

**TEACHER'S AUTHORITY IN ENGLISH TEACHING
PRACTICE**

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



*Building
Future
Leaders*

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**A *Skripsi* Written in Partial Fulfillment of the Requirements for
the Degree of
*“Sarjana Pendidikan”***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF JAKARTA**

2017

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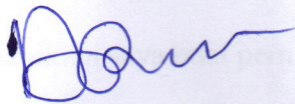
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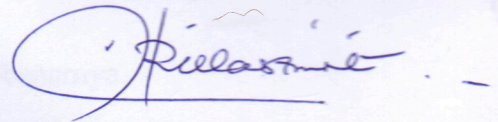
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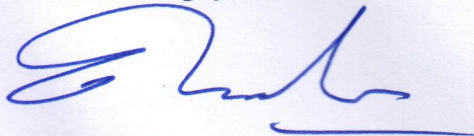
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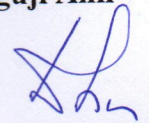
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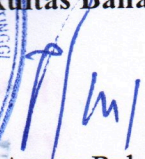
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ABSTRACT

RANDY TEGUH P. 2017. Teacher's Authority in English Teaching Practice: A Study of Teaching Practice (Praktik Keterampilan Mengajar) English Department Student Year 2016. A Skripsi. Jakarta: English Department. Faculty of Language and Arts, State University of Jakarta. January 2017

The purpose of this study is to identify the types of authority used by student teachers that engaged in PKM class in junior high school. Descriptive Qualitative method is used to conduct this study. The data sources are three student teachers engaged in teaching practice or PKM and the data were student teachers' utterances and action of authority used by student teachers. The writer use classroom observation as instrument to obtain the data. It is found that four of the five types of authority are used by student teachers; they are legitimate, expert, referent, and reward authority. From 92 utterances and action of authority observed, legitimate authority is the most frequently exerted types by the student teachers at 52% of usage, followed by expert authority at 25%, referent authority at 17% and then reward authority at 6% usage. Student teacher 1 and 3 used three of the five types; legitimate, expert, and referent meanwhile student teacher 2 used four of the five types; legitimate, expert, referent, and reward authority. It is found that punishment authority is not used by the student teachers.

Keyword: Classroom Management, Teacher's Authority, Teaching Practice.

ABSTRAK

RANDY TEGUH P. 2017. Kewenangan Guru di Praktik Keterampilan Mengajar Bahasa Inggris: Sebuah Penelitian Terkait Praktik Keterampilan Mengajar Bahasa Inggris Tahun 2016. Skripsi. Jakarta: Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. January 2017

Tujuan dari penelitian ini adalah untuk menyelidiki ragam dari kewenangan guru dalam praktik keterampilan mengajar Sekolah Menengah Pertama. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Sumber data dari penelitian ini adalah tiga Mahasiswa PKM atau Praktik Keterampilan Mengajar dan data yang digunakan dalam penelitian ini adalah ujaran atau tindakan guru terkait kewenangan guru yang digunakan oleh mahasiswa pkm dalam Praktik Keterampilan Mengajar. Peneliti menggunakan pengamatan kelas sebagai instrument untuk memperoleh data. Dari 92 ujaran dan tindakan kewenangan guru yang diamati, ragam *legitimate authority* adalah ragam yang paling sering digunakan oleh mahasiswa PKM sebanyak 52% pemakaian, diikuti oleh *expert authority* sebanyak 25%, *referent authority* sebanyak 17%, dan *reward authority* sebanyak 6% pemakaian. Mahasiswa PKM 1 dan 3 menggunakan tiga dari lima ragam kewenangan guru yaitu *legitimate*, *expert*, dan *referent authority* sedangkan mahasiswa PKM 2 menggunakan empat dari lima ragam yaitu *legitimate*, *expert*, *referent*, dan *reward authority*. Ditemukan juga *punishment authority* tidak digunakan oleh mahasiswa PKM.

Kata Kunci: Managemen Kelas, Kewenangan Guru, Praktik Keterampilan Mengajar.

ACKNOWLEDGMENT

Alhamdullillah, all praises to Allah that always help the writer in writing this paper. The writer would like to express his greatest gratitude to his supervisors Dr. Siti Drivoka Sulistyaningrum, M.Pd. and Dra. Sri Sulastini, M.A. who help and guide him finish his paper. He is really grateful for their guidance and support that have been given during completing this paper.

The writer would like to express his appreciation to Prof. Dr. Aceng Rahmat, M.Pd. as the Dean of Faculty of Language and Arts, State University of Jakarta and Dr Hanip Pujiati as the Head of English Education Study Program. He also would like to thank his gratitude to his academic advisor Dr. Darmahusni, M.A. for her support to the writer. Furthermore, he would like to express his appreciation to Fitri, Andrew, Febri, and Vero as the research' data source for being cooperative during the research.

Greatest gratitude is also expressed to his beloved family for their prayer, support, love and advice. Last, but not least, he would like to express his greatest appreciation to all of his friends at Universitas Negeri Jakarta, especially for 12 DA Regular Class of 2012, Ahzar Susanto, Maariz, Selvia Gumay, Annisa Leonie, Paul Martogi, Puput, and Suci Ariant and also all staff of FBS and everyone that contribute to the completion of this paper. Thank you for all the unforgettable moments and experiences during these years. May Allah always bless you all.

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CHAPTER I

INTRODUCTION

1.1 Background of the study

In the 21st century, teachers act as a figure of guidance for the students to achieve their educational objectives. Thus, teachers hold the significant role in guiding the students' learning process so that the students can learn effectively (Cooper. 2011). To fulfill the educational objectives of students, teachers need to have some essential skills in teaching.

