I think that terrible

S : I think that terrible

T : I don't think much of it

S : I don't think much of it

T : I think that,

S : I think that,

T : In my opinion i would rather

S : In my opinion i would rather

T : Okay, those are expressions of informal expressions

: Next i have a dialogue, I want two people to perform the dialogue, Putra, Aska and Lia

S : *murmuring

T : Okay, Putra jadi Joey Lia jadi Jane

: Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 1 2 3

S : *Performing the dialogue

T : **Give an applause everyone**

S : Yeay *applausing

T : Okay, from this dialogue anyone find the expressions of to ask opinion and give opinion? Ada yang tau gak ekspresi yang digunakan untuk menanya dan memberikan pendapat, yang mana?

S : How do you feel...

T : ya, first, how do you feel about Andrea Hirata's novels. Ini asking or giving opinions?

S : Asking

T : **ya**, asking. Yang giving yang mana?

S : I feel..

T : **ya**, I feel they are great novels

   : Now I want you to open your textbook page 64

S : *opening up book

T : Okay in page 64 there are examples of the expressions used in asking and giving opinion.

   : Saya minta kalian baca and then on page 65 kalian mengerjakan task 5

   : Create dialogue based on given situation. Itu bisa dilihat contohnya di nomer 1 kalian buat dialogue

   : any question? Ada yang mau bertanya? Tidak ada? Yaudah sekarang dibaca and then do the exercise page 5

S : *reading

T : *patroling and have discussions with some S

*after few minutes

T : Finish?

S : ah belum bapak, ya ampun nomer 2 aja belom pak

*after few minutes

T : Finish? Udah semuanya ya

S : Beloooommmmmmm

T : Dikasih waktu 10 menit lagi ya

S : Yaaaa

*after 5 minutes

T : Udah selesai ya

S : Sedikit lagi pak

T : Udah selesai belom?

S : Iya sedikit lagi pak

T : Yaudah 5 menit lagi

*after about 5 minutes or more

T : Finish sudah selesai semua?

S : Sudah.. (few S said belum)

*after 2-3 more minutes

S : Sudah pak

T : Finish ya

S : Yaaaaa

T : Coba saya mau sekarang yang nomer 2, ada yang mau maju gak?

S : Saya

S : Saya pak

S : Saya

T : 2 orang ya, biar jawabannya ada yang beda beda

   : Siapa mau berdua?

   : Ayo number 2 ada yang mau maju gak?

S : Sana maju berdua

*two S come forward and write on the board

T : **Thank you student A and B**

: Okay number 3, nomer 3?

: Nomer 3 ayo maju. Satu lagi? Ada gak?

S : Nomer 3 nomer 3

S : Saya pak

T : Ayo silahkan maju

*continue with the next 2 S

T : Nomer 4 ada yang mau maju? Nomer 4?

S : Saya pak

T : Nomer 4 satu lagi ada yang mau maju?

S : Saya pak

*after 2 more S finished

T : Ya kita bahas dulu ya 2 sampai 4 nya

: Oke semuanya perhatiin. Perhatikan.

    : Number 2, ayo semuanya perhatikan dulu nomer 2

S : Iya

T : Di situationnya, some people burn the forest to build houses

    : Yang pertama ada, what do you think about people who burn the forest to build houses? Apa yang anda pikirkan tentang orang orang yang membakar hutan untuk membangun rumah?

    : Yang satu lagi itu juga sama ya pertanyaannya

    : Jawabannya, response nya, giving opinion

    : I think it is bad saya pikir itu sangat buruk

    : Yang kedua I think it's not good saya pikir itu tidak bagus

: Dua duanya benar Cuma, kalo bisa jangan terlalu sering pake what do you think

: Bisa pake what do you feel, atau what is your opinion

S : Iya pak

T : Okay number 3 nomer 3

: Some people wash their clothes in the river, beberapa orang mencuci pakaian mereka di sungai

: Ayo perhatikan ya

: Yang pertama jawabannya pertanyaannya yaitu, what do you feel about people wash in the river, ini kurang lengkap ya, ini kurang lengkap

: Seharusnya, washnya pake wash their clothes

: I think is not good, yang ini harusnya pake it

: I think it is not good because it is irresponsible, tidak bertanggung Jawab

: Nah yang jawaban satunya what do you feel about people wash their Clothes in the river

: Ini jawabannya beda ya I feel it is good, saya rasa itu bagus

: Jawabannya boleh beda beda tergantung pendapat kalian siapa yang giving opinion tapi kalimatnya beda kaya gini

S : Iya pak

T : Number 4, some people pick flowers from public garden

: Ayo perhatikan, yang pertama what do you think about people pick flowers from the public garden?

: I think they are very naughty, menurut saya mereka sangat nakal

: Yang kedua, what do you think about people pick flowers from the public garden?

: I think it's very good

: Sebenernya kalo public garden itu kan taman umum, kalian boleh gak ngambil bunga di taman umum?

S : Gak boleh pak?

T : Kenapa?

S : Dilarang

T : Cuma ini karena pendapat jadi terserah ya

S : Iya

S : Boleh gak pak metik bunga di taman sendiri?

S : Boleh lahhhh

T : Ayo sini (nama siswa) maju

S : Hahaha

T : Ayo nomer 5, ada yang maju nomer 5?

S : Saya kak?

T : Iya kamu

: Ayo siapa satu lagi?

S : Saya pak!

T : Oke perhatikan ya

S : Ketua kelas diem woy

T : Nomer 5, people can in line to buy tickets

: First, what do you think about people who can in the line to buy tickets?

: I think it's too very good people, ini, yang lebih baik jangan pake too ya

: I think it's a very good people, atau boleh juga they are very good people

: Number 5, yang satunya what is your opinion of people stand in line to buy tickets?

: Ini yang opini akan lebih baik diganti about ya, what is your opinion about people stand in line to buy tickets?

: I think it very kind, ini seharusnya ditambah?

S : Is

T : It is very kind

: Any question so far? Ada yang mau nanya gak?

