

APPENDIX I
THE SCRIPT OF OBSERVATION

I. The Script of the Teacher 1

1st Meeting

Day/ Date : Monday, March 5th 2012
 Time : 7.30 a.m until 8.30 a.m
 Class : I A
 Place : SD N Made IV Lamongan
 Total Students : 29 students
 Topic/Material : Number

Teacher : “Ok, everybody stand up! Stop! Stop! Please, stand up!”

Students : “Good morning, Mr. Ulum.”

Teacher : “Good morning, students.”

Students : “Let’s pray together!” (Prayed Al Fatihah together).

Teacher : “Ok, thank you. Good morning students.”

Students : “Good morning, Mr. Ulum.”

Teacher : “How are you today?”

Students : “I’m fine. And you?”

Teacher : “I’m fine. Thank you.”

Students : “You’re welcome.”

Teacher : “Give more spirit, please! Grade 1 A!”

Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).

Teacher : “Ok, give more spirit! Once more!”

Student 1 : “Mr, may I go to there?” (pointed out another group desk).

Teacher : “No! No! You just stay here! Ok, once more! Lebih kompak ya!
One, two, three, go! Grade 1 A!”

Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).

Teacher : “Ok, good! One hundred, one hundred, one hundred, one
hundred, zero, and zero!” (pointed out each group) “Good,

everybody now please stand up! Let's do exercise! Come one everybody, please stand up! Ok, very good! Who wants to be the leader over here?" (some students raised their hand) "Ok, Jojo and Angga. Everybody stand up! Come one stand up! Let's do together! One, two, three, go!"

Students : "Up and down, and shake shake shake, turn to the right, and turn to the left, turn around, and jump jump jump!" (together with teacher moved their body).

Teacher : "Ok, let's do once again! Let's do once again! One, two, three, go!"

Students : "Up and down, and shake shake shake, turn to the right, and turn to the left, turn around, and jump jump jump!" (together with teacher moved their body)

Teacher : "Ok, come one! Back to your seat! One, two, three, go! Come one! Back to your seat!" (clapped his hand) "Very good! Let's do review, yeah let's do review from number and additional. Can you count one until twenty? Twenty? Twenty?"

Students : "Dua puluh."

Teacher : "Come one! From number one, let's count! Dani! Dani! Ada Mbaknya!" (called Dani when her sister looked for him).

Student 2 : "Mr. Ulum! Mr. Ulum! Uangnya siapa?" (took the coin on the floor).

Teacher : "Oh, uangnya siapa?" (took the coin from his student and put it on his table) "Ok, ya, sit down, please! Ok, yeah, let's do review from number one, yeah, from number one up to twenty, Ok! Are you ready?"

Students : "Yes, ready!" (some students yelled)

Teacher : "One hundred! One hundred! Zero! Zero! Zero!" (pointed each group) "Are you ready?"

Students : "Yes, I am ready!"

Teacher : "Ok, let's count! One, two, three, go! One, come one let's do together!"

Students : "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty one, twenty two, twenty three, twenty four ... "

- Teacher : “Ok, stop! Stop! Now, I will say in Indonesia and you translate into English. Ok, satu tambah satu sama dengan dua? Raise your hand! Raise your hand! Satu tambah satu sama dengan dua?”
- Student 3 : “One plus one equals two.”
- Teacher : “Ok good! Tujuh dikurangi tiga sama dengan tujuh? Ok, come one! Who can answer it? Ok, you!”
- Student 4 : “Ten minus three equals seven.”
- Teacher : “Ok, one hundred for you. Next, sepuluh ditambah lima sama dengan lima belas?”
- Student 5 : “Saya!”
- Teacher : “Come one, Adi! Sepuluh ditambah lima sama dengan lima belas? Sepuluh ditambah lima sama dengan lima belas?”
- Student 5 : (looked toward to his friend) “Ten plus five equals fiveteen.”
- Teacher : “That’s right, but fiveteen or fifteen?”
- Students : “Fifteen.”
- Teacher : “Fiveteen or fifteen?”
- Students : “Fifteen.”
- Teacher : “Ok, good! Don’t say fiveteen but fifteen! Next, next, next, next! Tujuh ditambah tiga sama dengan sepuluh? Who can answer?”
- Student 6 : “Seven plus three equals ten.”
- Teacher : “Good! What group is it? Melati? Get one hundred! Ok, next Angrek! Angrek! Wait! Back to your seat, Jojo! Ok, Anggrek. Sepuluh ditambah tujuh sama dengan tujuh belas?”
- Student 7 : “Ten plus seven equals seventeen.”
- Teacher : “Ok, good! One hundred! Dahlia! Dahlia come one! Answer my question! Dua puluh dikurangi sepuluh sama dengan sepuluh?”
- Students : “Twenty minus ten equals ten.”
- Teacher : “That’s right, one hundred for you! Mawar! Come one! Answer my question, Mawar! Ok, Mawar! Mawar! Are you ready?”
- Students : “Yes, I’m ready.”
- Teacher : “Ok, Dani! Dani! Please, be quiet please! Be quiet! Ok, Mawar.”
- Student 8 : “Mr! Mr! We are two thousand, ya?”

- Teacher : “One hundred! One hundred! One hundred! One hundred.”
(pointed each group) “Come one, Mawar! Tujuh belas dikurangi dua sama dengan lima belas?”
- Students : (another group) “Seventeen ...”
- Teacher : “Stop! Stop! Stop!”
- Student 9 : “Seventeen minus two equals fiveteen.”
- Teacher : “Fiveteen or fifteen? Fiveteen apa fifteen?”
- Students : “Fifteen.”
- Teacher : “One hundred for Mawar! Ok, after this let’s play whispering game! What is whispering game? Whispering game itu apa?”
- Student 10 : “Bisik – bisikan.”
- Teacher : “ Ok, good! Bisik – bisikan. Ok, are you ready?”
- Students : “Yes, ready!”
- Teacher : “It’s all about number, about number. Dani!” (one student crowded) “Hello Dani! You’ll get zero, ya! One, two, three, be quiet! Kamboja! Kamboja! Hello! Put your pencil and sit well! Kamboja! Hello! Close your book! Ok, one, two, three, be quiet! Sit well! No voice! No voice! Ok, no voice! I will start from Melati. Come one! Come forward! All of you! No voice! Be quiet, Andi! Be quiet, please! Ok, are you ready?”
- Students : “Yes, ready!”
- Teacher : “Ok.” (whispered one student to another).
- Student 11 : “Seventeen.”
- Teacher : “What is seventeen in Indonesia?”
- Student 11 : “Tujuh belas.”
- Teacher : “Ok, one hundred! Very good! Ali, Dani, Elen, Caca! Don’t go out from your chair, ok! Don’t go out from your group or you will get zero! Good! Be quiet and sit well! Kamboja! Ok, come forward! Come one! Ok, Kamboja. Are you ready?”
- Students : “Yes, I’m ready!”
- Teacher : “Ok, thank you! Very good! (whispered one student to another).
- Student 12 : “Twelve.”
- Teacher : “Ok, twelve. What is the meaning of twelve?”

Student 12 : “Dua belas.”

Teacher : “Dua belas, is that right? Correct it! True or false? Twelve means dua belas. True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “False.”

Teacher : “False or true?”

Students : “True.”

Teacher : “True. Ok, you got one hundred! Sit down, please! Ok, the next. Ok, Kamboja! Remember! If you are out from your group you get zero, ok! Don't go anywhere! Ok, Mawar. Are you ready?”

Students : “Yes, ready!”

Teacher : “Yeah, be ready! Naufal, sit well!” (whispered one student to another).

Student 13 : “Sixteen.”

Teacher : “Louder! Please, louder!”

Student 13 : (still confused)

Teacher : “You know louder? Louder, lebih keras lagi.”

Student 13 : “Sixteen. Enam belas.”

Teacher : “Ok, everybody! Hello! Kamboja! Kamboja! Sixteen means enam belas. True or false?”

Students : “True.”

Teacher : “Sixteen means enam belas.”

Students : “False.”

Teacher : “True or false?”

Students : “True.”

Teacher : “Ok, one hundred for Mawar! Ok, good! Good! Very good! Ok, next. Remember! Don't go anywhere and be quiet! If you go out from your chair you get zero. Come one, Dahlia! Hello Kamboja! Kamboja! No voice! For all of you, are you ready?”

Students : “Yes, I am ready!”

- Teacher : “Jojo, set up your ear! Dimas!” (whispered one student to another).
- Student 14 : “Nineteen.”
- Teacher : “Nineteen. What is the meaning of nineteen?”
- Student 14 : “Sembilan belas.”
- Teacher : “Sembilan belas. Nineteen means sembilan belas. True or false? Nineteen means sembilan belas. True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True! True!”
- Teacher : “True or false? Ok, your answer is true. One hundred point for you! Ok, Anggrek! Let’s go! Ok, come one! Be quiet Melati! Melati zero, ya!”
- Student 15 : “Mr. Ulum, uangku hilang.”
- Teacher : “How much?”
- Student 15 : “Lima ratus.”
- Teacher : “Maybe this, this is your money. Keep it well!”
- Student 15 : “Bukan ini, yang tadi kecil.”
- Teacher : “Hah?”
- Students : “Lima ratusnya kecil.”
- Teacher : “Yang kecil? Ok, later! Take it easy! Ok, one, two, three, Kamboja! Melati! Mawar! Dahlia! One, two, three, be quiet! Ok, good! Be quiet! Are you ready? Kok melempem? Are you ready?”
- Students : “Yes, ready!”
- Teacher : “Ok, go!” (whispered one student to another) “What is the answer? Say louder!”
- Student 16 : “Eleven”
- Teacher : “What is the meaning of eleven?”
- Student 16 : “Sebelas.”
- Teacher : “Ok, everybody! Hello students! Students! Eleven ... ssstt! Vicky says eleven means sebelas. True or false?”

- Students : “True.”
- Teacher : “True or false?”
- Students : “False.”
- Teacher : “Who answer false? Raise your hand! So eleven is ...”
- Student 16 : “Sebelas.”
- Teacher : “True or false?”
- Student 16 : “True.”
- Teacher : “True or false?”
- Student 16 : “True.”
- Teacher : “Eleven means sebelas. True or false?”
- Student 16 : “True.”
- Teacher : “True or false?”
- Student 16 : “True.”
- Teacher : “Ok, true! One hundred! Ok, congratulation, yeah! One, two, three, be quiet! Be quiet! Be quiet! Be quiet! Andi, be quiet! Jojo, be quiet! Ok, now please come forward! One, two, three, be quiet! Hello, Dimas! Clean your tissue! Clean your tissue and put to the that bin!”
- Student 17 : “Ini ndak kotor.”
- Teacher : “Hah?”
- Student 17 : “Ini ndak kotor.”
- Teacher : “Ok, ok! One, two, three, be quiet! Bisa be quiet ndak, nih?”
- Students : “Ndak bisa.” (laughed).
- Teacher : “Ok, one, two, three, be quiet! Kamboja zero! Anggrek zero! Ok, no voice please! No voice! No voice! Andi! Andi, put your pencil! Ok, hop! Stop! So, now I will write. Jojo, ssstt! So, now I will the numbers, maybe additional, then you have to write the English under the number! For example, I write $2 + 5 = 7$. So must write two plus five equals seven. Ok, do you understand? Do you understand?”
- Students : “Yes.”
- Teacher : “Ok, are you ready?”

Students : “Yes, ready.”