Basic Teaching Skills is one of the essential skills that teachers, particularly foreign language teachers need to possess to achieve their pedagogical competence. As stated in *Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 16 tahun 2007*, aside from personality, social, and professional competence, teachers need to have basic teaching skills which include the competency of the teachers to understand the students' physical, moral, social, cultural, emotional and intellectual aspect.

According to *Pedoman Akademik Fakultas Bahasa dan Seni Tahun 2012/2013* teaching practice or *Praktik Keterampilan Mengajar* is one of pedagogical subjects that students majored in education discipline; particularly in English education must take during seventh semester. Teaching practice is an opportunity for the students majored in education to demonstrate their basic teaching skills understanding learned in previous course subject of pedagogy in

actual teaching experience through observation, guided practice, reflection and independent practice. The students need to demonstrate eight basic teaching skills which are essential to teachers in carrying out a lesson such as set induction and closure, classroom management, explaining, questioning, giving reinforcement, giving lesson variation, managing individuals and group skills, and guiding small group discussion. One of the areas of classroom management that is essential for the teacher is teacher authority.

Teacher's authority is one of the areas of classroom management which deals with how teacher manages and governs the course of lesson process according to the teaching procedure. Compton and Galaway (1984) (as cited in Kurland. 1991) states that authority is the power granted to the practitioner because of knowledge they possess and from the certain position they occupy. In addition, according to Kurland (1991), teachers themselves is authority, in the course they teach, they determine the content of the curriculum, give grades to the students, and decide how class sessions will be conducted. Thus teachers are in position of authority because of their expertise in certain knowledge and their role as a teacher.

Related to the same topic, the researcher found some research that focused on teacher's authority; Roselle Kurland (1991) in *The Classroom Teacher and the Role of Authority* examined the ways in which teachers can use their authority to maximize their teaching effectiveness. Meanwhile a study from Dr. Zohreh Esmaeili, Hosein Mohamadrezai, and Abdolah Mohamadrezai

(2015) in *The Role of Teacher's Authority in Students' Learning*, attempted to examine the relation between authority styles of teachers and learning of students of secondary school of district 9 Tehran, Iran. These researchers are focus on the relation between teacher's authority and students' learning, whereas in this study, the researcher focuses on finding out the pattern of teacher's authority exerted by student teacher of teaching practice or PKM. Based on that, the researcher determined the student teachers' use of authority in the teaching practice (PKM) as the main focus of his research.

1.2 Research Questions

There are three research questions formulated to conduct this study:

1. What are the types of teacher's authority used in PKM classroom?
2. When is the situation in which the authority is used?

1.3 Purpose of the study

The purposes of this study are:

1. To establish a profile of student teachers' types of authority used in PKM classroom.
2. To identify the situation in which the authority is used.

1.4 Significance of the Study

The Result of this study served as reference for further research and reference for education discipline, especially in the field of basic teaching skills; furthermore the researcher also expects that this study can give contribution to the improvement on teaching practice or PKM.

1.5 Scope of the Study

This study focused on the student teachers' uses of authority in English Classroom during teaching practice or PKM course in junior high school. The researcher only analyzes the pattern of teacher's authority which is consisting of types of teacher's authority in the form of teachers' utterances and action.

CHAPTER II

LITERATURE REVIEW

2.1 Classroom Management

Before describing the term of teacher's authority, the researcher defines the term of classroom management, which is the umbrella of teacher's authority. Schneiderová (2013) states that "classroom management refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student's learning success". In addition Lemlech (as cited in Schneiderová, 2013) noted that classroom management is related to the process of organizing and conducting a class that involves time management, students' participation, student engagement, and classroom communication. Furthermore he also adds that classroom management is the process of creating a democratic community and managing a successful class. Scrivener (2005) states that the essence of classroom management involving the teacher's capability in decision making when dealing with various situation that occurs in the classroom and materialize the decision into suitable action (p.80).

According to Scrivener (2005), teachers are necessary to have certain organizational skills and techniques in managing multitude of tasks and situations that can occur at any time in the classroom (p. 79). Therefore, classroom management can be expressed as the possible anticipation to manage

the task, situations, and problem that potentially occurs in learning process (Schneiderová, 2013).

Scrivener (2005) categorized classroom management into several areas: first is grouping and sitting which deals with how teacher form group and managing sitting arrangement or position as well as reform the seating back to original position; activities, which deal with how teacher manage the activities that occur during learning such as managing the kinds of activities, assessment and managing the time allocation of the activities; Authority deals with how teacher manages and governs the students and the course of the lesson; critical moment deals with how teacher dealing with unexpected problem due to various circumstances, and maintaining appropriate discipline; Tools and technique deals with how teacher use the classroom equipments and aids, technique to use gesture and using appropriate tone and pacing during lesson delivery, use of silence and grading the quantity and the complexity of language; and the last one is working with people, which deals with the ability of teacher distributing attention evenly and appropriately, using intuition to guess what students are feeling, eliciting honest feedback from students and paying attention to the students (pp. 79-80).

2.2 The Concept of Authority

The concept of authority often related with the concept of power and influence. The theory of social influence by French and Raven (1968) became the bases of authority. They stated that one is in position of power because he or she possesses the quality that other person has less or otherwise lack the quality. In addition they identifies five base of power in which one obtains his or her influence over another person; they are reward power, coercive power, legitimate power, referent power, and expert power. Hasibuan (2001) stated that authority is legitimate power that someone possesses to act and to command other people; in addition he also stated that authority is the legitimate base of law for someone to do something. Similarly, Esmaeili et al. (2015) stated that authority is legitimate power meant as power based upon satisfaction. Meanwhile Compton and Galaway (as cited in Kurland, 1991) defines authority as "a power delegated to the practitioner by client and agency in which the practitioner is seen as having the power to influence or persuade resulting from possession of certain knowledge and experience and from occupying a certain position."

Relating to the definition of authority, Teacher's authority can be defined as power that teacher possesses because of the teacher's position as an educator within the school structure, and because the students view them as people of prestige and see them as experts.