S : Gak ada

T : Gak ada? Oke tepuk tangan dulu dong buat yang udah maju

S : *clapping

T : I have a homework ada PR kalian write in peer a dialogue, dialogue conversation dengan teman sebangku kalian tentang asking and giving opinion

: Besok kita bahas ya dialogue nya

S : Iya pak

T : Oke ada yang mau nanya?

S : Engga InsyaAllah

T : Udah mengerti tugasnya? Ayo apa coba tugasnya? Ayo tugasnya apa?

S : buat dialogue kaya tadi pak

T : **Oke good** tentang asking and giving?

S : Opinion

T : Besok kita bahas ya

S : Iya bapak

(Video 2)

Ruang Kelas : SMP Negeri 139 Jakarta / 8.5

Tanggal   : 19 Oktober 2016, 8:46:56

Durasi Video : 00:52:13

Tema   : Recount Text

T : Have you ever learnt about recount text?

S : Yes.

T : Who said yes? Yes, reziko. Have you ever lernt about recount text?

S : Yes.

T : Okay class, reziko said that he has learnt about recount text. So, reziko please tell us what do you know about recount text. Apa yg reziko tau tentang recount text coba. Apa aja ?

S : Recount text untuk menceritakan ulang.

T : untuk menceritkan ulang? **It's okay. Just try to be confident**!Coba apa tadi ?

S : Untuk menceritakan ulang.

T : Okay class, reziko said it's about menceritakan ulang, retelling an event. What do you think? Is that correct? Menurut kamu kira-kira apa? Okay , sekarang kita baca text nya. Let's read the text! Yang duduk di belakang, can you read the text? Bisa baca tulisannya? Okay.

S : Yes miss.

T : So, first I'll give you 5 minutes or 4 minutes to read the text. Coba baca text nya dalam waktu 5 menit. Dalam hati ya, silently.

After 5 minutes ....

T : Finish ? What are you doing? Read?

S : Yes.

T : Udah yaa, So let's discuss about it. What is adolescence? What do you think? Do you bring your dictionanries?

S : Bawa.

T : Coba keluarkan.

S : Miss dari hp gapapa?

T : It's okay, coba cari what is adolescence.

S : Masa remaja miss.

T : Masa remaja?

S : Masa pubertas miss.

T : Apa apa? **Okay**, masa remaja, masa pubertas. So, what is my adolescence mean?

S : Masa peralihan dari anak-anak ke dewasa.

T : peralihan dari ?

S : anak-anak ke dewasa .

T : **yes, good job.** So, what is my adolescence? Adolescence means masa pubertas, masa remaja. How about my adolescence? Okay, let's repeat once again! Adolescence is pubertas, peralihan dari masa anak-anak ke dewasa. How about my adolescence? Raise your hand! I'll give you one point if you can answer my question.

S : Masa remaja saya.

T : masa remaja kamu ? what is your name?

S : Hafizh.

T : Hafizh, **good job** hafizh. So, my adolescence is masa pubertas?

S : saya.

T : Okay good. The 1st paragraph. Let's read! Last night, I remembered my adolescence to get anger. I learnt that it was kind of change between childhood and adulthood. Okat, the 1st paragraph, what is that about? Menurut kalian itu tentang apa? What do you think about? Do you have any comments?

S : tentang pengalaman.

T : Louder louder. Menurut kalian paragraph pertama isinya apa? Raise your hand! Hafizh again? Others? Yes?

S : the meaning about adolescence.

T : **yes good**. What is your name?

S : Hani miss 18.

T : nama kamu 18 ? **yes yani good job**. Okay, yani said it is aboiut the meaning of adolescence. Is that true?

S : Yes.

T : Yes, let's see what does it mean by adolesence from the article? **Raise your hand!** What is the meaning?

S : (one of student raised her hand)

T : What is your name?

S : Aisyah.

T : **Okay Aisyah**, what is the meaning of adolescence from the article?

S : the time of change between childhood and adulthood.

T : **Okay, good job**. Adolescnece is the time of change between childhood and adulthood. Okay good. How about you class? How old are you now? Fourteenth? Thirteenth?

S : Twelveth. Eleventh.

T : Twelveth? **Oh my God**. Twelveth ? eleventh? Who said twelveth? Is there any who get older?

S : No.

T : Okay, so twelveth and eleventh. I have a question. Let's think about it together. Are you children, teenager, or adult?

S : Teeanager.

T : Are you sure?

S : Yes.

T : Yes, you are all teenagers, right? So, do you expereince this now? Are you experiencing adolescence now.

S : Yes.

T : Who said yes? Okay coba kalian remaja, are you experiencing the adolescence now? Apa kalian sedang pubertas?

S : yes.

T : Who said yes? Siapa yang bilang iya ?

S : (one of student raise his hand)

T : Siapa lagi ? What is your name?

S : (the students is shy to answer)

T : Okay, once again, try to answer my questions, **I'll give you a point**. Okay, are you experiencing adolescence now?

S : Yes.

T : **Raise your hand,** if you don't raise your hand I'll not note you. Coba!

S : (one of student raise his hand)

T : are you experiencing adolescence now?

S : Yes.

T : **Yes**, what is your name?

S : Bayu miss.

T : Now, the 2nd paragrapgh.Coba, paragraph kedua tentang apa sih? Coba. **Raise your hand! Coba.** if you are confident enough to state an opinion or comment something, **I will reward you with one point. Kalau kalian berani tunjuk tangan lalu berbicara dan berpendapat miss kasih satu point.**

S : Pake bahasa indonesia miss?

T : **it's okay.** The second paragraph what is that about? Now, let's read together! After, I finished reading an article from the magazine, I remembered my adolescense. I was 14th at that time. I felt very emotional about everything. But, I try to learn more about my self. I try to discover what I want to do and what kind of people that I want it to do. So, How old was the author when he experienced the adolescence?

S : Fourtenth. (some students said)

T : **Raise your hand!**

S : (one of student raise her hand)

T : Yani, yes yani? How old was the writer ?

S : Fourteenth.

T : **Louder!**

(Guru mempersilahkan anak dengan mengangkat tangan)

S : Fourteenth years old.