Teacher : “One, two, three, be quiet! Ok, next. This is the question.” (wrote down the question on the whiteboard) “Mmmh, ok Mawar! Who wants to come forward? Mawar! Mawar! Mawar! Ok, come one! With me, with me. Safa! Ok, good Safa! Other group, please be quiet! Ok, good! Ssstt! Ok, don’t say anything! Just be quiet! Ok, Vicky be quiet! Sembilan belas, how do you say?”

Student 18 : “Nineteen.”

Teacher : “Oh, ok, now please sama - sama, please read!”

Student 18 : “Ten plus nine equals nineteen.”

Teacher : “True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True.”

Teacher : “Ok, Mawar you got one hundred again. Be quiet! Be quiet! Second question.” (wrote down the question on the whiteboard) “Anggrek! Who wants to come forward? Mirza? Come one! Other be quiet! Didi! Put your mobile into your bag! Put your mobile into your bag! Hayo, gimana tulisannya? Hayo, besarin dikit, besarin dikit! Ok, ok, ok, are you sure? Please now, stand up right here! Read loudly! Read loudly! Baca yang keras! One, two, three!”

Student 19 : “Seven plus eight equals fifteen.”

Teacher : “Hallo, students! Seven plus eight equals fifteen. True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True.”

Teacher : “True. One hundred! Ok, good! Be quiet! Kamboja, be quiet! Put your coin into your pocket! Put your coin into your pocket, ok! Number three, ok number three.” (wrote down the question on the whiteboard) “Dahlia ... ayo Dimas!”

Student 20 : “I am, I am, Mr!”

Teacher : “Ya, ya, later one by one. Be patient! Be patient! Sabar! Dimas is big, so the letter is also big. Ya, what is this?”

Student 21 : “Eighteen.”

Teacher : “Make it clear! Ok, you stand up right here! Right here, ok! Hello students! Students! Hello! Hello! Ayo coba, read loudly! Baca dengan keras!”

Student 21 : “Nine plus nine equals eighteen.”

Teacher : “Ok, students! Nine plus nine equals eighteen. True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True.”

Teacher : “Congratulation! You got one hundred! Sit down!”

Student 21 : “Four hundred, Mr!”

Teacher : “Ok, four hundred. Yeah, Melati, Melati, stop! Question number four.” (wrote down the question on the whiteboard) “Ok, be quiet! Narudin! Andi! Jias, be quiet! Andi! Jias! Be quiet or you will get zero! Sit well! Come one! Let’s read loudly! Baca keras! One, two, three, go!”

Student 22 : “Eight plus four equals twelve.”

Teacher : “Oh, Eight plus four equals twelve. True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True.”

Teacher : “Wait! Jojo! Eight plus four equals twelve. True or false?”

Student 23 : “True.”

Teacher : “True or false?”

Student 23 : “False, false!”

Teacher : “Hayo true or false?”

Student 23 : “True, true!”

Teacher : “True or false?”

Student 23 : “True.”

Teacher : “Andi! Eight plus four equals twelve. True or false? Eight ...”

Student 24 : “True.”

Teacher : “Yeah! Eight plus four equals twelve. Vicky, zero! Sit down, please! Ok, One hundred! One hundred! Kamboja! Adi, Udin! Ssst! I’ll count until three, one, two, three! Mirza! Mirza! Read!”

Student 25 : “Three plus twelve equals fifteen.”

Teacher : “Ok, sit down! Kamboja you get one hundred! Dimas! Dimas! One, two, three, be quiet! Yang nggak be quiet hangus! Be quiet! Andi! Andi! Be quiet! Ok, yeah. Well students ... Mirza! Mirza! Turn around! What is turn around? Lah, like this. Ok, Adi! Oh, Dahlia ini minta zero. One, two, three, be quiet! Mawar, one, two, three, be quiet! Melati, be quiet! Kamboja, be quiet! And Mirza! Anggrek, be quiet! Ok, the next. Hello! The next. The next, yeah, the next text is ... Hello! Mr. Ulum will write the number in a letter and you have to write the number. For example like this ... Ok, Mirza! If I write like this ... Kalau belum diam, zero semuanya! One, two, three, go, be quiet! Safa zero! Kamboja zero! Ok, I will write the letter and you have to write the number. For example ... Ssst! For example like this, number one ... Ssst! Stop! Stop! Jo, sit down! Hey Jojo! Jo, zero ya! Ok, where is your chair? Ok, yeah. If I write like this ... Hello! If I write like this, you have to write, you must write the number! Dimas, zero! Dimas, zero! Budi, zero! Ok, be quiet! Jojo zero! So you must write nine, plus, you must write plus, and then you must write ten, equals nineteen! Are you ready?”

Students : “Yes, ready!”

Teacher : “Are you ready?”

Students : “Yes, ready!”

Teacher : “One, two, three, be quiet! Dimas, your tissue!”

Student 26 : “Mr, difoto.”

Teacher : “She is Miss Erna.”

Students : “Miss Erna.”

Teacher : “Ok, be quiet! Ok, one, two, three ...”

Student 26 : “Baterainya nggak entek ta, Miss?”

Teacher : “Hello! Be quiet, please!”

Students : “Aku! Mr, I, I!”

Teacher : “One, two, three, be quiet! Melati zero! Mawar, mawar! No voice!” (wrote down the question on the whiteboard) “Ok, Mr. Jojo! Sixteen plus two equals eighteen.”

Student 27 : “Write the number, Mr?”

Teacher : “Yes, write the number! Hey! Be quiet! Zero ya? Zero ya? Sixteen plus two equals eighteen. Read it! Baca!”

Student 28 : “Sixteen plus two equals eighteen.”

Teacher : “True or false? True or false? One hundred or zero?”

Student 28 : “Zero.”

Teacher : “Loh? Do you want one hundred or zero?”

Students : “One hundred.”

Teacher : “Ok, Dahlia! One hundred! Ok, one hundred! Dani come! Come one! “ (wrote down the question on the whiteboard) “Coba, read it!”

Student 29 : “Twelve plus three equals fiveteen.”

Teacher : “Fiveteen atau fifteen? Fifteen or fiveteen?”

Student 29 : “Fifteen.”

Teacher : “Fifteen. Ok, Melati got ne hundred! Adi, be quiet! Angga! Angga!”

Student 1 : “Buang sampah loh, Mr!”

Teacher : “Ok, over there! Adi! Adi! Stand up right here and then read it!”

Student 2 : “Nineteen plus one equals twenty.”

Teacher : “Well done! Very good! Angga, come one sit down! Ok, next. This is the final round. Mawar? Not yet? Ok, come one!” (wrote down the question on the whiteboard) “Now read it!”

Student 3 : “Thirteen plus seven equals twenty.”

Teacher : “Ok, well done! Very good! Vicky, Dimas! Ok, Mr will count until three, one, two, three, be quiet! Ok, coba! Check Check! Check Check! Check Check Check! Ok, yeah. Check Check! Zero loh! Check Check! Check Check Check! Check Check Check! Boom! Boom! Boom Boom! Boom Boom! Check Check Boom! Check Check Boom! Boom Check Boom! Boom Check Boom! Dimas zero! Big zero! Check Check Boom Boom! Check Check Boom Boom! Boom Boom Check! Boom Boom Check! Check Check Check Check Boom! Check Check Check Check Boom! Zero! Zero! Zero! Berarti Dahlia nilainya, your score is ... Hayo! Sit down or zero! Sit down or zero! Zero! Sit down or zero?” (students clapped their hand when

the teacher said check and stamped on their foot when the teacher said boom).

Student 4 : “Sit down.”

Teacher : “Ok, next. Check Check Check! Kamboja zero! Check Check Check! Boom Boom! Boom Boom! Check Check Boom! Check Check Boom! Check Check Check Boom! Ok, very good!”
(wrote down the question on the whiteboard) “Ok, come one read!”

Student 5 : “Seventeen plus two is nineteen.”

Teacher : “Ok, thank you. Ya, thank you. One, two, three, be quiet! Ok, let’s sing together. Animal’s song. Animal’s song. Ok, one, two, three, go!”

Students : “Bear beruang, monkey monyet, donkey keledai, crocodile buaya, horse kuda, turtle kura – kura, tiger macan, lion singa.”

Teacher : “Once again! Once again! One, two, three, go!”

Students : “Bear beruang, monkey monyet, donkey keledai, crocodile buaya, horse kuda, turtle kura – kura, tiger macan, lion singa.”

Teacher : “Ok, sit down! One, two, three, sit down please! One, two, three, sit down please! Mawar one hundred! Jojo zero! Ok, before ending the lesson, let’s count one until twenty. Are you ready?”

Students : “Yes, I am ready.”

Teacher : “Kamboja zero! Melati zero! Are you ready?”

Students : “Yeas, ready!”

Teacher : “Ok, let’s count! One, two, come one together! One, two, three, go!”

Students : “One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.”

Teacher : “Ok, good! Very good! Sit down, please! Well students, hello!”

Student 6 : “Mr, Anjing Super.”

Teacher : “Anjing super? Ya, next week! Ok, let’s close lesson! Jojo! One, two, three! Jojo sit down, please! Masih ada suaranya jadinya zero. Ok, Kamboja zero! Dahlia, be quiet! Anggrek! One, two, three, be quiet please! Hey Alif zero! One, two, three, be quiet! Salsa, be quiet please! Before ending the lesson, let’s get more spirit! One, two, three, Grade 1 A!”

- Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).
- Teacher : “Dias, Udin, Adit, Vicky, terus Fahrel zero soalnya ndak ikut.
One, two, three, go! Grade 1 A!”
- Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).
- Teacher : “Ok, well thak you. Is there any question? Hello! Ada pertanyaan?”
- Students : “No.”
- Teacher : “Well, see you next week. Wassalamualaikum Wr. Wb.”
- Students : “Waalaikumsalam Wr. Wb.”
- Teacher : “Ok, good bye! Good bye!”
- Students : “Good bye!”

2nd Meeting

Day/ Date : Monday, March 5th 2012
 Time : 8.30 a.m until 9.30 a.m
 Class : I C
 Place : SD N Made IV Lamongan
 Total Students : 28 students
 Topic/Material : Number

Teacher : “Ok, are you ready?”

Students : “Yes, I am ready.”

Teacher : “Assalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

Teacher : “Good morning, students!”

Students : “Good morning, Mr. Ulum!”

Teacher : “How are you today?”

Students : “I am fine. And you?”

Teacher : “I am fine too. Thank you.”

Students : “You are welcome.”

Teacher : “Ok, good! To get more spirit, Grade I C!”

Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
 (clapped their hand).

Teacher : “Ok, mantap! Very good, yah! Ok, hello! On 19th we will get middle test, yeah, we will get middle test. So today, we will have review, we will have review about number and additional number. What is the meaning of number? Number? Number? What is number?”

Student 1 : “Nomer, angka.”

Teacher : “Hah! That’s right! Very good, yeah! Angka. Can you count from number one until twenty? Can you? One, two, three, are you ready?”

Students : “Yes, ready! One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty...”