2.3 Types of Authority

French and Raven (1968) states that the exertion of power is not limited to one source. They identify five kinds of power which became the bases of authority: legitimate, expert or specialty, referent, reward and punishment or coercive power which became the bases of teacher's authority.

Legitimate authority is a type of authority that teachers possess because of their legalized position they occupy within the school structure and there is no other person in the classroom that can fulfill the role of teacher (Shindler, n.d). According to Esmaeili et al. (2015) this type of authority enable teacher to acquire and use the power and jurisdiction of decision making about activities of his/her classroom.

Expert or Specialty Authority is a type of authority that teacher possesses because of his or her ability, knowledge and expertise on particular subject. According to Esmaeili et al. (2015) expert or specialty authority means the high degree of mastery over knowledge and skill of the teacher as well as his/her ability to transfer the knowledge and information to the learners. In addition Mesrabadi, Badi, & Vahedi (2010) adds that the higher knowledge and expertise the teacher had on certain subject the more engaged the students to learn thus enhancing the process of learning.

Referent authority related to the ability of the teacher to influence students' emotion through showing respect and affection toward them. This can be observed when teacher gains respect, influence and his/her educational

objectives from their ability to fulfill the emotional needs of students such as attention, rights, and entertainment. On the contrary teacher with distant emotional relation with the students will be harder to attain their respect (Esmaeili et al., 2015).

People in position of authority and leadership can grant reward and advantages to the group members especially for those who accomplish certain things. In learning process teacher can use this authority to reward with grade, special responsibility, privilege, attention and encouragement for students that achieve something or even responding the teacher with appropriate respond. This kind of authority has powerful impact on students and teacher can easily attain their influence over the students. In spite of that, reward authority has certain limitations. One of these limitations is that if the attempt to exert the reward authority is unsuccessful the teacher will gradually lose his/her authority. For example using grade for a class that most of students are not seeking high grade cannot be considered as a reward. In such situation if the teacher relies solely on grade for exerting its potency, it soon loses its authority (Mesrabadi, Badri, & Vahedi, 2010).

Punishment authority refers to the ability to gain influence by exerting punishment. In this case teacher can exert the punishment to the students by elimination of attention, exerting mental harms, written reprimand, expelling from the classroom and if appropriate, deprivation from school. Things to be noted that over-exertion of punishment leads to increased students' sensitivity

toward it (Esmaeili et al., 2015). As a student receives more punishment, its impact on the performance becomes lesser. Moreover overusing of punishment will increase the distance between teacher and students, however this does not mean that the teacher should completely eliminate punishment but rather considering more effective methods of exerting punishment (Esmaeili et al., 2015). According to Bayani (1999) reward and punishment can be a means for students' guidance and can be exercised in such manner that results in development of students 'awareness for reflection of their behavior.

2.4 Teaching Practice (PKM)

Marais & Meier (2004) assert that the term teaching practice represents the range of experiences to which student teachers are exposed when they work in classrooms and schools. In addition they further argue that teaching practice is a challenging but important part of teacher training (p.221).

In Universitas Negeri Jakarta, teaching practice is known as *Praktik Keterampilan Mengajar* or in short PKM. According to students' academic handbook of language and art faculty (2012) Universitas Negeri Jakarta, PKM is a pedagogical course in which the students particularly English Education students demonstrate their result of pedagogical skills learnt in previous semesters in actual teaching environment through observation, guided practice, reflection and independent practice.

PKM is the continuation of LLTT (Language Teaching Learning Theory), and ELTM (English Language Teaching Method) course. In those subjects, students are practicing some essential competencies or skills of teacher such as set induction or set enclosure, basic and advanced questioning, explaining, guiding discussion, giving reinforcement, and giving lesson variation skill.

Set induction or set enclosure skills deals with the skill to open and close the class. Opening the class deals with how teacher attracts the students' attention, motivates the students, stating learning goals, and building connection with students. Meanwhile closing the class deals with how teacher evaluate, summarize the result of learning and applying the new concept learnt from lesson into another situation, in addition the teacher also can ask the students to express their own thought on the learning.

The objectives of basic questioning skills are to guiding the students to make concise and clear question, giving the students reference, focusing their question, allocating students' questioning turn, and giving time for students to think. Meanwhile advanced questioning leaned towards altering the cognitive levels in answering question, managing the order of questioning and encouraging interaction between students.

Explaining skills deals with the ability of teacher to transfer their knowledge and information to the students. The objective of explaining is to improve the clarity when expressing an opinion, using example or illustration, organizing material structure, emphasizing important information and giving

feedback. Guiding discussion deals with how teacher focusing his/her attention, clarifying the problem in the discussion, analyzing students' point of view, increasing students interaction, distributing the students' chance to participate in the discussion and closing the discussion. Giving reinforcement deals with how teacher reinforce the students during learning to motivate or encourage the students. There are two types of reinforcements; verbal and non verbal reinforcement. Variation deals with the teacher's ability to giving variation in learning style such as variation in tone, intonation, gesture, the use of silence as well as the variation in using learning media and aids (Brown, 1991).

2.5 Previous related study

The researcher found some previous researches related to his topic, first is *The Classroom Teacher and the Role of Authority* by Roselle Kurland (1991). In her study, she discusses the ways in which teachers can use their authority to maximize their teaching effectiveness as well as to set a positive example for student social workers. She also examine the three areas in which teachers use their authority and identify the practice that contribute to both good teaching and impactful role modeling of authority in each of those areas.

The second related study is *The Role of Teacher's Authority in Students' Learning* by Dr. Zohreh Esmaeili, Hosein Mohamadrezai, and Abdollah Mohamadrezai (2015) in *Journal of Education and Practice*. In their study, they attempt to examine the relation between authority styles of

teachers and learning of students of secondary school of district 9 Tehran. the results of their research using Pearson test has shown that considering the significance level, all sources of authority of teachers has significant relation with students learning. It implies that as the teachers' authority level increases, the students learning ranks in higher level in the studied society.