T : Fourteenth years old, **okay**. The writer was 14th tears old when he was experiencing the adolescence. What is adolescence? (point out to one student)

S : adolescence is .....

T : Louder please. What is your name ?

S : Diaz.

T : Okay diaz, I want you to answer my question. What is adolescence? Apa ? Apa diaz? Apa?

S : masa remaja.

T : Louder please!

S : Masa remaja.

T : **Okay** , masa remaja. **Good**. Back to the 2nd paragraph again. So, is adolecence only about physical growth? Physical growth . what is physical growth?

S : Fisik.

T : Perkembangan?

S : Fisik .

T : perkembangan fisik. , is adolescence only about physical growth? Okay, answer my question I'll give you point.

S : (one of student raise her hand)

T : yaa, what is your name?

S : Claudia.

T : Okay, claudia said no. So what else besides physical growth? Selain perkembangan fisik apa lagi? From the article.

S : Emotion.

T : yes ? emotion? What do you think? Menurut devi apa?

S : yes miss?

T : Devi, absen berapa?

S : dua puluh tiga

T : Okay , devi is adolesence only about physical growth?

S : (the student shake her head means that she didn't know the answer)

T : Okay devi, baca paragraph. Yang ini. Coba devi baca yang keras.

S : Yang ini ?

T : Iya. Ssssssst! Class, Devi will read a sentence. I wantyou all to listen to her.

S : yang mana miss?

T : This one (the pkm teacher point out to the paragraph)

S : I felt very emotional about everything.

T : is this about physical growth?

S : Yes.

T : Look at this sentence. What is this?

S : Emosi.

T : Emosi ? Is this physical growth?

S : (no answers)

T : apakah hanya perkembangan fisik atau yang lain? Perkembangan?

S : (no answers)

T : Coba, lihat yang ini. I felt very emotional about everything. Tadi kan sebelumnya perkembangan fisik, selain perkembangan fisik apa lagi?

S : (no answers)

T : Dari kalimat ini (teacher highlight the sentence), ada perkembangan apa lagi?

S : (no answerd)

T : Perkembangan fisik, and what else? Apa ini namanya?

S : (no answers)

T : Iya, yang ini apa namanya ? I felt very emotional about everything.

S : (No answers)

T : Perkembangan E?

S : (no answers)

T : coba lihat lagi dari sini, perkembagan apa? Perkembangan yang depannya dari E?

S : pubertas

T : iya oke pubertas, tadi fisik lalu apalagi?

S : perkembangan emosional

T : yaa, oke bearti perkembangan apa saja?

S : emosi.

T : okay, coba ulang lagi, perkambanga fisik sama?

S : Emotional

T : okay, once again. Perkembangan fisik sama?

S : emotional

T : yaa perkembangan fisik dan emotional. Okay jadi ada dua perkembangan physycal growth, perkembangan fisik and then emotional growth, perkembangan?

S : Emosi.

T : **Good**, how about you? Kalau kalian bagaimana? Are you experiencing the same thing?

S : Yes.

T : Physycal growth? Emotional growth?

S : yes.

T : yes, who said yes?

S : (some students raised their hands)

T : okay you, you said that you experienced phsical growth and emotional growth, yes? Are you suer?

S : Yes.

T : Okay, apa saja yang kamu rasakan about your emotional growth? Yes, when you are..

S : (some of students talked)

T : yes? Emosional growth? What is it?

S : pusing.

T : Pusing?

S : yes miss.

T : namanya siapa?

S : muhammd zakaria absen 21.

T : **okay good** sering stress.so, Let's back to the article. The writer said I felt very emotional about everything but I try to learn about myself . Let's read the next pargraph. To divert my emotions, apa divert?

S : mengalihkan

T : mengalihkan ? **good.** To divert my emotions?

S : Untuk mengalihkan emosi saya

T : **okay good**, to divert my emotions, emosi siapa?

S : the writer.

T : the writer, **okay**. I took many extracuricular activities, okay, coba let's mention what are the writer's activities? Coba siapa yang berani? Mention the writer's activities. Coba . just one, yaa kamu? Cob a baca

S : I took piano lessons on Monday

T : yaa, what is your name?

S : Dimas 18

T : nama kamu 18?

S : (the students, Dimas laughed)

T : Dimas said I took piano lessons on Monday. So, let's recall what is my question. What activities that the witer did? I asked the writer, so your answer should be?

S : (no answers)

T : Miss tanya tentang the writer, what did the writer do? Is that right? Coba ulang baca kalimatnya. What did the writer do? So? (the teacher approach the student and stand near him)

S : I took piano lessons

T : **okay**, I took piano lessons, so are you the one who take piano lessons? Or the writer?

S : the writer

T : So, change your answers again, the subject

S : the writer took piano lessons

T : **Good job dimas**. Class.......... Dimas please repeat once again.

S : the writer took piano lesson on Monday

T : okay, my question is what did the writer do. Dimas said the writer took piano lessons on Monday.**Good job Dimas**! Next, how about on Tuesday? (the teacher point out to one student)

S : I took ....

T : **Good job**. What did the writer do on Tuesday?

S : The writer took ....

T : **Good job**. How about next activities? Aktivitas lainnya? Nobody raise your hand? Okay, coba you yang di belakang , what is your name?

S : Nia

T : Nia, what did the writer do on Thursday?

S : (no answer, still reading to a text)

T : on Wednesday? On Thursday? Okay, what is your name?

S : Hanifah

T : Hanifah, absen?? Okay coba hanifah.. the writer ?

S : The writer .....

T : louder please, lebih lantang suaranya.

S : I had extra science and math lessons.

T : **okay**, the writer had extra science and math lessons, and on Friday the writer played basketball.

(Video 3)

Ruang Kelas **: SMPN 139 JAKARTA / 8.9**

Tanggal **: 19 Oktober 2016, 10:14:29**

Durasi Video : 00:50:07

Tema **: Recount text**

T : Hello class. Good Morning.

S : Good morning miss.

T : how are you?

S : I'm fine thank you and you?