- Teacher : “Ok, stop! Very good! Grade 1 C is very good! Very good or very huuh? Very good or very huuh?”
- Students : “Very good!”
- Teacher : “Ok, coba. It’s all about additional, additional. I will, I will say in Indonesia and then you will speak in English. Satu tambah satu sama dengan dua.”
- Students : “Two.”
- Teacher : “No. Satu tambah satu sama dengan dua. How do you say? How do you say? Satu ...”
- Students : “One plus one plus ...”
- Teacher : “Hey! Sama dengan?”
- Students : “Three.”
- Teacher : “Eh! Equals.”
- Students : “Three.”
- Teacher : “Loh! Loh! Loh! Satu tambah satu kok sama dengan tiga?”
- Students : “Two.”
- Teacher : “Two. Ok, again. Dua tambah satu sama dengan tiga.”
- Students : “Two plus one equals yhree.”
- Teacher : “Very good! Lima tambah dua sama dengan tujuh.”
- Students : “Five plus two equals seven.”
- Teacher : “Equals?”
- Students : “Seven.”
- Teacher : “Very good! That’s right! Next, enam tambah empat sama dengan sepuluh. Ayo!”
- Students : “Six plus four equals ten.”
- Teacher : “Ok, perfect! Next question, sebelas tambah tiga sama dengan empat belas.”
- Students : “Eleven plus three equals fourteen.”
- Teacher : “Fourteen. Fourteen or fifteen? Fourteen or fifteen?”
- Students : “Fourteen.”

- Teacher : “Fourteen. That’s great! Ok, one, two, three, one, two, three, go! After this I will invite you to play whispering game. Apa whispering game?”
- Student 2 : “Bisik – bisikan, kita bermain bisik – bisikan.”
- Teacher : “Bisik – bisikan. He em, good! Kita bermain bisik – bisikan! Ok, are you ready?”
- Students : “Yes, ready!”
- Teacher : “One, two, three, be quiet!”
- Student 3 : “Mr, kalau keluar bangku zero?”
- Teacher : “That’s right! Be quiet! No voice! Sit well and no voice! Ssstt, no voice! Ok, no voice! Ok, I will start from the group ... Butterfly, come forward, please! All of you come forward! Come one! Please, come forward! Ok, Amel. Are you ready?”
- Student 4 : “Yes, ready.”
- Teacher : “Ok, stand up!” (whispered one student to another) “What is the answer?”
- Student 5 : “Eleven.”
- Teacher : “Ok, what is the meaning of eleven?”
- Student 5 : “Sebelas.”
- Teacher : “Sebelas. Sebelas is eleven. True or false?”
- Students : “No.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “True. True or false?”
- Students : “True.”
- Teacher : “Eh, what is you answer, Amel?”
- Student 5 : “Eleven.”
- Teacher : “Eleven is sebelas. True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”

- Teacher : “Ok, true. One hundred for you! Give applause! Ok, Butterfly gets one hundred. Get ready! Get ready! Where is your group board? Oh, you put it here. Ok, second group is ... aha! Lion! Come one!” (whispered one student to another).
- Student 6 : “Seventeen.”
- Teacher : “Seventeen. What is seventeen? What is seventeen? What is seventeen? (made a joke by shaking his student’s shoulder).
- Students : (laughed)
- Student 6 : “Tujuh belas.”
- Teacher : “Seventeen is tujuh belas. True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Ok, congratulation! One hundred! Ok, good! Elephant! Come one! Lion, Lion and Butterfly! Remember, if you are out from your table. You get zero! Ok, ok ya?”
- Student 7 : “Hangus.”
- Teacher : “He em. If you are out from your chair, from your table. Zero. So sit well and no voice! Ok, next. Are you ready, Ajeng?”
- Student 8 : “Yes, ready.”
- Teacher : “Ayo! What is the answer?”
- Student 9 : “Seventeen fifteen.”
- Teacher : “Fifteen or seventeen, hayo? Set up your ear!”
- Student 9 : “Seventeen.”
- Teacher : “Seventeen or fifteen? Seventeen or fifteen?”
- Student 9 : “Fifteen.”
- Teacher : “So, what is fifteen?”
- Student 9 : “Lima belas.”
- Teacher : “Lima belas. Fifteen is lima belas. True or false?”
- Students : “True.”
- Teacher : “Fifteen is lima belas. True or false?”

- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Ok, good! Congratulation! One hundred! Very good! Don’t go out from your group! Stay and sit well or you will get zero!”
- Student 10 : “Why?”
- Teacher : “If you are out, you go out right here right there, you get zero. Horse! Come one, Horse! Faiz, you answer the question? Ok, Faiz. Putra! Zero!” (whispered one student to another) “Ok, go! What is the answer? Hayo? Hayo? Hayo!”
- Student 11 : (confused)
- Teacher : “Listen to your friend carefully! Hayo, what is the answer?”
- Student 12 : “Mr, I want go to the toilet?”
- Teacher : “Ok, two minutes! Ok, you know the answer? You know the answer?”
- Student 11 : (still confused)
- Teacher : “Ok, let’s count! One, two, three, four, five. Ding Dong! Time is over, yah!”
- Students : “Huuh!”
- Teacher : “Be quiet! Berapa tadi jawabannya? Mr. Ulum tadi bilang berapa?”
- Student 13 : “Dua puluh.”
- Teacher : “Ya, twenty. Twenty itu berapa?”
- Students : “Dua puluh.”
- Teacher : “Ok, sit down! Horse, you still zero.”
- Students : “Huuh!”
- Teacher : “Hey, be quiet! Don’t worry! We have second round. Ok, Duck come one! Come one, Duck! Only three? Only one, two, three?”
- Student 14 : “Ya.”
- Teacher : “Get ready!” (whispered one student to another) “What is the answer, Oliv? Hah? What is the answer? Jawabannya apa?”
- Student 14 : (kept silent but finally spoke) “Dua belas.”

- Teacher : “No! No! No! In English jawabannya.”
- Student 14 : “Dua belas.”
- Teacher : “Iya, Bahasa Inggrisnya?”
- Student 14 : “Twelve.”
- Teacher : “Twelve. What is twelve? What is twelve?”
- Student 14 : “Dua belas.”
- Teacher : “Dua belas. Twelve is dua belas. Ok, true or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Twelve, twelve is dua belas. True or false?”
- Student 16 : “True? False.”
- Student 17 : “True! Dua belas, kok! Twelve yo!”
- Student 16 : “Twelve itu nggak dua puluh ta?”
- Teacher : “Kalau twelve dua puluh, twenty itu berapa?”
- Students : “Dua puluh. Twenty itu dua puluh.”
- Teacher : “Dua puluh or dua belas?”
- Students : “Dua belas.”
- Teacher : “Dua belas? Twelve dua belas or dua puluh?”
- Students : “Dua belas.”
- Teacher : “Dua belas. So, Olivia answers twelve is dua belas. True or false?”
- Students : “True.”
- Teacher : “True. One hundred! Very good! Come one, Cat! Are you ready?”
- Students : “Yes, ready.”
- Teacher : “Melempem. Are you ready?”
- Students : “Yes, ready!”
- Teacher : “Sip!” (whispered one student to another) “What is the answer? Louder! Baca yang lebih keras!”

Student 18 : “Sixteen.”

Teacher : “Sixteen. What is sixteen?”

Student 18 : “Enam belas.”

Teacher : “Sixteen is enam belas. True or false?”

Students : “True.”

Teacher : “Sixteen is enam belas. True or false?”

Students : “True.”

Teacher : “Ok, one hundred! Very good! Duck one hundred! Horse still zero! Butterfly one hundred! Lion one hundred! Cat one hundred! And Elephant one hundred! Ok, coba. Everybody please now please stand up! Stand up! Let’s do exercise up and down! Ok, come one stand up! Stand up! Nina stand up! One, two, three, one, two, three, go!”

Students : “Up and down, and shake shake shake, turn to the right, and turn to the left, turn around, and jump jump jump!” (together with teacher moved their body).

Teacher : “Once again! Sekali lagi! One, two, three, go!”

Students : “Up and down, and shake shake shake, turn to the right, and turn to the left, turn around, and jump jump jump!” (together with teacher moved their body).

Teacher : “Ok, sit down please! One, two, three, one, two, three, go! Ok, one hundred! One hundred! One hundred! Zero! One hundred! One hundred! Ok, hello! Say in your best concentration, ok! Say in your best concentration! Check Check! Check Check! Check Check! Eh, if you check or boom, you must do this or do this! Clap your hand or step your foot!”

Student 19 : “Mr. Ulum Nina cry.”

Teacher : “Why?”

Student 20 : “Kena itu.”

Teacher : “Oh, kena itu! Sini, diobatin - diobatin! Wes, sudah! Sudah sembuh. One, two, three, Check Check! Check Check! Check Check! Zero! Zero! Zero! Zero! Check Check! Boom Boom Boom! Boom Boom Check! Boom Boom Check! Check Check Boom! Boom Boom Boom Boom Check! Boom Boom Boom Boom Boom Check! Check Check Check Boom! Very good! Ok, students! Sit down, please! Do you still remember about animals song? Bear beruang?”

- Students : “Yes.”
- Teacher : “Ok, let’s sing together! One, two, three, go!”
- Students : “Bear beruang, monkey monyet, donkey keledai, crocodile buaya, horse kuda, turtle kura – kura, tiger macan, lion singa.”
- Teacher : “Once again! Once again! Yah, sekali lagi! Yang kompak yang keras! One, two, one, two, three, go!”
- Students : “Bear beruang, monkey monyet, donkey keledai, crocodile buaya, horse kuda, turtle kura – kura, tiger macan, lion singa.”
- Teacher : “Ok, sit down please! One, two, one, two, one, two, three, go! Sit down, please! Second round. Second round. One, two, three, be quiet! Be quiet! Now I will read, I will write yeah, I will write ... Put over there! In the middle! Ok, good! I will write the number and you write the English! For example ...”
- Students : “Sample.” (laughed)
- Teacher : “Ex! Sample!” (pointed out his self when he said ex and pointed out his students when he said sample) “Vege! Table!” (pointed out his self when he said vege and pointed out his students when he said table).
- Students : (laughed)
- Teacher : “One, two, three, be quiet! No voice! Ssstt, no! Be quiet! Elephant zero, ya? Elephant zero! Be quiet! If I write dua ditambah dua sama dengan empat.” (wrote down the question on the whiteboard) “You must write two plus two equals four.”
- Student 21 : “Write it, Mr?”
- Teacher : “No! No! No! We will play the game. One, two, three, be quiet! Duck! Eh kok, Duck! Horse! Ok, the question number one.” (wrote down the question on the whiteboard) “Ok, who wants to come forward? Write! Tulis! Cat!”
- Student 22 : (wrote down pus not plus)
- Students : “Pus?”
- Teacher : “Pus meong?”
- Students : (laughed) “Plus.”
- Teacher : “Four pus meong ...”
- Students : (laughed) “Pus meong.”

- Teacher : “Ssstt, be quiet! Hey Hafif, zero ya! Equals, how do you write equals? This one. Ok, bigger! Lebih besar! Lebih besar! Ok, Hello! Hello! Come one, read! Read!”
- Student 22 : “Four plus five equals nineteen.”
- Teacher : “Loh? Nineteen or nine? Nine apa nineteen?”
- Student 22 : “Nine.”
- Teacher : “Ok, one hundred for pus meong! Ok, you get one hundred! Don’t go out from your group! If you are out from your group, you will get zero, ok! Zero!” (wrote down the question on the whiteboard) “Butterfly! Who wants to come forward? Butterfly? Come one, take the marker! Uswatun? Come one! Ssstt, Habib zero ya! Hayo sebelas? How do you say in English? Loh? Ya benar tadi! Ok, read it! Eit eit eit! Don’t go!”
- Student 23 : “Seven plus four equals seven.”
- Teacher : “Loh? Mana seven? Repeat again!”
- Student 23 : “Seven plus four equals seven.”
- Teacher : “Loh? Seven?”
- Student 23 : “Eleven?”
- Teacher : “Eleven. One hundred for butterfly! Question number three, question number three.” (wrote down the question on the whiteboard) “Elephant!”
- Students : (did struggle to go forward)
- Teacher : “Wait, later ya! Don’t go out from your table! One, two, three, be quiet!”
- Student 24 : (confused) “Gimana ya?”
- Teacher : “Hayo, gimana tulisannya? Ayo Elephant! You may help Ajeng!”
- Student 24 : “Di sini U ta Mr?”
- Teacher : “Ya.” (helped her to write down) “Mmmh, ayo tiga belas gimana? Ayo, thirteen tulisannya gimana? T .. h .. r .. t .. ya, ok! Ok, read!”
- Student 24 : “Eight plus five equals thirteen.”
- Teacher : “Thirteen. Sit down! Elephant one hundred! Cat one hundred!” (wrote down the question on the whiteboard) “Lion! Habib, sit down please! Rani Rani, pay attention! Ok, read it! Diva Diva!”
- Student 25 : “Nine plus eight equals seventeen.”