From those previous study, the researcher attempts to conduct his study on the use of teacher's authority in English classroom. The researchers on the previous studies above are focus on the relation between teacher's authority and students' learning, whereas in this study, the researcher focuses on finding out the pattern of teacher's authority exerted by student teacher of teaching practice or PKM. Those previous studies give much input in conducting the research as they have the same topic so that the researcher will be able to contribute to study about teacher's use of authority in teaching practice.

2.6 Conceptual Framework

Based on the previous literature, authority has important role in managing students and the lesson activity. Shindler (n.d) state that due to the fact that the teacher is in the role of the manager of the class, they require power in another form: the authority to influence student behavior. This could be termed 'teacher's authority'. Teacher authority is, in a sense, the right to ask others to do something. He also adds that a teacher asks students to do

many things in a day, and they need to make their requests from a basis of authority. Without it, they would have little efficacy.

French and Raven (1968) divides authority to five types; there are legitimate authority, expert authority, referent authority, reward authority, and punishment authority.

This study focused on the student teachers' authority that occurs during classroom interaction and how the student teachers exert their authority during teaching practice or PKM. Three student teachers are the source of data of this study. The purposes of this study are to establish a profile of student teachers' types of authority used in teaching practice and when is the situation in which the authority is used.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is conducted using descriptive qualitative method. According to Isaac and Michael (1981) descriptive method is used to describe systematically a situation or area of interest factually and accurately. It is suitable to use descriptive method in conducting this study to find the description of situation. According to Kothari (1990) qualitative method is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. In addition Lambert (2012) stated that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (p. 256).

3.2 Place and Time of the study

The study is conducted within two different schools namely: SMPN 97 Jakarta which is located in Pondok Kopi Eastern Jakarta and SMPN 139 which is located in Utan Kayu Eastern Jakarta during teaching practice from September 2016 until October 2016.

3.3 Data and Data source

The data used in this study is descriptive qualitative data. The descriptive data is in the form of written information on the utterances or actions of teachers' authority. The sources of data in this study are three student teachers that engaged in teaching practice. The data used in this study are:

1. Primary data: student teacher utterances from recording transcript of the classroom observation.
2. Secondary data: books, journal, documents, and other references that relevant to the topic of the study.

3.4 Instruments of the Study

In this study, the researcher uses the classroom observation by videotaping the student teachers during Teaching practice or PKM to find the use of teacher's authority, after that the utterances and action containing the usage of teacher's authority is converted into transcript and then classified into the observational sheet adapted from the classification of authority by French and Raven (1968) as shown below:

No.	Authority (utterance or action)	Legitimate authority	Expert authority	Referent authority	Reward authority	Punishment authority
1.						

Table.1. Observational sheet of types of authorities

The use of authority that inputted in the table is based on the indicators below, also adapted from French and Raven (1968) and Shindler's (n.d) Classroom Management Resources.

No.	Types of Authority	Indicators
1	Legitimate	Related to the authority of teacher because their role as educator and as a teacher for example: managing students and managing activities during lesson.
2	Expert	Related to the authority of teacher because of their expertise in certain subject for example: correcting mistakes, delivering materials.
3	Referent	Related to the teacher authority in building relationship with the students for example giving praise, attention, ice breaking during (joke, storytelling, etc) ,
4	Punishment or coercive	Related to the teacher authority in administering punishment or use disincentives; for example deprivation of right, decreasing student's grades, and reprimand
5	Reward	Related to the teacher's authority in giving reward for example granting point, grant special privileges etc

Table. 2. Indicators on the use of authority

3.5 Data Collection Procedure

To gather relevant data and information of the study the researcher uses classroom research observation. Steps used in collecting data were as follow:

1. First step is observation, the researcher observe the three student teachers that engaged in teaching practice by videotaping.
2. The second step is converting the audio-video file from the videotape into transcript.

3. The third step is examining the student teachers' use of authority in the transcript and classifying them into observational sheet.

3.6 Data Analysis

After the data has been collected, the next step is data analysis for simplifying the entire data collection and presenting them in well arrangement. In the data processing stage there are five stages; editing, coding, tabulating, analyzing, and concluding.

1. Editing: The researcher converts the audio-video recording into a transcript.
2. Coding: this step is simplifying the data into code.
3. Tabulating: this step is the process of drafting data into table form, after that, the researcher can continues the process of analysis.
4. Analyzing: this step is the process of analyzing the data in the form of teacher's utterance of authority
5. Concluding: this step is the process of making conclusion based on the result of the result of the analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