T : I'm very well thank you. Ok. Today, we will learn about recount text. So, what is recount text? Recount text. Recount. Kira – kira apa sih recount text itu?

S : menghitung ulang

T : menghitung ulang? Okay. What else?

S : membaca ulang.

T : membaca ulang? Okay. Ayo siapa lagi yang tau? What is recount text?

S : bacaan.

T : apa? Menceritakan ulang sebuah bacaan. Ok. Aldo. Please read the title on your book.

S : the unforgettable holiday.

T : the unforgettable holiday is a kind of recount text. Jadi, kira – kira tentang apa sih teksnya kalua judulnya Unforgettable holiday? Jadi, kira – kira jawabannya tentang apa?

Coba kita lihat dari judulnya. Unforgettable holiday. Jadi kira – kira tentang apa?

S : Cerita.

Sesuatu yang tidak bisa di lupakan.

T : berarti, kalau sesuatu yang tidak bisa dilupakan itu sudah terjadi atau belum terjadi?

S : sudah

T : sudah terjadi. Good. Berarti recount teks merupakan suatu ….

S : kejadian-kejadian

T : coba angkat tangannya. Please raise your hand.

S : teks yang sudah terjadi.

T : teks yang sudah terjadi. Kurang tepat. Sedikit lagi.

S : teks tentang peristiwa yang sudah terjadi.

T : okay. Teks tentang peristiwa yang sudah terjadi.
Jadi, recount teks adalah …

S : teks tentang peristiwa yang sudah terjadi.

T : teks tentang suatu peristiwa yang sudah terjadi. Berarti tadi yang menyebutkan membaca ulang salah. Menghitung ulang pun salah.
Oke. Coba kita review. Kemarin, kita sudah belajar tentang descriptive text. Kalua descriptive text itu tentang apa sih?

S : deskripsi.

T : teks yang …

S : teks yang mendeskripsikan sesuatu.

T : ya. Descriptive text adalah teks yang mendeskripsikan sesuatu. Bisa itu manusia, tempat, benda, atau hewan. Lalu, apa lagi yang kita pelajari kemaren? Functional text. Contoh dari functional text apa aja sih kemaren? Contohnya itu ada invitation. Terus apa lagi? Yang kedua …

S : announcement.

T : announcement. Good. Apa lagi?

S : birthday

T : birthday? Kalua birthday berarti dia …

S : invitation

T : invitation. Lalu ada apa lagi? Satu lagi yang kita pelajari kemaren.

S : description.

T : pokoknya, untuk functional text ini dia menggunakan kalimat yang benar, lalu pola nya terstruktur, jadi teks nya tidak bertele-tele. Biasanya teks ini digunakan apabila ada kegiatan atau keperluan yang mendesak. Kira – kira apa lagi ya?

S : short message.

T : apa lagi ya? Coba tunjuk tangannya.

S : short message.

T : yaa. Short message. Good.

Oke. Let's go back to the topic. Recount text. Tadi apa itu recount text? Recount text adalah teks yang … Raise your hand please. Jerry, what is recount text?

S : teks yang mengulang.

T : teks yang mengulang? Jadi apa? Teks yang me…

Kalua teks itu biasanya gimana sih? Teks itu berarti teks yang …

S : menceritakan.

T : menceritakan tentang apa?

S : teks yang menceritakan kembali suatu peristiwa.

T : ya. Good. Jadi, recount text itu adalah teks yang menceritakan kembalintentang suatu peristiwa yang sudah terjadi.

Why? Why should we learn about Recount text? Okay. Raise your hand please.

S : (raise his hand)

T : iya. Kenapa kita harus belajar recount text? Why?

S : jadi, kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita.

T : jadi, intinya? Why? Why should we learn about recount text? Karena…

S : itu berguna buat masa depan kita.

T : Because it's usefull for our future. Okay. What else? Kenapa sih kita perlu belajar recount text? Why? Why you should learn about recount text?

S : karena itu materinya..

T : ya. Karena itu materinya. Jadi, kenapa kita harus mempelajari materi itu? Ayo yang disebelah sana. Why should we learn about recount text? Kalau recount text itu kan menceritakan tentang peristiwa yang sudah terjadi. Betuull?

S : betuuul.

T : betuul. Nah, peristiwa yang sudah terjadi itu biasanya tidak terlupakan. Iya nggak?

S : iyaaaa.

T : oke. Coba reza. Coba kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan. What is your moment that unforgettable in your life?

S : pergi.

T : apa? Pergi? Pergi kemana?

S : pergi ke luar negeri.

T : oke. Pergi ke luar negeri. Pergi kemana?

S : Ke Cibinong. (All students are laugh)

T : what is your unforgettable moment in your life reza?

S : dikasih hadiah.

T : oke. Dikasih hadiah. Dikasih hadiah apa?

S : rahasia bu.

T : apa? rahasia? Coba kalau rahasia, itu hadiah dari siapa?

S : dari orangtua bu.

T : masa dari orangtua rahasia sih? Kalau rahasia itu dari mantan biasanya. (all students laugh)

Oke. Well, coba Ajeng. What is the most unforgettable moment in your life? Apa hal yang tidak pernah dilupakan oleh Ajeng?

S : gak ada bu.

T : nggak ada? Mungkin Ajeng pernah jatuh gitu atau apa?

S : pernah jatuh di depan adik kelas.

T : oh. Ajeng pernah jatuh didepan adik kelas. That was the unforgettable moment.

Coba yang lain..

S : salman bu. Salman.

T : oke. Karena banyak yang request jadi salman what is the unforgettable moments in your life?

S : tangannya tergores bu.

T : ok class. Kalian kan sudah mendengar tiga cerita unforgettable moments dari teman kalian. Coba dari situ, kalian merasa apa sih setelah mendengar cerita teman kalian?

S : kagum.

Senang.

Kasihan.

T : jadi, kira – kira why you should learn about recount teks? Selain karena itu bermanfaat. Why?

S : menghibur.

T : menghibur. Apa Bahasa inggris nya menghibur?

S : entertaining.

T : entertain. Okay. Pointnya, why you should learn recount text?