Teacher : “Ok, one hundred! One hundred! One hundred!” (wrote down the question on the whiteboard) “Come one, next! Budi Amel, pay attention! Come one read it! One, two, three, go!”

Student 26 : “Seven plus seven equals fourteen.”

Teacher : “Ok, thank you! Very good! One hundred!” (wrote down the question on the whiteboard) “Next, the last. Habib! Ini julukannya Habib bola.”

Students : “Bolang?”

Teacher : “Bola. The ball. The ball boy. Ok, be quiet! Ok, read it!”

Student 27 : “Six plus six equals twelve.”

Teacher : “Ok, six plus six equals twelve. Sit down, please! Sit down! One hundred! One hundred! One hundred! One hundred! One hundred! Ok, are you ready for the other game? Are you ready?”

Students : “Ready.”

Teacher : “Melempem. Are you ready?”

Students : “Yes, ready!”

Teacher : “Are you ready?”

Students : “Yes, ready!”

Teacher : “Grade 1 C!”

Students : “I am the best, you are the best, we are the best. Yes Yes Yes!” (clapped their hand).

Teacher : “The next, I will write the letter and you must write the number. For example, for example like this. Hello, be quiet! Mr. Ulum will write the letter, for example, ok, Mr. Ulum will write like this, you, you, you, you must write the number.” (wrote down the question on the whiteboard) “Two plus eight equals ten. Ok, are you ready?”

Students : “Yes, ready.”

Teacher : “Melempem. Elephant melempem, Horse melempem, Duck also melempem. Are you ready?”

Students : “Yes, ready!”

Teacher : “Nanti pita suaranya putus itu. Ok, thank you! Ok, one, two, three, be quiet!” (wrote down the question on the whiteboard) “Ok, who wants to come forward? Oliv sudah? Vicky, ok Vicky! Are you ready?”

- Students : “Yes, ready!”
- Teacher : “Ok, come one! Plus three, equals twenty? He em, ok, one hundred!” (wrote down the question on the whiteboard).
- Student 28 : “I am, Mr!”
- Teacher : “No! No! No! Nince! Hey hey! Eleven? Plus, ok ... Hey Uswatun! Amel! Fifteen. Read! Dibaca!”
- Student 1 : “Eleven plus three sama dengan lima belas.”
- Teacher : “Ok, thank you! Alright! One hundred!” (wrote down the question on the whiteboard) “And butterfly! Who wants to come forward, Butterfly?Amel! Amel! Amel! Hello! Pay attention, please! Horse! Horse! Habib and friends pay attention! Oliv! Nina! Pay attention! Nina! Pay attention! Now, please read it!”
- Student 2 : “Sixteen plus four equals twenty.”
- Teacher : “Very good! Well done, yeah! Butterfly one hundred!” (wrote down the question on the whiteboard) “Ok, Putra! Putra! Yes, you right! Ajeng, pay attention! Please, pay attention to your friend! Now, read it!”
- Student 3 : “Eighteen plus one equals nineteen.”
- Teacher : “Very good, yeah! Putra get one hundred! Coba ... “ (wrote down the question on the whiteboard).
- Students : (did struggle to go forward) “Saya, Mr! I! I!”
- Teacher : “Sudah sudah! Sit down, please!”
- Student 4 : “Aku habis Oliv, ya. Aku Mr!”
- Student 5 : “I am, Mr!”
- Teacher : “Hello! Nince zero ya! Ok, read now!”
- Student 6 : “Five plus eleven equals sixteen.”
- Teacher : “Ok, pinter! Ok, sit down! Sit down! Horse! This is the final round. Ok, one, two, three, sit down please! Hello! Grade I C!”
- Students : “I am the best, you are the best, we are the best. Yes Yes Yes!” (clapped their hand).
- Teacher : (wrote down the question on the whiteboard) “One, two, three, be quiet! Zero! Zero! Masih bersuara, yang masih ada voiceny, no break time! Ndak ada istirahat! Be quiet! Ssstt, be quiet! Eight plus three equals eleven. How do write eleven? Eleven is? Berapa eleven itu?”

- Student 7 : “Sebelas.”
- Teacher : “He em, pinter! Yah, ok! Read! Baca!”
- Student 7 : “Eight plus three equals eleven.”
- Teacher : “Very good! Give applause! One hundred! One hundred! One hundred! One hundred! And one hundred! Now. Please one, two, three, be quiet! No voice!”
- Student 8 : “Mr, break?”
- Teacher : “We almost have breaking time.”
- Student 9 : “Mr, kapan ulangannya?”
- Teacher : “On 19th, berapa? On 19th. Coba, to get more spirit before breaking time, one, two, three, Grade 1 C!”
- Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).
- Teacher : “One, two, three, anteng – antengan! Now, please Ayik come here! Infaqnya?”
- Students : “Sudah, Mr!”
- Teacher : “Oh, sudah. Ok, thank you! Sit down, please! Ok, on 19th ... Hello! On 19th we will get middle test, yeah! On 19th ... Hello! One, two, three, be quiet! Zero! Zero! Zero! Be quiet! On 19th we will have middle test. 19th? Apa 19th?”
- Students : “Sembilan belas.”
- Teacher : “Ya, you will have middle test. Apa middle test? Middle test?”
- Students : (confused)
- Teacher : “Test itu apa?”
- Students : (still confused)
- Teacher : “U ... u ...”
- Students : “Ulangan.”
- Teacher : “Middle? Middle? Middle?”
- Students : “Besok.”
- Teacher : “No! Middle, middle? Iwan, Angel, Ayik. Angel is in the middle. What is middle?”
- Students : “Udel! Udel!”

- Teacher : “No! No! Nince, Ajeng, Mr. Ulum. Ajeng is in the middle. Middle itu apa?”
- Students : (still confused)
- Teacher : “Middle means? Artinya? Te ... te ... tengah. Nah, jadi tanggal 19 kalian akan ulangan ...”
- Students : “Ulangan Tengah Semester.”
- Teacher : “Ya, UTS. So, go study! What is study? Study. Apa itu study? Hello!”
- Student 10 : “Buku?”
- Teacher : “Loh?”
- Students : “Belajar.”
- Teacher : “Belajar. Ok, one, two, three, be quiet! No voice! Be quiet! Wassalamualaikum Wr. Wb.”
- Students : “Waalaikumsalam Wr. Wb.”

3rd Meeting

Day/ Date : Monday, March 5th 2012
 Time : 10.00 a.m until 11.00 a.m
 Class : I B
 Place : SD N Made IV Lamongan
 Total Students : 29 students
 Topic/Material : Number

Teacher : “Assalamualaikum Wr. Wb.”
 Students : “Waalaikumsalam Wr. Wb.”
 Teacher : “Ok, thank you! Good morning, students!”
 Students : “Good morning, Mr. Ulum!”
 Teacher : “How are you today?”
 Students : “I am fine. And you?”
 Teacher : “I am fine too. Thank you.”
 Students : “You are welcome.”
 Teacher : “Ok, who can count from one up to twenty? Can you count one up to twenty? Let’s start one up to twenty! Satu sampai ...”
 Students : “Dua puluh. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty one ... “
 Teacher : “Ok, stop! We want to do, we will review about additional. Satu tambah satu ama dengan dua.”
 Students : “Dua.”
 Teacher : “One plus one equals two.”
 Students : “Two.”
 Teacher : “Ok, coba. I will say in Indonesia and then you say in English. Ok, dua tambah tiga sama dengan lima.”
 Students : “Two plus three equals five.”
 Teacher : “Ok, tujuh tambah tiga sama dengan sepuluh. Ayo!”
 Students : “Seven plus three equals ten.”
 Teacher : “Ok, good! Lima tambah lima sama dengan sepuluh.”

- Students : “Five plus five equals ten.”
- Teacher : “Ok, delapan tambah satu sama dengan sembilan?”
- Students : “Eight plus one equals nine.”
- Teacher : “Ok, now more than ten, ya! Sebelas tambah dua sama dengan tiga belas. Ayo!”
- Students : “Eleven plus two equals threeteen.”
- Teacher : “Tiga belas apa? Thirteen or threeteen?”
- Students : “Thirteen.”
- Teacher : “Ok, next question. Deris, put your photo! Ok, good! Next, dua belas ditambah tiga sama dengan lima belas.”
- Students : “Twelve plus three equals thirteen.”
- Teacher : “Loh, dua belas tambah tiga kok thirteen? Come one repeat again! Dua belas tambah tiga sama dengan lima belas, ya.”
- Students : “Twelve plus three equals fiveteen.”
- Teacher : “Which one? Fiveteen or fifteen.”
- Students : “Fifteen.”
- Teacher : “Fiveteen or fifteen?”
- Students : “Fiveteen.”
- Teacher : “Hayo, fifteen or fiveteen?”
- Students : “Fifteen.”
- Teacher : “Putri! Lima belas is fifteen or fiveteen?”
- Student 1 : “Fifteen.”
- Teacher : “Fifteen. Alright! Good! One hundred!” (another student) “Fifteen or fiveteen?”
- Student 2 : “Fifteen.”
- Teacher : “Very good! Feris! Fifteen or fiveteen?”
- Student 3 : “Fiveteen.”
- Teacher : “Eit!”
- Student 3 : “Fifteen.”
- Teacher : “Fifteen. Fathan! Fifteen or fiveteen?”

- Student 4 : “Fifteen.’
- Teacher : “Fifteen. Raka! Fifteen or fiveteen?”
- Student 5 : “Fiveteen.”
- Teacher : “Fiveteen or fifteen?”
- Student 5 : “Fifteen.”
- Teacher : “Fifteen or fiveteen?”
- Students : “Fifteen.”
- Teacher : “Yeah, fifteen. Ya Via, good fifteen. Septi, ya fifteen. Ok, one, two, three, Grade 1 B!”
- Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).
- Teacher : “Ok, very good! Now, I will invite you, I will invite you to play game, to play game. One, two, three, be quiet! We will play whispering game. What is whispering game?”
- Students : “Bermain! Permainan!”
- Teacher : “No! Whispering game! (used body language).
- Students : “Bisik – bisikan.”
- Teacher : “Ya bisik – bisikan. Ya it is about number. Raka! Raka! Put your money into your pocket! Ok, one, two, three, be quiet! No voice! Pineapple! Pear! Watermelon! Apple! Grape and also Strawberry! Ok, and I want to play with ... Watermelon! Come forward! Please, stand up! Stand up! Come one! Who answer the question? Irsad or Deris? Ok, Deris you are number one, right here! It is about, it is about number, ok. Ok, number. Focus on number. Stand up, please! Stand up! Ok, Watermelon! Are you ready?”
- Students : “Yes, ready!”
- Teacher : “Mantap jaya.” (whispered one student to another).
- Students : “Mr. Ulum! Rama.”
- Teacher : “Rama zero!”
- Student 6 : “Seventeen.”
- Teacher : “Louder! Lebih keras!”
- Student 6 : “Seventeen.”
- Teacher : “What is seventeen?”