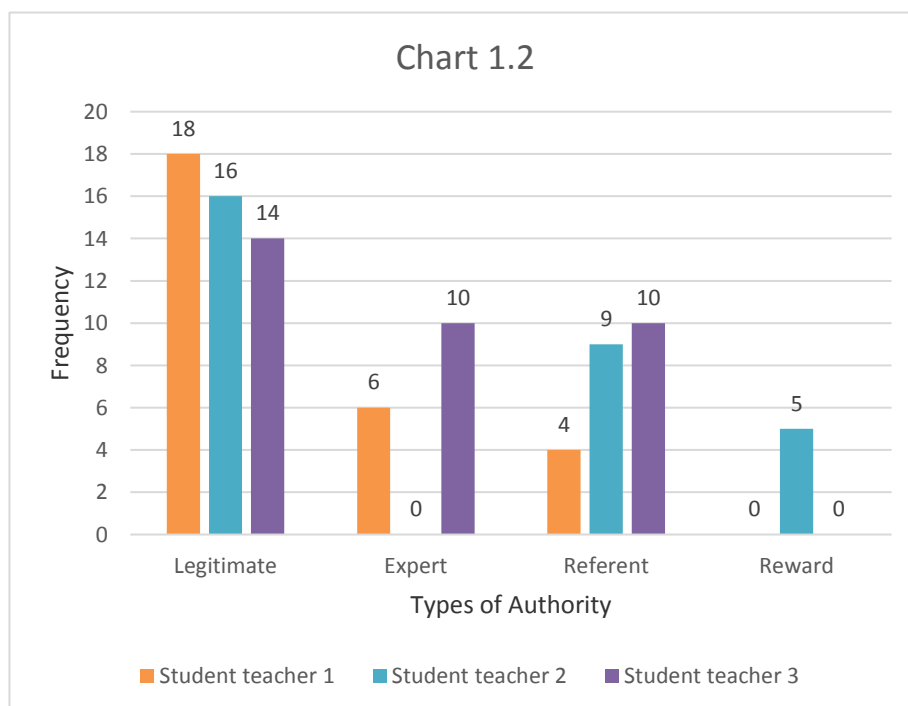
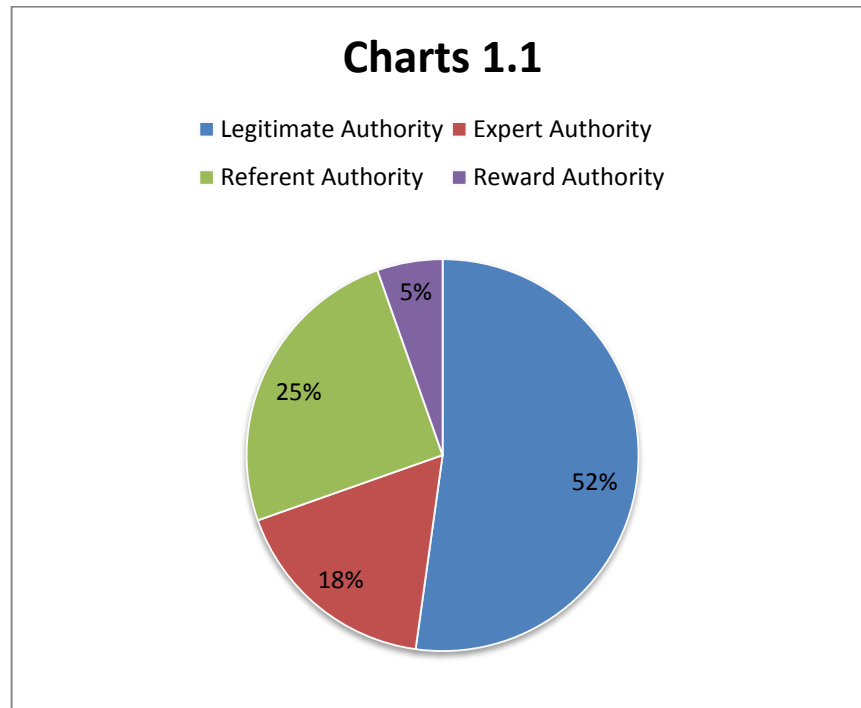
This chapter focuses on presenting the data description, research findings and discussion based on the result of the process of collecting data and data analysis. In other words, it presents the process of answering the research questions.

4.1 Data Description

This study aims to investigate the teacher's authority that student teachers exerted in English teaching practice. The data of the study were student teachers' utterances and teacher-students interactions that related to teacher's authority. The data source of the study were three student teachers engaged in English Teaching Practice course in SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta. The data was obtained using classroom observation which conducted from September until October 2016.

4.2 Finding and Discussion

4.2.1 Types of authority used by student teachers



Based on the chart 1.1 and 1.2 it is found that four of the five types of authority are used by the student teachers; they are legitimate, expert, referent, and reward authority. The number represents the amount of authority used in verbal language with the total amount of authority that observed are 92 utterances. Legitimate authority being the most frequently exerted by student teachers at 52%, followed by referent authority at 25%, expert authority at 17%, and reward authority at 6%. It is found that punishment authority is not used by all three student teachers.

Based on the chart 1.2 the usage of legitimate authority by student teacher 1 is 18 utterances, expert authority 6 utterances, and referent authority 4 utterances. The usage of legitimate authority by student teacher 2 is 16 utterances; the usage of expert authority of student teacher 2 is 0 utterances because the student teacher 2 exertion of expert authority is in the non-verbal form; it is in the form of the way she delivers the material to the students, referent authority 9 utterances, and reward authority 5 utterances. Meanwhile, the usage of legitimate authority by student teacher 3 is 14 utterances, expert authority 10 utterances, and referent authority 10 utterances.

4.2.2 Description on the situation in which the authority is used

1. Legitimate Authority

Legitimate authority deals with the teacher's authority because of teacher's role or position as educator (Esmaeili et.al 2015). The example of the exertion of legitimate authority for example: getting student to do certain task e.g. answering a question and performing certain task, and when teacher managing the course of the lesson activity.

A Student Teacher 1

Based on the observation of Student Teacher 1, legitimate authority can be seen during the start of the lesson in which the student teacher states what the topic is for that session. However, the usage of legitimate authority more frequently observed during lesson delivery such as asking students to do certain task (in this case teacher asking students to perform a conversation about asking and giving opinion) and when teacher organizing the activity; for example, monitoring students' work by circling the class to look on their progress one by one.

The following excerpts are the examples of the student teacher 1 exertion of legitimate authority:

Excerpt 1

Teacher : Okay, those are expressions of informal expressions
: Next I have a dialogue, I want two people to perform the dialogue, Putra Aska and Lia
*Students : *murmuring*
Teacher : Okay, Putra jadi Joey Lia jadi Jane
: Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 1 2 3
*Students : *Performing the dialogue*

Note: asterisk is used as symbol of action

B Student Teacher 2

Similar to student teacher 1, legitimate authority also the types of authority that more frequently exerted by student teacher 2, however differ from student teacher 1, besides asking the students to do something, she also manages the activity well, as seen in the allocation of time of the activity that conducted according to the time limit. The instructions and questions of the activity also clear, she also stating the rule for her class that one must raise his or her hand when asking or responding to something.