First, to entertain your friends, to entertain the readers, lalu yang kedua kira – kira apa lagi?

Kalua salman kan tadi jarinya sobek atau tergores, jadi salman jangan ceroboh.

Kalua made kan jatuh dari sepeda. Jadi, Made harus lebih berhati-hati lagi. Kalau Prima, tadi shampoan pakai odol, jadi Prima harus ….

S : lebih teliti.

T : yaa Prima harus lebih teliti lagi.

Okay class, why you should learn recount text?

First, to …

S : to entertain.

T : to entertain. Secondly, to give an…. memberikan apa sih?

S : information.

T : information. Good. So, why should we learn recount text is.. first, to entertain the readers and to give the information. Okay. Good.

Okay. We have review what we have learn. What is recount text?

Recount text is the text that telling the reader about the story that that has been happened. Jadi, menceritakan kepada pembaca tentang pengalaman yang kira-kira sudah terjadi dan tidak pernah bisa untuk dilupakan.

Next, why we have learn recount text?

S : to entertain

T : to entertain. Good. And to give the information to the readers.

Okay. What is the generic structure of recount text? Jadi, recount text itu juga ada generic structurenya. Coba kita inget inget lagi yang kemaren.

Descriptive text. Apa generic structure dari descriptive text?

S : simple present

T : simple present itu tenses yang digunakan.

S : identification.

T : identification, what else?

S : description.

T : description.

S : specific characteristic.

T : specific characteristic. Good.

So, kalau descriptive itu ada tiga generic structure. Yang pertama identification, yang kedua description, dan yang terakhir specific characteristic.

Nah, di trecount text ini juga ada tiga. Apa saja?

First, orientation, second, event, and the third is re-orientation.

Sudah ada gambaran belum kira-kira orientation itu apa sih?

S : orientasi.

T : orientation itu orientasi. Bener sih. Tapi apa apa yang ada di dalam orientation? What is orientation? Orientation itu seperti introductionnya dari part itu. Jadi, pengenalan siapa tokohnya, kapan terjadinya. Itu adalah bagian dari introductionnya.

Lalu, kira-kira event tentang apa?

S : hal-hal yang terjadi.

T : hal-hal yang terjadi atau yang telah dilakukan pada event tersebut.

Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat.

Okay, coba yohana. What is orientation?

S : introduction.

T : introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan kejadiannya? Dimana kejadiannya?

Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih?

S : hal-hal yang telah terjadi.

T : hal-hal yang telah terjadi. Good. jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi.

Kalau re-orientation itu apa?

S : penutup.

T : ya penutup. Penutupmya berupa apa? Penutupnya berupa …

S : kesimpulan.

T : ya kesimpulan atau dalam Bahasa inggrisnya?

S : conclusion.

T : conclusion. Good.

(Siswa diminta untuk membacakan teks di papan tulis dan menyebutkan generic structure dari teks yang diminta atau dari teks recount.)

(Guru menanyakan apa saja yang ada di Orientation dan Event pada teks di papan tulis.)

T: sejauh ini, sudah tau apa itu recount text dan generic structure nya?

Dari teks yang ada di papan tulis, tenses apa yang digunakan?

S : past tense.

T : past tense. Good. jadi, ini menceritakan tentang …

S : masa lalu.

T : masa lalu.

Past tense itu menggunakan verb ke berapa sih?

S : verb dua..

T : verb two. Excellent.

What is recount text? The story that happened in the past.

Why we should learn recount text?

S : to entertain and giving information.

T : to entertain and to give an information to the reader. Good.

The generic structure?

S : orientation, event, and re-orientation.

T : oke. Good. orientation, event, and re-orientation.

Please open your book pages 56.

Read the text and then find the generic structure.

T: ok, last question before I close the class.

What do we learn today?

S : recount text.

T : what is recount text?

S : the story that happened in the past.

T : Why should we learn recount text?

S : to entertain and give an information to the reader.

T : what is the generic structure?

S : orientation, event. Re-orientation.

T : what is the tenses of recount text?

S : past tense.

T : oke thank you for today and see you next week.

OBSERVATION SHEET

No	Context	Non-verbal Reinforcement				
		Gestural	Proximity	Contact	Activity	Token
1	T : Okay, those are expressions of informal expressions : Next I have a dialogue, I want two people to perform the dialogue, Putra, Aska and Lia S : *murmuring				Practicing a dialogue with classmates	

VIDEO 1 (spans top of table)

	T : Okay, Putra jadi Joey Lia jadi Jane : Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 1 2 3				
2	S : *Performing the dialogue T : Give an applause everyone S : Yeay *applausing	Applausing				
3	T : Okay in page 64 there are examples of the expressions used in asking and giving opinion. : Saya minta kalian baca and then on page 65 kalian mengerjakan task 5		Standing near students	Pat on a back		

	: Create dialogue based on given situation. Itu bisa dilihat contohnya di nomer 1 kalian buat dialogue : any question? Ada yang mau bertanya? Tidak ada? Yaudah sekarang dibaca and then do the exercise page 5 S : *reading T : *patroling and have discussions with some S Selagi murid mengerjakan, guru berkeliling dan beberapa kali membantu murid yang kesulitan dengan tugas yang diberikan dengan mengadakan diskusi kecil				

4	S : Sudah pak T : Finish ya S : Yaaaaa T : Coba saya mau sekarang yang nomer 2, ada yang mau maju gak? S : Saya S : Saya pak S : Saya	Raising hand				
5	*two S come forward and write on the board T : Thank you student A and B	Smiling		Pat on a back		
6	T : Thank you student A and B : Okay number 3, nomer 3?	Raising hand				

	: Nomer 3 ayo maju. Satu lagi? Ada gak? S : Nomer 3 nomer 3 S : Saya pak T : Ayo silahkan maju					
7	T : Nomer 4 ada yang mau maju? Nomer 4? S : Saya pak T : Nomer 4 satu lagi ada yang mau maju? S : Saya pak	Raising hand				