- Student 6 : “Tujuh belas.”
- Teacher : “Seventeen is tujuh belas. True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Seventeen is tujuh belas. True or false?”
- Students : “True.”
- Teacher : “True, ok! Congratulation! One hundred for Watermelon! Ok, don’t go out from your table, ok!”
- Student 7 : “Tidak boleh keluar bangku.”
- Teacher : “Ya, if you are out. Zero! Zero! Next group, next group, ok. I’m going to call Pineapple! Stand up! Stand up! Don’t sit! Stand up! Ok, are you ready?”
- Students : “Yes, ready.”
- Teacher : “Melempem. Are you ready?”
- Students : “Yes, ready!”
- Teacher : “Ok, mantap!” (whispered one student to another).
- Student 8 : “Fifteen.”
- Teacher : “Ok, fifteen. What is the answer?”
- Student 8 : “Lima belas.”
- Teacher : “In English?”
- Student 8 : “Lima belas. Fifteen.”
- Teacher : “Fifteen. Fifteen is lima belas. True or false?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Ya, true. Fifteen is lima belas. One hundred!”

- Students : “Pineapple yes!”
- Teacher : “Ya Pineapple one hundred. Rama! Don’t go out! If you are out, zero! Ok, ok, sip! Next, next, group ... ok, Strawberry! Who will answer the question?”
- Student 9 : “Naswa.”
- Teacher : “Ok, Naswa stand up! Strawberry! All of you strawberry! Are you ready?”
- Students : “Yes, ready!”
- Teacher : “Sip! Mantap jaya! Ok, ya! ” (whispered one student to another).
- Student 10 : “Sixteen.”
- Teacher : “Louder!”
- Student 10 : “Enam belas.”
- Teacher : “No! Louder! Say it louder! Lebih keras!”
- Student 10 : “Sixteen!”
- Teacher : “Again!”
- Students : “Sixteen!”
- Teacher : “Again!”
- Students : “Sixteen!”
- Teacher : “Sixteen. What is sixteen?”
- Student 10 : “Enam belas.”
- Teacher : “Enam belas. True or false?”
- Students : “False.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “Ok, one hundred! Strawberry one hundred! Ok, good! Pineapple one hundred! Watermelon one hundred! And then strawberry one hundred! Pear! Hello! No voice! No voice, please! Ok, Pear! Are you ready?”
- Students : “Yes, ready.”
- Teacher : “Septi melempem. Are you ready?”
- Students : “Yes, ready!”

- Teacher : “Ok.” (whispered one student to another).
- Student 11 : “Twelve.”
- Teacher : “Louder! Yang keras!”
- Student 11 : “Twelve!”
- Teacher : “Again!”
- Student 11 : “Twelve!”
- Teacher : “Again!”
- Student 11 : “Twelve!”
- Teacher : “What is twelve?”
- Student 11 : “Dua belas.”
- Teacher : “Dua belas. True or false.”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “One hundred! Ok, good! Apple! Come one come forward! All of you, come one! All of you, hurry up! Apple come one! Hurry up! Hurry up! Stand up! Stand up! Dandi, you will answer the question. So, be careful! Naila, ok, go!” (whispered one student to another).
- Student 12 : “Nineteen.”
- Teacher : “Louder!”
- Student 12 : “Nineteen!”
- Teacher : “Louder!”
- Student 12 : “Nineteen!”
- Teacher : “What is nineteen?”
- Student 12 : “Sembilan belas.”
- Teacher : “Sembilan belas or sembilan puluh?”
- Student 12 : “Sembilan belas.”
- Teacher : “Sembilan belas. True or false?”
- Students : “True.”

- Teacher : “True or false?”
- Students : “True.”
- Teacher : “One hundred for you! Come one sit down, please! Next group, come one, hurry up! Grape! Grape! Come one hurry up! Ok, go!”
(whispered one student to another).
- Student 13 : “Eleven.”
- Teacher : “Eleven. Louder!”
- Student 13 : “Eleven.”
- Teacher : “Louder!”
- Student 13 : “Eleven!”
- Teacher : (laughed) “What is eleven?”
- Student 13 : “Sebelas.”
- Teacher : “Are you sure? True or false eleven is sebelas?”
- Students : “True.”
- Teacher : “True or false?”
- Students : “True.”
- Teacher : “One hundred! Pineapple one hundred! Pear one hundred! Watermelon one hundred! Apple ...”
- Students : “One hundred!”
- Teacher : “One hundred or zero?”
- Students : “One hundred!”
- Teacher : “One hundred. Grape, one hundred or zero?”
- Students : “One hundred!”
- Teacher : “One hundred or zero?”
- Students : “One hundred.”
- Teacher : “Strawberry! One hundred or zero?”
- Students : “One hundred.”
- Teacher : “One hundred! One hundred! One hundred! One hundred! One hundred! Very good, ok! Now ...” (erased the whiteboard).
- Students : “Mr, no! No!”

- Teacher : “Rama! You are out from your table, zero!”
- Students : “Huuh!”
- Student 14 : “Mr, pelajaran apa?”
- Teacher : (smiled) “Pencak silat.”
- Students : (laughed)
- Teacher : “Ok, now ... Hello Rama, hey!”
- Student 15 : (cried)
- Teacher : “Ngapain? Ngapain? Ngapain?”
- Student 15 : “Dijiwit.”
- Teacher : “Oh dijiwit. Ok, tak jiwite.” (pretended to do pinch) “Don’t cry, ok! Cowok itu ndak boleh nangis. Rama, we, yo diam, ya! Ok, next. One, two, three, go, be quiet! Now, the second round. I will write the number, I will write the number, then you write the words. For example ...”
- Student 16 : “Word itu apa?”
- Teacher : “Word? What is word? Kata. If I write like this, lima tambah dua sama dengan tujuh. You, you, you! Write five plus two, and then equals seven. Are you ready?”
- Students : “Yes, ready.”
- Teacher : “One, two, three, be quiet!”
- Student 17 : “In the book, Mr?”
- Teacher : “No! No! No! On the blackboard, on the blackboard. One, two, three, be quit!”
- Student 16 : “Pulang jam sebelas?”
- Teacher : “Yes. I am going to call ... Ok, ok, ok! Watermelon! Watermelon! Who wants to come forward? Raise your hand? Watermelon? Deris, come! Ok, question number one, come one!” (wrote down the question on the whiteboard) “Come one other group! Other group, be quiet!”
- Student 17 : “Ei gak S tah itu?”
- Students : “S ... es teh, ST 12 ...”
- Teacher : “Es teh dua gelas. Hello! Pay attention! Pay attention to your friend! Now, please read! Read, what is read?”

Student 18 : (kept silent)

Students : “True or false. True.”

Teacher : “No! No! Apa itu read?”

Student 16 : “Menulis.”

Teacher : “No!”

Student 19 : “Baca.”

Teacher : “Pinter, Dinda!”

Student 18 : “Seven plus eight equals fifteen.”

Teacher : “Louder! Louder! One, two, three!”

Student 18 : “Seven plus eight equals fifteen!”

Teacher : “True or false?”

Students : “True.”

Teacher : “So Watermelon, you get one hundred!”

Students : “Two hundred!”

Teacher : “Oh yo, two hundred.”

Student 17 : “Aku loh, Mr. Aku! Aku!”

Teacher : “One, two, three, be quiet! If you are out from the table. Zero!”
(wrote down the question on the whiteboard) “Mmmh, ok Pear!
Who wants to come forward? Pear? Septi?”

Student 20 : (back to her sit after wrote the answer)

Teacher : “No! No! No! Come here! Try to read it!”

Student 17 : “Kok seventy?”

Teacher : “Ssstt! Come one read it!”

Student 20 : “Ten plus seven equals seventy.”

Teacher : “Seventy or seventeen?”

Student 20 : “Seventy.”

Teacher : “Seventy or seventeen?”

Student 20 : “Seventy.”

Teacher : “What number is this?”

Student 20 : “Tujuh belas.”

Teacher : “Tujuh belas. Tujuh belas is seventeen or seventy?”

Students : “Seventeen.”

Teacher : “Seventeen or seventy?”

Student 20 : “Seventeen.”

Teacher : “Seventeen. Correct it! Ok, true or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True.”

Teacher : “Very good! Thank you, very good!” (wrote down the question on the whiteboard) “Now is the next group. Pineapple! Who wants to come forward? Rama?”

Student 21 : “Paling ndak bisa!”

Teacher : “Oh course he can, Rama is smart student! Now, read it! One, two, three, go!”

Student 22 : “Three plus twelve equals fiveteen.”

Teacher : “Wait! Lima belas is fiveteen or fifteen?”

Students : “Fifteen.”

Teacher : “Fifteen or fiveteen?”

Student 22 : “Fifteen.”

Teacher : “Rama, fifteen! Ini tulisan nya kok masih fiveteen? Nah, ok! One hundred for Rama!

Students : “Two hundred!”

Teacher : “Oh two hundred, ya two hundred, two hundred!”

Student 23 : “One hundred.”

Teacher : “Oh ya tadi dapat zero, ya? One hundred! Two hundred!” (wrote down the question on the whiteboard) “Ok, Apple! Who wants to come forward? Dandi? Dandi or Laela? Laela. Hey, don’t! Hello! Hello! Come one what is dua belas? Dua belas, what is dua belas?”

Students : “Twelve.”

Teacher : “Hah? What is dua belas?”

Students : “Twelve.”

Teacher : “Dua belas is twelve. Please, pay attention! Ok, ok! Hello! Hello! Irsad! Irsad! Be quiet! Pay attention! Deris, pay attention to your friend! Read! Dibaca! One, two, three, go!”

Student 24 : “Twelve plus six equals eighteen.”

Teacher : “Louder!”

Students : “Twelve plus six equals eighteen!”

Teacher : “Ok, Laela got one hundred!” (wrote down the question on the whiteboard, suddenly there was a teacher who told that there would be meeting) “Ok the next group. Two hundred! Apple two hundred! Grape two hundred! Sudah ya?”

Students : “Belum.”

Teacher : “Ok, Dava please come forward! Be quiet! Be quiet! Be quiet! Nina sit well! Dandi sit well or you will get zero!”

Student 25 : “Mr, katokku melorot, Mr.”

Students : (laughed)

Teacher : (laughed) “Dibenarkan, sudah? Ok, now please read it!” (suddenly the teacher entered the class again told that the meeting would begin) “Ok, please read! Hello! Pay attention, please! Pay attention! One, two, three, go!”

Student 26 : “Seventeen plus one equals eighteen.”

Teacher : “True or false?”

Students : “True.”

Teacher : “True or false?”

Students : “True ... False!”

Teacher : “False? True or false?”

Student 26 : “True.”

Teacher : “Ok, thank you! You got one hundred! Ok, two hundred! Strawberry, come forward! Sit well! Sit well! Dava, sit well!” (wrote down the question on the whiteboard then went out from the class to check the meeting about two minutes).

Students : (crowded)

Suddenly there was a teacher entered the class to take the book on the table, the English teacher came and that teacher told that she would go first).

Teacher : “Ok, one, two, three, be quiet! Ssstt! Hello! Read it, one, two, three, go!”