The following excerpts are the examples of the student teacher 2's exertion of legitimate authority:

Excerpt 2

T : Have you ever learn about recount text?

S : Yes.

T : Who said yes? Yes, Reziko. Have you ever learn 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.

Excerpt 3

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.

C Student Teacher 3

Student teacher 3 also exert similar pattern of legitimate authority as student teacher 1. The exertions of legitimate authority that presents during observation are in the form of asking the students to do something and teacher instructions to answer a question such as raising hand when responding to teacher's question.

The following excerpt is the example of legitimate authority exerted by Student Teacher 3:

Excerpt 4

*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 teks nya kalau
judulnya Unforgettable holiday? Jadi, kira – kira
jawabannya tentang apa?*

Coba kita lihat dari judulnya. Unforgettable holiday.

Jadi kira – kira tentang apa?

S :Cerita.

2. Expert Authority

Expert authority deals with the teacher's ability to transfer knowledge and information to the learner (Esmaeili et.al 2015). The example of expert authority can be observed during the transfer of knowledge or information from teacher to student such as answering student's question and correcting student's mistake in their task.

A Student Teacher 1

The usage of expert authority can be seen during delivery of material, student teacher seems to be prepared with the topic, thus able to delivering the material well. Student teacher 1 also able to correct some mistakes related to the material given and he also able to provide the options of answer that are suitable. Following excerpt is the example of student teacher 1 exertion of expert authority:

Excerpt 5

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

: (the teacher explaining the questions)

: 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

Ss: Iya pak

B Student Teacher 2

The usage of expert authority that exerted by student teacher 2 mostly in the form of content material that teacher delivers. Student teacher 2 minimize her input during lesson delivery, however, she engages students more by asking the students about the topic and let the students to learn independently from her presentation in the form of power point containing the material learnt that session; while she provides guidance of the activity and the feedback of students' answer.

C Student teacher 3

Expert authority that exerted by student teacher 3 is in the form of teacher's explanation of the material.

The following excerpt is the example of expert authority exerted by student teacher 3:

Excerpt 6

S :teks yang mendeskripsikan sesuatu.

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

S : announcement.

3. Referent Authority

Referent authority deals with the authority of teacher in building emotional relationship with the students. It is related to the personality of teacher that perceived as funny, affectionate, and caring (French and Raven 1968). The example on the use of referent authority are praising the students and doing intermezzo to reduce the tension or pressure during learning.

A. Student Teacher 1

The use of referent authority that exerted by student teacher 1 are in the form of praise to the students that paying attention to the lesson, other than that teacher-student interaction seems only revolves around the topic in that session.

Following excerpt is the example of student teacher 1 exertion of referent authority:

Excerpt 7

<p><i>Teacher : Okay, Putra jadi Joey Lia jadi Jane</i></p> <p><i>: Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 12 3</i></p> <p><i>Students : *Performing the dialogue</i></p> <p><i>Teacher : Give an applause everyone</i></p> <p><i>Students : Yeay *applauding</i></p>
--

B. Student Teacher 2

The exertion of student teacher's referent authority almost similar with student teacher's 1, in which student teacher 2 employs it in the form of a praise for the students that asked by the student teacher 2 to answer or participate on the activity. In addition she also gives an encouragement to certain student that hesitates to express his answer due to shyness, and she also tried

to add joke during the task discussion which make the students laugh.

Following excerpts are the examples of student teacher 2's exertion of referent authority:

Excerpt 8

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. Adolescence 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.

Excerpt 9

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 menceritakan ulang? It's okay. Just try to be confident! Coba apa tadi ?

S : Untuk menceritakan ulang.

C. Student Teacher 3

Based on the observation, the referent authority that noticeable is in the form of praises that given by student teacher 3 for the students that able to answer her questions. There were also few instances of student teacher 3 made joke.

The following excerpts are the examples of referent authority exerted by student teacher 3:

Excerpt 10

T :oke. Dikasih hadiah. Dikasih hadiah apa?

S :rahasia bu.

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

S :dari orang tua bu.

T :masa dari orang tua 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.

4. Reward Authority

Reward authority deals with the teacher's use of reward as incentives to promote a desired response from the students (French and

Raven 1968). The use of reward authority for example: giving students a point or privileges as a reward of their participation or achievement.

A. Student Teacher 2

Student teacher 2 establishes a reward system in her classroom. She adds a point for the students that able to respond and answer to her questions and note the point gain in students' attendance list. The students seemed enthusiastic to respond and answer to question that the teacher asks.

The following excerpt is the example of student teacher 2 exertion of reward authority:

Excerpt 11

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?(noting the point in the student's attendance)
S : Hafizh.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research is conducted to find out the types of authority that used by student teacher engaged in teaching practice. The result of the study indicates that legitimate authority is the most frequently exerted type at 52%, followed by referent authority at 25%, expert authority at 17%, and reward authority at 6%. It is found that punishment authority is not used by all three student teachers. Student teacher 1 and 3 used three of the five types of authority; Legitimate, expert, and referent authority whereas student teacher 2 used 4 of the five types; Legitimate, expert, referent, and reward authority.

Based on the findings, the legitimate authority that used by the three student teachers mostly in the form of management of the activities such as asking students to do something, the use of expert authority can be seen during the delivery of material, the use of referent authority that student teacher 1, 2, and 3 use mostly in the form of praise however student teacher 2 gives an instance of encouragement, the use of reward authority only presents in student teacher 2, she establish point system in her class, the researcher finds that punishment or coercive authority is the types of authority that did not used by student teacher 1, 2, and 3.