No	Context	Non-verbal Reinforcement				
		Gestural	Proximity	Contact	Activity	Token
1	T : Have you ever learnt about recount text? S : Yes. T : Who said yes? Yes, Reziko. Have you ever learnt about recount text? S : Yes.	Raising hand				
2	T : untuk menceritakan ulang? It's okay. Just try to be confident! Coba apa tadi?	Pointing				
3	T : Okay class, reziko said it's about menceritakan ulang,	Pointing				

VIDEO 2

	retelling an event. What do you think? Is that correct? Menurut kamu kira-kira apa? Okay, sekarang kita baca text nya. Let's read the text! Yang duduk di belakang, can you read the text? Bisa baca tulisannya? Okay.					
4	T : Yes, good job**.** So, what is my adolescence? Adolescence means masa pubertas, masa remaja. How about my adolescence? Okay, let's repeat once again! Adolescence is pubertas, peralihan dari masa anak-anak ke dewasa. How about my adolescence? Raise your hand! I'll give you one point	Raising hand				

	if you can answer my question.					
5	T : yes, good job. So, what is my adolescence? Adolescence means masa pubertas, masa remaja. How about my adolescence? Okay, let's repeat once again! Adolescence is pubertas, peralihan dari masa anak-anak ke dewasa. How about my adolescence? Raise your hand! I'll give you one point if you can answer my question. S : Masa remaja saya.					Additional Point

	T : masa remaja kamu ? what is your name? S : Hafizh. T : Hafizh, good job hafizh. So, my adolescence is masa pubertas?					
6	T : Louder louder. Menurut kalian paragraph pertama isinya apa? Raise your hand! Hafizh again? Others? Yes? S : the meaning about adolescence. T : Yes good. What is your name? S : Hani miss 18.	Raising hand				

	T : nama kamu 18? yes yani good job. Okay, yani said it is about the meaning of adolescence. Is that true?				
7	T : Yes, let's see what does it mean by adolesence from the article? Raise your hand! What is the meaning? S : (one of student raised her hand) T : What is your name? S : Aisyah.	Raising hand			
8	T : Yes, you are all teenagers, right? So, do you expereince this now? Are you	Raising hand			

	experiencing adolescence now. S : Yes. T : Who said yes? Okay coba kalian remaja, are you experiencing the adolescence now? Apa kalian sedang pubertas? S : yes. T : Who said yes? Siapa yang bilang iya? S : (one of student raise his hand)					
9	T : Siapa lagi? What is your name?	Raising hand				Addtional point

S : (the students is shy to answer) T : Okay, once again, try to answer my questions, I'll give you a point. Okay, are you experiencing adolescence now? S : Yes. T : Raise your hand, if you don't raise your hand I'll not note you. Coba! S : (one of students raise his hand) T : are you experiencing adolescence now? S : Yes.					

	T : Yes, what is your name? S : Bayu miss.				
10	T : Now, the 2nd paragraph. Coba, paragraph kedua tentang apa sih? Coba. Raise your hand! Coba. if you are confident enough to state an opinion or comment something, I will reward you with one point. Kalau kalian berani tunjuk tangan lalu berbicara dan berpendapat miss kasih satu point. S : Pake bahasa indonesia miss? T : it's okay. The second paragraph what is that about? Now, let's read together!	Raising hand			Additional point

	After, I finished reading an article from the magazine, I remembered my adolescence. I was 14th at that time. I felt very emotional about everything. But, I try to learn more about myself. I try to discover what I want to do and what kind of people that I want it to do. So, how old was the author when he experienced the adolescence? S : Fourteenth. (some students said) T : Raise your hand!				
11	T : Fourteenth years old, **okay**. The writer was 14th tears old when he was experiencing the	Pointing			

adolescence. What is adolescence? (point out to one student) S : adolescence is ..... T : Louder please. What is your name ? S : Diaz. T : Okay diaz, I want you to answer my question. What is adolescence? Apa ? Apa diaz? Apa? S : masa remaja. T : Louder please! S : Masa remaja.					

| 12 | T : perkembangan fisik. , is adolescence only about physical growth? Okay, answer my question I'll give you point.

S : (one of student raise her hand)

T : yaa, what is your name?

S : Claudia.

T : Okay, claudia said no. So what else besides physical growth? Selain perkembangan fisik apa lagi? From the article.

S : Emotion. | | | | | Additional point |

	T : yes ? emotion? What do you think? Menurut devi apa? S : yes miss? T : Devi, absen berapa? S : dua puluh tiga					
13	T : is this about physical growth? S : Yes. T : Look at this sentence. What is this? S : Emosi. T : Emosi ? Is this physical growth? S : (no answers)		Standing near the students			

T : apakah hanya perkembangan fisik atau yang lain? Perkembangan? S : (no answers) T : Coba, lihat yang ini. I felt very emotional about everything. Tadi kan sebelumnya perkembangan fisik, selain perkembangan fisik apa lagi? S : (no answers) T : Dari kalimat ini (teacher highlight the sentence), ada perkembangan apa lagi? S : (no answerd)					

T : Perkembangan fisik, and what else? Apa ini namanya? S : (no answers) T : Iya, yang ini apa namanya ? I felt very emotional about everything. S : (No answers) T : Perkembangan E? S : (no answers) T : coba lihat lagi dari sini, perkembagan apa? Perkembangan yang depannya dari E? S : pubertas					

	T : iya oke pubertas, tadi fisik lalu apalagi? S : perkembangan emosional T : yaa, oke berarti perkembangan apa saja? S : emosi.					
14	T : okay, coba ulang lagi, perkambanga fisik sama? S : Emotional T : okay, once again. Perkembangan fisik sama? S : emotional T : yaa perkembangan fisik dan emotional. Okay jadi ada dua perkembangan physycal	Smiling				

	growth, perkembangan fisik and then emotional growth, perkembangan? S : Emosi. T : **Good**, how about you? Kalau kalian bagaimana? Are you experiencing the same thing? S : Yes.					
15	T : Physycal growth? Emotional growth? S : yes. T : yes, who said yes? S : (some students raised their hands)	Raising hand Smiling				Additional point

T : okay you, you said that you experienced phsical growth and emotional growth, yes? Are you suer? S : Yes. T : Okay, apa saja yang kamu rasakan about your emotional growth? Yes, when you are.. S : (some of students talked) T : yes? Emosional growth? What is it? S : pusing. T : Pusing? S : yes miss. T : namanya siapa?					