Student 27 : “Nineteen plus one equals twenty.”

Teacher : “True or false? Nineteen plus one equals twenty. True or false?”

Students : “True.”

Teacher : “True. Ok, so Strawberry got two hundred! Two hundred! Two hundred! Two hundred! Two hundred! Two hundred! Now, please put your book, put your book into your bag! Put your book into your bag! Put your book! What is book?”

Students : “Buku.”

Teacher : “Into your bag?”

Students : “Masukkan.”

Teacher : “Good! Because the teacher, what is teacher? Teacher?”

Students : “Guru.”

Teacher : “Guru will have meeting. Put your book into your bag! Put your book into your bag! Come one! One, two, three, sit down please! Get ready for going home! Stand up behind the table, ok! Ayo, come one! One, two, three, Grade 1 B!”

Students : “I am the best, you are the best, we are the best. Yes Yes Yes!”
(clapped their hand).

Teacher : “Ok, mantap! Ok, ya. Announcement, pay attention! We will not have afternoon class. Hello! We will have not afternoon class. Today is holiday. What is holiday? Holiday? So, today is free. Hari ini kita libur, lesnya ya, lesnya libur.”

Student 28 : “Miss Eni?”

Teacher : “No! Miss Eni tetap. Mr. Ulum libur. Kalau ditanya Mama Panya bilang ada keper ...”

Suddenly there was teacher came and told that the meeting began.

Teacher : “Ayo, come one! One, two, three! Hayo Rama! One, two, three, be quiet! Rama, zero loh! No voice, please! No voice! Ok, ya! Rama! Don't forget to study at your home with your mother, with your father! Wassalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

II. The Script of the Teacher 2

1st Meeting

Day/ Date : Tuesday, March 6th 2012
 Time : 11.00 a.m until 12.00 a.m
 Class : II A
 Place : SD N Made IV Lamongan
 Total Students : 35 students
 Topic/Material : Part of Body

Teacher : “Silent, please!”
 Student 1 : “Stand up, please!”
 Students : “Good afternoon, Miss Vinda!”
 Teacher : “Good afternoon.”
 Student 1 : “Sit down, please! Let’s pray together!”
 Students : (prayed Al Fatihah)
 Teacher : “Ya, Assalamualaikum Wr. Wb!”
 Students : “Waalaikumsalam Wr. Wb!”
 Teacher : “Good morning, class!”
 Students : “Good morning, Miss Vinda!”
 Teacher : “How are you today?”
 Students : “I am fine. And you?”
 Teacher : “I am fine too. Thank you.”
 Students : “You are welcome.”
 Teacher : “Ok, good! Any homework?”
 Students : “Yes.”
 Teacher : “Who absent? No?”
 Student 2 : “Miss, room in the house itu loh!”
 Teacher : “No! No! It’s for Sunday. Next Sunday!”
 Student 2 : “Sunday. Next Monday.”

- Teacher : “Oh, ya Monday! Ok, we will disscuss ...” (wrote down on the whiteboard) “For the last meeting, you know? Do you still remember? The part of body. What is this?” (pointed out her face)
- Student 3 : “Rai ... Rai.”
- Teacher : “No!”
- Students : “Muka ... Muka.”
- Teacher : “What is muka in English?”
- Student 4 : “Face.”
- Teacher : “Face. Good! How about this one?” (pointed out her head).
- Student 3 : “Hat.”
- Teacher : “Hah?”
- Students : “Head.”
- Teacher : (pointed out her nose)
- Students : “Nose.”
- Teacher : (pointed out her eye)
- Students : “Eyes ... Ear.”
- Teacher : “Eyes or ear?”
- Students : “Eyes.”
- Teacher : “Eyes.” (pointed out her ear)
- Students : “Ear.”
- Teacher : (pointed out her mouth)
- Students : “Mouth.”
- Teacher : (pointed out her tongue)
- Students : “Tongue.”
- Teacher : (pointed out her tooth)
- Students : “Teeth ... Teeth.”
- Teacher : “Teeth or tooth?”
- Students : “Tooth ... Tooth.”
- Teacher : “Tooth or teeth?”

- Students : “Tooth.”
- Teacher : “Nah, number one. Who wants to write in the whiteboard? This one?” (pointed out her nose).
- Students : “Nus.”
- Teacher : “Nus or nose?”
- Students : “Nose.”
- Teacher : “Nose. Who want to write?”
- Student 4 : “Miss, write in book Miss?”
- Teacher : “No, just in the whiteboard.”
- Student 4 : (wrote down on the whiteboard)
- Teacher : “Number two, Nanda, Nanda! Come here! Come one, Nanda! What is this?” (pointed out her eyes).
- Student 5 : “Mata.”
- Teacher : “Mata in English?”
- Student 5 : “Eyes, eyes.” (wrote down on the whiteboard).
- Teacher : “Good! Next Aril, Aril! Come here, Aril! This one?” (pointed out her ear).
- Student 6 : (wrote down on the whiteboard)
- Teacher : “Ok, good!” (pointed out her tongue) “Now, you! Come here!”
- Student 7 : (wrote down on the whiteboard but he wrote tang)
- Teacher : “True or false? This one?” (pointed out her tongue).
- Students : “Tongue ... Tongue.”
- Teacher : “You want to write down?”
- Student 8 : “Ini dihapus, Miss?” (wrote down on the whiteboard).
- Teacher : “Yes. Ok, right! Now, Miss Vinda has a question.” (wrote down the question on the whiteboard) “We eat with our ... Ok, we eat with our?”
- Student 9 : “Lips.”
- Teacher : “With our?”
- Student 10 : “Mouth.”

- Teacher : “Good, Dava! Good!”
- Student 10 : (wrote down on the whiteboard).
- Teacher : (wrote down the question on the whiteboard) “We walk with our?”
- Students : “Foot! Tooth! Foot!”
- Teacher : “Fian Fian! We walk with our?”
- Students : “Foot.”
- Teacher : “Ayo, Rahman! Come one!”
- Student 11 : (wrote down on the whiteboard but he wrote food)
- Teacher : “Food? Any different answer? We walk with our?”
- Students : “Foot.”
- Teacher : “This is correct? True or false?”
- Students : “False.”
- Teacher : “Food or foot? Food and foot. Food?”
- Students : “Makanan.”
- Teacher : “And foot?”
- Students : “Kaki ... Kaki.”
- Teacher : “Ok. Number three.” (wrote down the question on the whiteboard)
“We chew with our? What is chew?”
- Students : “Makan ... Tooth, tooth, tooth!”
- Teacher : “Good! Sami? Come one! Ok, Arik Arik!”
- Student 12 : (wrote down on the whiteboard)
- Teacher : “Good! Next.” (wrote down the question on the whiteboard) “We hold something with our? Come one! Didin, you can answer?”
- Student 13 : (wrote down on the whiteboard)
- Teacher : “Ok, good! Number five.” (wrote down the question on the whiteboard) “We taste food with, apa artinya?”
- Student 14 : “Makan ... Makan.”
- Teacher : (pointed out her tongue)
- Students : Tongue ... Tongue ... Tongue.”

- Teacher : “Ok, come forward!”
- Student 15 : (wrote down on the whiteboard)
- Teacher : (wrote down the question on the whiteboard) “We smell something with our?”
- Students : “Nose ... Nose ... Nose.”
- Teacher : “Ya, nose. Good!”
- Student 16 : (wrote down on the whiteboard)
- Teacher : (wrote down the question on the whiteboard)
- Students : “I ... I ... I ... Miss!”
- Teacher : “Ratna, come one! We hear the voice? We hear the voice?”
- Students : “I ... I ... Miss, ear ... ear.”
- Student 17 : (wrote down on the whiteboard)
- Teacher : (wrote down the question on the whiteboard)
- Students : “I am, Miss!”
- Teacher : “We run with our? Can you?”
- Student 18 : (wrote down on the whiteboard)
- Teacher : “Ok, good! And the last one ...”
- Students : “I, Miss ... I am, Miss!”
- Teacher : (wrote down the question on the whiteboard) “We see something with our? Deris? I see, I see ... You!”
- Students : “Melihat ... Melihat.”
- Student 19 : (wrote down on the whiteboard)
- Teacher : “Ok, good! Now, you write down in your writing book! Number one until number ten.”
- Student 20 : “Miss, write down?”
- Teacher : “Ya. Be quiet, please!”
- Student 21 : “Miss, ditulis?”
- Teacher : “Ya. Number one until number five. Five minutes!”
- Students : “Hah! Opo Miss?”

Teacher : “Five minutes!”

Students : “Hah!”

Student 21 : “Miss, too small! Number one.”

Teacher : “Number one, we eat with our, ya!”

Student 22 : “Miss, ndak kelihatan yang number one, Miss!”

Teacher : (changed the answer of number one bigger than before)

Suddenly there was a student who came late.

Students : “Huuh!”

Teacher : “Why are you late?”

Student 23 : (just silent)

Students : “Mancing! Mancing! Ayo jujur, jujur!”

Teacher : “So, why are you late?”

Student 23 : (still silent)

Students : “Busy! Busy!”

Student 23 : (kept silent)

Teacher : “Sleepy?”

Student 23 : “Ndak, study.”

Teacher : “Study? Iya? Ok, good!”

Students : “Opo, Miss alasane?”

Teacher : “He studies at home.”

Student 24 : “Opo iku, Miss?”

Teacher : “Study? Study at home? Terlalu banyak belajar di rumah, jadi sampai ketiduran.”

Students : (laughed)

Teacher : “Ok, five minutes. Finish?”

Student 25 : “Miss, number five not clear.”

Teacher : “Number five? We taste food with our tongue. Yok, two minutes again!”

Students : “Two minutes. Two minutes. Finish!”

Teacher : “Mida, sit down! Loh, still number two?”

Students : “Miss, finish. Miss, finish.”

Teacher : “Ok. Number one until number seven finish?”

Students : “Finish.”

Teacher : “Rahman! Clean the whiteboard! Number one until number seven!” (wrote down new exercise on the whiteboard, still about part of body, on the left are parts of body in Indonesia, on the right are parts of body in English, they are randomly number, so students had to match them) “Ok, now you will write down. For example, what is leher in English?”

Some students came forward.

Teacher : “No! Sit down, please! (match word leher to neck as example) “Understand?”

Students : “Yes.”

Student 26 : “Write down, Miss?”

Teacher : “Yes.”

Student 27 : “What number, Miss?”

Teacher : “Number one until number ten.”

Student 28 : “Miss, ditulis?”

Teacher : “Write down! Ten minutes!”

Students : “Twenty minutes, Miss! Sixty minutes, Miss!”

Student 29 : “Miss, finish.”

Student 30 : “Miss, dikerjakan?”

Teacher : “Make a line! Ya, number ten until number one. Who want to answer number two?”

Students : “Miss, I am! I! Aku!”

Teacher : “Ya Amel!”

Student 31 : (wrote down on the whiteboard)

Teacher : “Ya, good! Ya Aris! Aris, number three.”

Student 32 : (wrote down on the whiteboard)

Teacher : “Ya, good! Number four. Ya, Dedi!”