To be effective, one must integrate at least some amount of each of these five types of authority. However, the use of the authority should be concerned with the teacher's style of teaching and the need of the students. Each form will generate diverse effects on the classroom and lead to various sorts of results with students.

5.2 Suggestion

According to the result of the research, there are some suggestions that will be given to the student teachers. They should concern about classroom management, especially in how they exerts their authority in the classroom because there are different condition of the classroom, the students and various unexpected situations. By knowing how to use their authority appropriately in accordance to the needs of students, they will manage the students, classroom activity, and lesson session more effective and lastly, teacher will be able to establish positive influence over the students.

As recommendation for future research, the relationship between the manner in which the teachers use and exert their forms of authority and the effectiveness of its usage and exertion still largely untouched, the researcher suggest future researcher to explore more in that area.

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teacherauthorityaspower.htm](http://calstatela.edu/faculty/jshindl/cm/appendixg-teacherauthorityaspower.htm)

APPENDICES

Following table is the indicators on the use of authority which is based on the elaboration of the types of authority by French & Raven (1968)

No.	Types of authority	Indicators
1	Legitimate authority	Related to the authority of teacher because their role as educator and as a teacher for example: managing students, managing activities
2	Expert authority	Related to the authority of teacher because of their expertise in certain subject for example: correcting mistakes, delivering materials.
3	Reference authority	Related to the teacher authority in building relationship with the students for example giving praise, attention, ice breaking during (joke, storytelling, etc) ,
4	Punishment or coercive authority	Related to the teacher authority in administering punishment or use disincentives; for example deprivation of right, decreasing student's grades, and reprimand
5	Reward authority	Related to the teacher's authority in giving reward for example give point, give special privileges etc

Student teacher 1

Smpn97 jakarta

No.	Authority (utterance or situation)	Legitimate authority	Expert authority	Reference authority	Reward authority	Punishment authority
1.	So who is absent today? <i>Yang gak masuk siapa?</i>	✓				
2.	Today we will learn about asking and giving opinions	✓				
3.	Opinions itu pendapat. Asking and giving opinions means bertanya dan memberikan pendapat (the teacher continue to explain about opinion)		✓			
4.	Okay, everyone repeat after me, ulangi ya	✓				
5.	okay, next giving opinion. Repeat after me	✓				
6.	Next we have informal expressions, ekspresi yang kita gunakan	✓				

	untuk berbicara dengan teman. Example, repeat after me					
7.	Once again!	✓				
8.	Next I have a dialogue, I want two people to perform the dialogue, Putra Aska and Lia	✓				
9.	Okay, Putra jadi Joey Lia jadi Jane. Dibaca yang kencang ya, aloud, yang jelas, ayo mulai, 1 2 3	✓				
10.	Give an applause everyone			✓		
11.	Now I want you to open your textbook page 64	✓				
12.	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	✓				
13.	Situation: the	✓				

	teacher monitoring the students' work					
14.	<p>Situation: the teacher asking whether the students finished their assignment or not.</p> <p>The teacher extended the time allowance to finish the assignment because the students haven't finished it.</p> <p>After extending the time allocation twice the teacher decided to check the students' work.</p>	✓				
15.	dua orang ya, biar jawabannya ada yang beda beda... Siapa mau berdua?	✓				
16.	Thank you student A and B			✓		
17.	Ayo silahkan maju (letting students who wants to			✓		

	answer to write their answer on the whiteboard)					
18.	Oke semuanya perhatiin. ... Perhatikan, number 2, ayo semuanya perhatikan dulu nomer 2	✓				
19.	Dua duanya benar Cuma, kalo bisa jangan terlalu sering pake <i>what do you think</i> (responding to the students' answer) Bisa pake <i>what do you feel</i> , atau <i>what is your opinion</i>		✓			
20.	Ayo number 3, nomor tiga... perhatikan ya!	✓				
21.	Yang pertama jawabannya pertanyaannya yaitu, <i>what do you feel about people wash in the river</i> , ini kurang lengkap ya, ini kurang		✓			

	lengkap. Seharusnya, washnya pake wash their clothes					
22.	<i>I think is not good</i> , yang ini harusnya pake it		✓			
23.	Ayo perhatikan!	✓				
24.	Iya kamu (letting a student to answer)			✓		
25.	Oke perhatikan ya!	✓				
26.	<i>I think it's too very good people</i> , ini, yang lebih baik jangan pake <i>too</i> ya		✓			
27.	Ini yang opini akan lebih baik diganti <i>about</i> ya, <i>what is your opinion about people stand in line to buy tickets?</i>		✓			
28	I have a homework ada PR kalian write in pair a dialogue, dialogue, conversation dengan teman sebangku kalian tentang <i>asking and giving opinion</i> .	✓				

	Besok kita bahas ya dialogue nya					
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Student teacher 2

SMPN 139 Jakarta

No.	Authority (utterance or situation)	Legitimate authority	Expert authority	Reference authority	Reward authority	Punishment authority
1.	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 ?	✓				
2.	It's okay. Just try to be confident!			✓		
3.	Let's read the text! Yang duduk di belakang, can you read the text? Bisa baca tulisannya? Okay.	✓				
4.	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.					
5.	Udah yaa, So let's discuss about it. What is adolescence? What do you think? Do you bring your dictionanries? Coba keluarkan	✓				
6.	yes, good job			✓		
7.	Raise your hand!	✓				
8.	I'll give you one point if you can answer my question				✓	
9.	masa remaja kamu ? what is your name? (responding to a student's answer)			✓		
10.	Hafizh, good job Hafizh... (giving the student a point)				✓	
11.	Okay good!			✓		
12.	The 1st paragraph. Let's read!	✓				
13.	Louder, louder!	✓				
14.	yes good. What is your name? (responding to a student's			✓		

	answer)					
15.	yes Yani good job!				✓	
16.	Yes, let's see what does it mean by adolescence from the article? Raise your hand! What is the meaning?	✓				
17.	What is your name? (responding to a student that wanted to answer)			✓		
18.	Okay, good job				✓	
19.	Okay good. How about you class? How old are you now? Fourteenth? Thirteenth?			✓		
20.	Twelveth? Oh my God. Twelveth ? eleventh? Who said twelveth? Is there any who get older?			✓		
21.	Okay, once again, try to answer my questions; I'll give you a point.	✓				
22.	Raise your hand, if you don't raise your hand I'll not note you.	✓				