	S : muhammad zakaria absen 21.				
16	T : **okay good** sering stress.so, Let's back to the article. The writer said I felt very emotional about everything but I try to learn about myself . Let's read the next pargraph. To divert my emotions, apa divert? S : mengalihkan T : mengalihkan ? **good.** To divert my emotions? S : Untuk mengalihkan emosi saya	Smiling			

	T : **okay good**, to divert my emotions, emosi siapa? S : the writer.				
17	T : the writer, **okay**. I took many extracuricular activities, okay, coba let's mention what are the writer's activities? Coba siapa yang berani? Mention the writer's activities. Coba . just one, yaa kamu? Cob a baca S : I took piano lessons on Monday T : yaa, what is your name? S : Dimas 18 T : nama kamu 18?	Raising hand Pointing Smiling	Standing near the students			Additional point

S : (the students, Dimas laughed) T : Dimas said I took piano lessons on Monday. So, let's recall what is my question. What activities that the witer did? I asked the writer, so your answer should be? S : (no answers) T : Miss tanya tentang the writer, what did the writer do? Is that right? Coba ulang baca kalimatnya. What did the writer do? So? S : I took piano lessons					

	T : **okay**, I took piano lessons, so are you the one who take piano lessons? Or the writer? S : the writer T : So, change your answers again, the subject S : the writer took piano lessons T : **Good job dimas**. Class.......... Dimas please repeat once again. S : the writer took piano lesson on Monday				
18	T : okay, my question is what did the writer do. Dimas said the writer took piano lessons on Monday.**Good job Dimas**!	Pointing Smiling				

	Next, how about on Tuesday? (the tacher point out to one student) S : I took .... T : **Good job**. What did the writer do on Tuesday? S : The writer took					
19	T : **Good job**. How about next activities? Aktivitas lainnya? Nobody raise your hand? Okay, coba you yang di belakang , what is your name? S : Nia T : Nia, what did the writer do on Thursday?	Raising hand Pointing Smiling				Additional point

S : (no answer, still reading to a text) T : on Wednesday? On Thursday? Okay, what is your name? S : Hanifah T : Hanifah, absen?? Okay coba hanifah.. the writer ? S : The writer ..... T : louder please, lebih lantang suaranya. S : I had extra science and math lessons. T : **okay**, the writer had extra science and math lessons, and					

	on Friday the writer played basketball.					

VIDEO 3					
No	Context	Non-verbal Reinforcement				
		Gestural	Proximity	Contact	Activity	Token
1	T : I'm very well thank you. Ok. Today, we will learn about recount text. So, what is recount text? Recount text. Recount. Kira – kira apa sih recount text itu? S : menghitung ulang T : menghitung ulang? Okay. What else? S : membaca ulang. T : membaca ulang? Okay. Ayo siapa lagi yang tau? What is recount text?	Raising hand Pointing				

2	T : apa? Menceritakan ulang sebuah bacaan. Ok. Aldo. Please read the title on your book. S : the unforgettable holiday.	Pointing				
3	T : the unforgettable holiday is a kind of recount text. Jadi, kira – kira tentang apa sih teksnya kalua judulnya Unforgettable holiday? Jadi, kira – kira jawabannya tentang apa? Coba kita lihat dari judulnya. Unforgettable holiday. Jadi kira – kira tentang apa? S : Cerita. Sesuatu yang tidak bisa di lupakan. T : berarti, kalau sesuatu yang tidak bisa dilupakan itu sudah terjadi atau belum terjadi?	Raising hand Smiling				

	S : sudah T : sudah terjadi. Good. Berarti recount teks merupakan suatu …. S : kejadian-kejadian				
4	T : coba angkat tangannya. Please raise your hand. S : teks yang sudah terjadi. T : teks yang sudah terjadi. Kurang tepat. Sedikit lagi. S : teks tentang peristiwa yang sudah terjadi.	Raising hand			
5	T : invitation. Lalu ada apa lagi? Satu lagi yang kita pelajari kemaren. S : description. T : pokoknya, untuk functional text ini dia menggunakan kalimat yang benar, lalu pola nya	Raising hand			

	terstruktur, jadi teks nya tidak bertele-tele. Biasanya teks ini digunakan apabila ada kegiatan atau keperluan yang mendesak. Kira – kira apa lagi ya? S : short message. T : apa lagi ya? Coba tunjuk tangannya.				
6	T : apa lagi ya? Coba tunjuk tangannya. S : short message. T : yaa. Short message. Good.	Raising hand Smiling			
7	Oke. Let's go back to the topic. Recount text. Tadi apa itu recount text? Recount text adalah teks yang … Raise your hand please. Jerry, what is recount text? S : teks yang mengulang.	Raising hand Pointing			

8	T : teks yang mengulang? Jadi apa? Teks yang me… Kalua teks itu biasanya gimana sih? Teks itu berarti teks yang … S : menceritakan. T : menceritakan tentang apa? S : teks yang menceritakan kembali suatu peristiwa. T : ya. Good. Jadi, recount text itu adalah teks yang menceritakan kembalintentang suatu peristiwa yang sudah terjadi.	Raising hand Pointing Smiling				
9	T : ya. Good. Jadi, recount text itu adalah teks yang menceritakan kembalintentang suatu peristiwa yang sudah terjadi.	Raising hand				

	Why? Why should we learn about Recount text? Okay. Raise your hand please. S : (raise his hand)					
10	T : Because it's usefull for our future. Okay. What else? Kenapa sih kita perlu belajar recount text? Why? Why you should learn about recount text? S : karena itu materinya.. T : ya. Karena itu materinya. Jadi, kenapa kita harus mempelajari materi itu? Ayo yang disebelah sana. Why should we learn about recount text? Kalau recount text itu kan menceritakan tentang peristiwa yang sudah terjadi. Betuull? S : betuuul.	Pointing Smiling				