- Student 33 : “(wrote down on the whiteboard)
- Students : “Miss, I am number five! Aku, Miss!”
- Teacher : “Ya. Number five. Ya, Dila! Dila!”
- Student 34 : “(wrote down on the whiteboard)
- Student 35 : “(wrote down on the whiteboard)
- Teacher : “Bila! Bila! Number seven!”
- Student 1 : “(wrote down on the whiteboard)
- Teacher : “Come one!”
- Student 2 : “(wrote down on the whiteboard)
- Teacher : “Ya. Fian! Fian!”
- Student 3 : “(wrote down on the whiteboard)
- Teacher : “Number ten. Ya, Vilky!”
- Student 4 : “(wrote down on the whiteboard)
- Teacher : “Ok, well done! After this, you collect your work on my table!”
- Students : (stand in a line to collect their book)
- Teacher : “Ok, see you later! Wassalamualaikum Wr. Wb.”
- Students : “Waalaikumsalam Wr. Wb.”

2nd Meeting

Day/ Date : Friday, March 9th 2012
 Time : 01.00 p.m until 02.00 p.m
 Class : III B
 Place : SD N Made IV Lamongan
 Total Students : 35 students
 Topic/Material : Hobbies

Teacher : “Assalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

Teacher : “Good afternoon, class!”

Students : “Good afternoon, Miss Vinda!”

Teacher : “How are you today?”

Students : “I am fine. And you?”

Teacher : “I am fine too. Thank you.”

Students : “You are welcome.”

Teacher : “Ok, who absent today? Who absent today? No one? Any homework?”

Students : “No.”

Teacher : “Ok, now we will discuss about Hobbies. Do you have hobby?”

Students : “Yes.”

Teacher : “What hobby do you have?”

Students : “Football! Football! Swim! Read!”

Student 1 : “Swimming.”

Teacher : “Swimming. Good!”

Student 1 : (wrote down on the whiteboard)

Teacher : “Swimming. Where do you swim everyday?”

Student 1 : “Swimming pool.”

Teacher : “Swimming pool. Good! Ok, next. Another hobby? Ok, what’s your hobby?”

Student 2 : (wrote down football on the whiteboard)

- Teacher : “Football. Playing football. Playing, play ... ing. Ok, next. Diva!
What’s your hobby?”
- Student 3 : “Drawing.”
- Teacher : “Drawing. Good! What drawing? What the meaning of drawing?”
- Students : “Menggambar.”
- Student 3 : (wrote down on the whiteboard)
- Teacher : “Ya! Sesa!”
- Student 4 : (wrote down on the whiteboard)
- Teacher : “Oh, singing. What song do you like?”
- Student 5 : “Ayo, lagu apa itu?”
- Teacher : “Ya, what song?”
- Student 4 : (she was shy and back to her sit)
- Teacher : “Loh? What song? Lagu apa?”
- Student 2 : “Miss, gitar itu apa?”
- Teacher : “Guitar. You? Sudah tadi. Another!”
- Student 6 : “Football.”
- Teacher : “Same. Ayo, Adis!”
- Student 7 : (wrote down on the whiteboard)
- Teacher : “Ya, cooking. Ok, besok kalau lapar, mampir ke rumah Adis, ya!
Ya, next. Via!”
- Student 8 : “Apa itu, Miss. Cooking?”
- Teacher : “Cooking.” (used her body language)
- Students : “Memasak.”
- Teacher : “Ok, now I have a game.”
- Students : “Yeee!” (clapped their hand)
- Teacher : “Ssstt! One of your group come in front of the class and act. One
of you must guess or answer. Ok?”
- Students : “Ok.”
- Teacher : “Ok, Amir please, clean the whiteboard!”

Student 9 : “No!”

Teacher : “Loh?”

Student 10 : “I, Miss!”

Teacher : “Ok, come one! Ayo!”

Student 10 : (erased and jumped because he couldn't reach the top of the whiteboard)

Students : (laughed) “Hiya! Hiya! Hiya!”

Teacher : “I will help you.”

Students : (laughed)

Teacher : “Group 1, one of you, one of you come here!” (showed the word to the student).

Student 11 : “Emoh.”

Teacher : “Loh? Loh? Loh? Another word.” (showed the word to the student).

Student 11 : (she was shy and back to her sit)

Teacher : “Loh! Loh! Nanda, Nanda! Come here!”

Student 11 : (acting based on the word)

Teacher : “Silent, please! What is she doing?”

Students : “Nyetir mobil? Opo iku? Singing, singing?”

Teacher : “No.”

Students : “Reading! Reading!”

Teacher : “Reading. Ok, true or false?”

Students : “True.”

Teacher : “Ok, true. Yok next, come here!” (showed the word to the student).

Student 12 : (acting based on the word)

Students : “Cooking.”

Teacher : “Ok, good! Come here!” (showed the word to the student).

Student 13 : (acting based on the word)

Students : “Swimming.”

Teacher : “Swimming. Good! Four! Come here, one of you!” (showed the word to the student).

Student 14 : (acting based on the word)

Students : “Singing.”

Teacher : “Singing. Ya, next.” (showed the word to the student).

Student 15 : (acting based on the word)

Students : “Running.”

Teacher : “Ok, good! Now the last group!” (showed the word to the student).

Student 16 : (acting based on the word)

Students : “Football. Playing football!”

Teacher : “Playing football. Good! Now complete the missing word!” (wrote down the missing word on the whiteboard, consist of 7 letters, the 1st letter was S and the 6th letter was N) “Nah, one of you come here! Mano, Mano! Ok, come here! How do you write?”

Student 17 : (wrote down SINGING on the whiteboard)

Teacher : “Ok, one hundred! One of you, come one!”

Student 18 : (asked by the teacher to write down the missing word on the whiteboard, consist of 7 letters, the 1st letter was F and the 5th letter was I)

Teacher : (pointed out one student in the same group to answer) “Come forward!”

Student 19 : (wrote down FISHING on the whiteboard)

Teacher : “Ok, good! Fishing. Next! Ayo, Salsa!”

Student 20 : (asked by the teacher to write down the missing word on the whiteboard, consist of 7 letters, the 1st letter was D and the 7th letter was G)

Teacher : “Ok, can you write the letters? Come one!” (pointed out one student in the same group to answer)

Student 21 : (wrote down DRAWING on the whiteboard)

Teacher : “Drawing? No! What?”

Student 20 : (gave a clue by using body language)

Student 21 : “Dancing.”

Teacher : “Ok! One of you!”

Student 22 : (asked by the teacher to write down the missing word on the whiteboard, consist of 7 letters, the 1st letter was R and the 7th letter was G)

Student 23 : (wrote down on the whiteboard but got confused)

Teacher : “The group. Ok, you may help!”

Student 24 : (helped and wrote down READING on the whiteboard)

Teacher : “Ok, good! Next!”

Student 25 : (asked by the teacher to write down the missing word on the whiteboard, consist of 8 letters, the 1st letter was S and the 7th letter was G)

Teacher : “Ok, who answer?”

Student 26 : (wrote down on SWIMMING the whiteboard)

Teacher : “True. Good! Ok, the last.”

Student 27 : (asked by the teacher to write down the missing word on the whiteboard, consist of 7 letters, the 1st letter was C and the 7th letter was G)

Teacher : “Ok, ayo! Aksal! Aksal!”

Student 28 : “Ya Allah! Ya Allah!” (wrote down CYCLING on the whiteboard)

Teacher : “Ok, good! And the winner is ... are group 1, 2, 4, 5 and 6, and then 3.” (wrote down new exercise on the whiteboard, sister - my - like - gardening) “Now we arrange the words into the correct sentences. Boleh dicatat!”

Students : “I, Miss! I, Miss!”

Teacher : “Ayo! Amir first!”

Student 29 : “Read, Miss?”

Teacher : “No! Answer the question! Wait! Wait! Wait!” (changed word like → likes)

Student 29 : (wrote down My sister likes gardening)

Teacher : (wrote down on the whiteboard, football - we - playing - like)

Student 30 : (wrote down We like playing football)

Teacher : “Ok, good!” “(wrote down on the whiteboard, is - hobby - what – your - father) “Who is answer? Ratna? Rakhel? Ok, Adi! Adi, come here!”

Student 31 : (wrote down What is hobby your father)

Suddenly there was a woman who looked for a girl and asked permission for her to go home.

Teacher : “Adel! Come here!”

Students : “Diajak nandi, Miss?”

Teacher : “Go to her parents. What is hobby your father. True or false?”

Students : “False.”

Teacher : “Ok, correct it!”

Student 32 : (wrote down What hobby is your father)

Teacher : “True or false?”

Students : “False.”

Student 33 : (wrote down What your father hobby is)

Students : “False! False!”

Teacher : “Hah? What is ...”

Student 34 : (wrote down What is your father hobby)

Teacher : “Ok, good!” (wrote down the next number until number ten)
“Now you must write number one until ten! Write down! Open your writing book! Write number one until number ten!”

Student 35 : “Write down, Miss?”

Teacher : “Yes.”

Student 1 : “Miss, number one juga, Miss?”

Teacher : “Number one also.”

Students : (crowded)

Teacher : (knocked the whiteboard) “Silent, please!”

Student 2 : “Silent, please! Diam Miss, ya.”

Teacher : “One until ten. Finish it! No talking!”

Student 3 : “Miss, Miss number one juga, ya?”

- Teacher : “Yes. Any question?”
- Student 4 : “Miss all?”
- Teacher : “Number one until number three are the example. Write down!”
- Student 4 : “All, Miss?”
- Teacher : “Yes, of course. Number one until number three are the example, and then you answer number four until number four.”
- Student 5 : “Satu sampai tiga ndak ditulis?”
- Teacher : “Yes, write down! Write down number one until number ten! Understand?”
- Student 6 : “Miss, satu sampai tiga nggak usah ditulis?”
- Teacher : “Loh! Tanya lagi? Number one until number ten. You write in you written book.”
- Student 7 : “Miss, write down number one until three?”
- Teacher : “Yes! Number one until three you must write! And then answer number four until number ten! All this one you must write in your writing book!” (pointed out the whiteboard)
- Student 8 : “Miss, number three not clear, Miss?”
- Teacher : “What is your father hobby.”
- Student 9 : “Miss, nomer sembilan itu pake writing?” (the exercise is like this, hobbies - are - his - gardening - writing)
- Teacher : (walked around to monitor each group) “Ok, come one! Hurry up!”
- Student 10 : “Miss, ditulis dulu ya soalnya, Miss?”
- Teacher : “Ya. Finish?”
- Student 9 : “Not yet. Miss nomer Sembilan, writing ta, Miss?”
- Teacher : “No! No! No! Sorry!” (erased word writing) “Ok, number four. Who wants to answer number four? Have you finished?”
- Students : “Not yet.”
- Teacher : “Not yet?” (pointed out one student to answer) “Cheese or chess?”
- Students : “Cheese itu keju. Chess!”
- Student 10 : (wrote down number four, I not like do playing chess)
- Teacher : “Ok, true or false?”

- Students : “True.”
- Teacher : “True?”
- Students : “False.”
- Teacher : “False?”
- Students : “True! True! True!”
- Teacher : “True or false?”
- Students : “False.”
- Teacher : “Come one! Any different answer?”
- Student 11 : (wrote down number four, I do not like playing chess)
- Teacher : “I do not like playing chess. Good! Number five?”
- Student 12 : (wrote down number five, My mother hobby is cooking)
- Teacher : “Right! Number six. Come one!”
- Student 13 : (wrote down number six, What is your hobby)
- Students : “Miss, I am number seven!”
- Teacher : “Next!”
- Student 14 : (wrote down number seven, My father likes swimming)
- Teacher : “Swimming?”
- Student 15 : (wrote down number seven, My father likes swimming)
- Teacher : “Ok, number eight! Firman!”
- Student 16 : (wrote down number eight, is hobby your cycling)
- Teacher : “Another answer? Come one! Another answer? Awam! Awam!
Can you answer? Can you do number eight?”
- Student 17 : (wrote down number eight, hobby your is cycling)
- Teacher : “Another answer?”
- Student 18 : (wrote down number eight, your hobby is cycling)
- Teacher : “Dani! Dani! Come here! Ayo, Dani!”
- Student 19 : (wrote down number nine, His hobbies are gardening)
- Teacher : (corrected it, His hobby is gardening)
- Student 20 : “Miss, break time Miss?”