	Coba!					
23.	<p>Yes, what is your name? (responding to student that answer the teacher's question)</p> <p>The student mentions his name and get one point from the teacher</p>				✓	
24.	<p>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.</p>	✓				
25.	<p>it's okay. The second paragraph what is that about? Now, let's read</p>	✓				

	together!					
26.	Raise your hand! (responding to some students that tried to answer)	✓				
27.	Louder!	✓				
28.	Okay diaz, I want you to answer my question. What is adolescence? Apa ? Apa diaz? Apa?	✓				
29.	Louder please!	✓				
30.	nama kamu 18? (the students laughed in response to the teacher's joke)			✓		

Student teacher 3

SMPN 139 Jakarta

No	Authority (utterance or situation)	Legitimate authority	Expert authority	Reference authority	Reward authority	Punishment authority
1.	Hello class. Good Morning!			✓		
2.	how are you?			✓		
1t	(checking students' attendance) ini suratnya mana? (upon finding	✓				

	student that absence with unknown reason)					
3.	Okay, recount text.... So, what is recount text? Recount text. Recount. Kira – kira apa sih recount text itu?	✓				
4.	Ok. Aldo. Please read the title on your book.	✓				
5.	Coba angkat tangannya, Please raise your hand.	✓				
6.	teks yang sudah terjadi. Kurang tepat. Sedikit lagi.	✓				
7.	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. Kalau descriptive text itu tentang apa sih?		✓			
8.	ya. Descriptive text adalah teks yang		✓			

	mendeskripsikan sesuatu. Bisa itu manusia, tempat, benda, atau hewan.					
9.	pokoknya, untuk functional text ini dia menggunakan kalimat yang benar, lalu polanya terstruktur, jadi teksnya tidak bertele-tele. Biasanya teks ini digunakan apabila ada kegiatan atau keperluan yang mendesak.		✓			
10.	apalagiya? Coba tunjuk tangannya.	✓				
11.	Yaa.. Short message. Good.			✓		
12.	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?	✓				
13.	ya. Good.			✓		
14.	Jadi, recount text itu adalah teks yang menceritakan kembali tentang suatu peristiwa		✓			

	yang sudah terjadi.					
15.	Why? Why should we learn about Recount text? Okay. Raise your hand please.	✓				
16.	oke. Coba Reza. Coba kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan. What is your moment that unforgettable in your life?	✓				
17.	Oke. Well, coba Ajeng. What is the most unforgettable moment in your life? Apa hal yang tidak pernah dilupakan oleh Ajeng?	✓				
18.	Information... Good (responding to student's answer)			✓		
19.	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.					
20.	To entertain... Good			✓		
21.	Coba kita inget-inget lagi yang kemaren. Descriptive text. Apa generic structure dari descriptive text?	✓				
22.	Specific characteristic... Good. (responding to student's answer)			✓		
23.	So, kalau descriptive itu ada tiga generic structure. Yang pertama identification, yang kedua description, dan yang terakhir specific characteristic.		✓			
24.	Nah, di recount text ini juga ada tiga. Apa saja? First, orientation, second, event, and the third is re-orientation.		✓			
25.	Orientation itu seperti introductionnya dari part itu.		✓			

	Jadi, pengenalan siapa tokohnya, kapan terjadinya. Itu adalah bagian dari introductionnya .					
26.	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.		✓			
27.	Okay, coba Yohana. What is orientation?	✓				
28.	hal-hal yang telah terjadi... Good (responding to student's answer)			✓		
29.	jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi.		✓			
30.	conclusion. Good.			✓		
31.	Melly please	✓				

	read the text!					
32.	Okay listen!	✓				
33.	Okay thank you			✓		

TRANSCRIPT OF CLASSROOM OBSERVATION

(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 opinion on?

S : Would you give me your opinion 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 *applauding

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 belum pak

*after few minutes

T : Finish? Udah semuanya ya

S : Belooooommmmmmm

T : Dikasih waktu 10 menit lagi ya

S : Yaaaa

*after 5 minutes

T : Udah selesai ya

S : Sedikit lagi pak

T : Udah selesai belum?

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

: Sebenarnya 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 lahhhhh

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 learnt 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 menceritakan 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 dictionaries?

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 about the meaning of adolescence. Is that true?

S : Yes.

T : Yes, let's see what does it mean by adolescence 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**. Adolescence 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 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 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 : Fourteenth. (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 adolescence 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 adolescence 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. Ssssst! Class, Devi will read a sentence. I want you 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, perkembangan 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.

T : okay, coba ulang lagi, perkembangan 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 extracurricular 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 kalau 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. Kalau 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? Kalau 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 kembalitentang 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.

Kasih.

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 terjadiannya? Dimana terjadiannya?

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. Penutupnya 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.

BIOGRAFI PENULIS



Nama lengkap penulis ialah Randy Teguh Prasetyo, lahir di Bogor, 12 Februari 1994, dan merupakan anak kedua dari tiga bersaudara dari pasangan Supartono dan Dice Sudiati. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis bertempat tinggal di Jalan Masjid An-Nashr, RT03/RW10, kelurahan Cilendek Timur, Bogor.

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