	T : betuul. Nah, peristiwa yang sudah terjadi itu biasanya tidak terlupakan. Iya nggak? S : iyaaaa.					
11	T : oke. Coba reza. Coba kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan. What is your moment that unforgettable in your life? S : pergi. T : apa? Pergi? Pergi kemana? S : pergi ke luar negeri. T : oke. Pergi ke luar negeri. Pergi kemana? S : Ke Cibinong. (All students are laugh)	Pointing Smiling				
12	T : masa dari orangtua rahasia sih? Kalau rahasia itu dari	Pointing Smiling				

	mantan biasanya. (all students laugh) Oke. Well, coba Ajeng. What is the most unforgettable moment in your life? Apa hal yang tidak pernah dilupakan oleh Ajeng? S : gak ada bu. T : nggak ada? Mungkin Ajeng pernah jatuh gitu atau apa? S : pernah jatuh di depan adik kelas.				
13	T : oke. Karena banyak yang request jadi salman what is the unforgettable moments in your life? S : tangannya tergores bu. *kemudian siswa tersebut menceritakan pengalamannya dan di dengarkan oleh semua	Pointing Smiling	Standing near the Students			

14	T : jadi, kira – kira why you should learn about recount teks? Selain karena itu bermanfaat. Why? S : menghibur. T : menghibur. Apa Bahasa inggris nya menghibur? S : entertaining.	Thumb up (in form of raising hand) Smiling				
15	T : entertain. Okay good. Pointnya, why you should learn recount text? First, to entertain your friends, to entertain the readers, lalu yang kedua kira – kira apa lagi?	Thumb up (in form of raising hand)				
16	T: Kalau salman kan tadi jarinya sobek atau tergores, jadi salman jangan ceroboh. Kalau made kan jatuh dari sepeda. Jadi, Made harus lebih berhati-hati lagi.	Pointing				

	Kalau Prima, tadi shampoan pakai odol, jadi Prima harus …. S : lebih teliti. T : yaa Prima harus lebih teliti lagi.				
17	T: Okay class, why you should learn recount text? First, to … S : to entertain. T : to entertain. Secondly, to give an…. memberikan apa sih? S : information. T : information. Good. So, why should we learn recount text is.. first, to entertain the readers and to give the information. Okay. Good.	Smiling			

| 18 | T : to entertain. Good. And to give the information to the readers.
Okay. What is the generic structure of recount text? Jadi, recount text itu juga ada generic structurenya. Coba kita inget inget lagi yang kemaren. Descriptive text. Apa generic structure dari descriptive text?
S : simple present
T : simple present itu tenses yang digunakan.
S : identification.
T : identification, what else?
S : description.
T : description.
S : specific characteristic.
T : specific characteristic. Good. | Thumb up (in form of raising hand) | | | | |

| 19 | T : hal-hal yang terjadi atau yang telah dilakukan pada event tersebut. Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat. Okay, coba yohana. What is orientation? S : introduction. T : introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan kejadiannya? Dimana kejadiannya? | Pointing

Thumb up (in form of raising hand)

Smiling | Standing near the students | | | |

	Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih? S : hal-hal yang telah terjadi. T : hal-hal yang telah terjadi. Good. jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi. Kalau re-orientation itu apa?				
20	T : hal-hal yang telah terjadi. Good. jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi. Kalau re-orientation itu apa? S : penutup.	Pointing Thumb up (in form of raising hand) Smiling	Standing near the students		

	T : ya penutup. Penutupmya berupa apa? Penutupnya berupa … S : kesimpulan. T : ya kesimpulan atau dalam Bahasa inggrisnya? S : conclusion. T : conclusion. Good.				
21	(Beberapa siswa diminta untuk membacakan teks di papan tulis dan menyebutkan generic structure dari teks yang diminta atau dari teks recount.) (Guru menanyakan apa saja yang ada di Orientation dan Event pada teks di papan tulis.)	Pointing Smiling			Reading aloud	

	*saat sedang dalam proses tersebut, guru membimbing muridnya dalam menggunakan atau mempraktekkan bahasa Inggris				
22	T: sejauh ini, sudah tau apa itu recount text dan generic structure nya? Dari teks yang ada di papan tulis, tenses apa yang digunakan? S : past tense. T : past tense. Good. jadi, ini menceritakan tentang … S : masa lalu. T : masa lalu.	Thumb up (in form of raising hand) Smiling				
23	Past tense itu menggunakan verb ke berapa sih? S : verb dua.. T : verb two. Excellent.	Smiling				

24	What is recount text? The story that happened in the past. Why we should learn recount text? S : to entertain and giving information. T : to entertain and to give an information to the reader. Good. The generic structure? S : orientation, event, and re-orientation. T : oke. Good. orientation, event, and re-orientation.	Raising hand Thumb up (in form of raising hand)				
25	T: Please open your book pages 56. Read the text and then find the generic structure.				Doing a task in a group	

26	T: ok, last question before I close the class. What do we learn today? S : recount text. T : what is recount text? S : the story that happened in the past. T : Why should we learn recount text? S : to entertain and give an information to the reader. T : what is the generic structure? S : orientation, event. Re-orientation. T : what is the tenses of recount text? S : past tense	Thumb up (in form of raising hand) Smiling				

RIWAYAT HIDUP

Peneliti dilahirkan di Bekasi, Jawa Barat pada tanggal 11 Oktober 1994 sebagai anak ketiga dari tiga bersaudara pasangan Sarjiman Herdikusmanto dan Sukemi. Saat ini peneliti bertempat tinggal di Jalan Jati VII Blok H No. 44 Jatimulya Tambun Selatan Bekasi Timur. Peneliti bersekolah di SMA Negeri 9 Bekasi lulus pada tahun 2012. Pada tahun 2012, penulis diterima di Program Studi Pendidikan Bahasa Inggris Universitas Negeri Jakarta (UNJ) Pendidikan Strata 1 (S-1), dan menamatkannya pada tahun 2017.