Teacher : “Last, my brother ...” (wrote down number ten)

Students : “My brother hobby is climbing.”

Teacher : “Ok, collect your work on the table! That’s enough for today.
Wassalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

3rd Meeting

Day/ Date : Friday, March 9th 2012
 Time : 02.30 p.m until 03.30 p.m
 Class : III C
 Place : SD N Made IV Lamongan
 Total Students : 36 students
 Topic/Material : Occupation

Teacher : “Assalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

Teacher : “Good afternoon, class!”

Students : “Good afternoon, Miss Vinda!”

Teacher : “How are you today?”

Students : “I am fine. And you?”

Teacher : “I am fine too. Thank you.”

Students : “You are welcome.”

Teacher : “Good, who absent today?”

Students : “I am fine. And you?”

Teacher : “Any homework?”

Students : “No.”

Teacher : “Today, we will discuss about occupation. Tirta! Please, clean the whiteboard!”

Student 1 : (erased and jumped because he couldn’t reach the top of the whiteboard)

Students : (laughed)

Teacher : “Ok.” (wrote down on the whiteboard) “Occupation is the name of profession. Occupation ... First, he is drive a car. What is this? Drive a car? Yes?”

Student 2 : “Penyupir! Driver!”

Teacher : “Driver. Good! Driver! Next. He works in the farm?”

Student 3 : “Farmer.”

Teacher : “Farmer. Right! Can you write? Mayang? On the whiteboard!”

- Student 4 : (wrote down on the whiteboard)
- Teacher : “Ok, right! She teaches student at school?”
- Students : “Teacher.”
- Teacher : “Ya, teacher. Good!”
- Student 5 : (wrote down on the whiteboard)
- Teacher : “She sings a song?”
- Students : “Singing! Singing! Singer!”
- Teacher : “Ok, good!”
- Student 6 : (wrote down on the whiteboard)
- Teacher : “She likes dance?”
- Students : “Dancer!”
- Teacher : “Come one!”
- Student 7 : (wrote down on the whiteboard)
- Teacher : “Alright! Next. He drives a plane?”
- Students : “Farmer! Pilot!”
- Teacher : “Pilot! Ok, good! Drive a plane, pilot. Pilot.”
- Student 8 : (wrote down on the whiteboard)
- Teacher : “Next. He makes a chair and the table?”
- Student 9 : “Student?”
- Teacher : “No! No student!”
- Student 10 : “Teacher?”
- Teacher : “No! Who knows? Make ... chair ...”
- Students : “Table.”
- Teacher : “No! No! Occupation, profession. He makes a chair ...”
- Student 11 : “Carpenter!”
- Teacher : “Nah! Yes! Aga, come here! Write down! He makes a chair and table. Carpenter.”
- Student 11 : (wrote down on the whiteboard)
- Teacher : “Mmmh ... He works in police office?”

- Students : “Police! Police! Policeman!”
- Teacher : “Policeman.”
- Student 12 : (wrote down on the whiteboard)
- Teacher : “He examines patient. Patient? Patient?”
- Students : (confused)
- Teacher : “Help patient?”
- Students : “Nurse! Student! Doctor!”
- Teacher : “Doctor, ok!”
- Student 13 : (wrote down on the whiteboard)
- Teacher : “Once again. She helps doctor in ...”
- Students : “Nurse! Nurse!”
- Teacher : “Angga! Angga! Angga!”
- Student 14 : (wrote down on the whiteboard)
- Teacher : “N .. U .. R .. S .. E. Nah, ok! She makes a shirt, makes a dress?”
- Student 15 : “Tailor.”
- Teacher : “Tailor.”
- Student 15 : (wrote down on the whiteboard)
- Teacher : “Ok, now.” (write down on the whiteboard, he works in post office)
- Students : “Postman! Postman!”
- Teacher : “Ok, come here!”
- Student 16 : (wrote down on the whiteboard)
- Teacher : (write down on the whiteboard, he works in garden)
- Students : “Gardener! Gardener!”
- Student 17 : (wrote down on the whiteboard)
- Teacher : “Do you want to write?”
- Students : “No.”
- Teacher : “No? Ok.” (erased the whiteboard and wrote down like this. This my 1) He is a 2) He works in the 3))

Student 18 : “Miss Vinda, write down?”

Teacher : “Yes. Write down!” (continued to write, He plants 4) and 5) He 6) to farm in the 7) And go 8) in the 9) He works 10)) “Ok, any question? You must listen to the text and you can answer to fill in the blank, to fill in the blank. Finish?”

Students : “Not yet! Not yet!”

Several minutes later.

Teacher : “Alright? Are you finish?”

Students : “Yes. Finish! Finish!”

Teacher : “I will read the text, so listen carefully! Ok, ready?”

Students : “Yes, ready.”

Teacher : “Ok, listen carefully! He is a farmer. He works in the farm. He plants rice and corn. He goes to farm in the morning. And go home in the evening. He works hard. Finish?”

Students : “Not yet!”

Teacher : “Ok, I will repeat! He is a farmer. He works in the farm. He plants rice and corn. He goes to farm in the morning. And go home in the evening. He works hard.”

Student 19 : “In the apa, Miss? And go evening in the?”

Teacher : “Once again, ok! He is a farmer. He works in the farm. He plants rice and corn. He goes to farm in the morning. And go home in the evening. He works hard.”

Student 20 : “Opo and go apa, Miss?”

Student 21 : “Ayo Miss, again!”

Teacher : “Again?”

Students : “Yes.”

Teacher : “Ok, once again! Listen carefully! He is a farmer. He works in the farm. He plants rice and corn. He goes to farm in the morning. And go home in the evening. He works hard.”

Student 22 : “He apa, Miss? He?”

Teacher : “He works hard. Finish?”

Students : “Not yet! Finish! Not yet! Finish!”

Teacher : “Come one!” (walked around to monitor the student) “Still blank? Still blank?”

Student 23 : “Two again, Miss!”

Teacher : “Two again? No! Once again, ok! Listen! He is a farmer. He works in the farm. He plants rice and corn. He goes to farm in the morning. And go home in the evening. He works hard.”

Student 24 : “Hard?”

Teacher : “Ok, who want to answer number one?”

Student 25 : “Finish, Miss!”

Students : “I ... I ... I!”

Teacher : “Ok, come one!”

Student 26 : (wrote down on the whiteboard)

Teacher : Good! Number two?”

Students : “I ... I ... I!”

Student 27 : (wrote down on the whiteboard)

Teacher : “Good! Number three!”

Students : “I ... I ... I!”

Student 28 : (wrote down on the whiteboard)

Teacher : “Ok, good! Number four?”

Students : “I am! I ... I am!”

Student 29 : (wrote down on the whiteboard)

Teacher : “Ya! Number five?”

Students : “I am! Saya ... I!”

Student 30 : (wrote down on the whiteboard)

Teacher : “Alright! Number six?”

Student 31 : (wrote down on the whiteboard)

Teacher : “Ok, good! Number seven?”

Students : “I ... I ... saya ... saya!”

Teacher : “Ok, you number seven!”

- Student 32 : (wrote down on the whiteboard)
- Students : “Number eight?”
- Students : “I am! I am!”
- Student 33 : (wrote down on the whiteboard)
- Teacher : “Ok, good!”
- Students : “Saya! Saya!”
- Teacher : “Aris! Come here! Come one! Hurry up!”
- Student 34 : (wrote down on the whiteboard)
- Teacher : “Ok, good!”
- Students : “Saya! I am! I am!”
- Teacher : “Ok, you number ten! Number ten!”
- Student 35 : (wrote down on the whiteboard)
- Teacher : “Any different answer?”
- Students : “I! I!”
- Teacher : “Ok you!”
- Student 36 : (wrote down on the whiteboard)
- Teacher : “Work hard.”
- Students : “Yee! Yee!”
- Teacher : “Now. Answer the question about the text, ok!” (wrote down on the whiteboard) “Ok, just five questions.”
- Student 1 : “Miss ... itu what is?”
- Teacher : “What is you father? Your father is a ...”
- Student 1 : “My father, Miss?”
- Teacher : “No! According to the text! According to the text! This text is your father.”
- Student 2 : “Miss? Ini nama ayah saya?”
- Teacher : “No! No! According to the text! Text nya ini loh! According to the text! Find the answer into the text!”
- Students : “Miss, does itu apa?”

- Teacher : “What is does? Does means ... apakah. Finish?”
- Students : “No! Not yet! Not yet! Finish!”
- Student 3 : “Miss, when itu apa?”
- Teacher : “When? When is?”
- Student 4 : “Kapan.”
- Teacher : “Ya. When is kapan.”
- Student 5 : “Number four, Miss?”
- Teacher : “Number four. Where does your father come from? Bekerjanya di mana? Ok, who want to answer number one?”
- Students : “Saya! Saya! I am, Miss Vinda, I am!”
- Student 6 : (wrote down on the whiteboard)
- Teacher : “Ok, good!”
- Students : “I am! Aku! Saya!”
- Student 7 : (wrote down on the whiteboard)
- Teacher : “In the farm. Good!”
- Students : “I, Miss! Miss, I!”
- Student 8 : (wrote down on the whiteboard)
- Teacher : “Ok, alright!”
- Students : “I am, Miss!”
- Teacher : “Ok, Huda! Huda!”
- Student 9 : (wrote down on the whiteboard)
- Teacher : “In the evening. Good! Ok, next number five! Noval? Come one!”
- Student 10 : (wrote down on the whiteboard)
- Teacher : “Ok. Yes, he does. Ok, finish. Ok, that’s enough for today. That’s enough for today. Wassalamualaikum Wr. Wb.”
- Students : “Waalaikumsalam Wr. Wb.”
- Teacher : “Ok, collect your work on my table!”

III. The Script of the Teacher 3

1st Meeting

Day/ Date : Thursday, March 1st 2012
 Time : 08.15 a.m until 09.15 a.m
 Class : II ICP
 Place : SD Muhammadiyah Manyar Gresik
 Total Students : 23 students
 Topic/Material : Story

Teacher : (sang) “If you happy and you know it, please sit down!”

Students : “Sit down!”

Teacher : “If you happy and you know it, please sit down!”

Students : “Sit down!”

Teacher : “If you happy and you know it, and you really know to do it. If you happy and you know it please sit down!”

Students : “Sit down!”

Teacher : “If you happy and you know it, keep silent!”

Students : “Ssstt!”

Teacher : “If you happy and you know it, keep silent!”

Students : “Ssstt!”

Teacher : “If you happy and you know it, and you really know to do it. If you happy and you know it keep silent!”

Students : “Ssstt!”

Teacher : “If you happy and you know it, put your hand!”

Students : (put their hand on the table)

Teacher : “If you happy and you know it, put your hand!”

Students : (put their hand on the table)

Teacher : “If you happy and you know it, and you really know to do it. If you happy and you know it put your hand!”

Students : (put their hand on the table)

Teacher : “Assalamualaikum Wr. Wb.”

- Students : “Walaikumsalam Wr. Wb.”
- Teacher : “Ok, for today I will explain about the story. The story and than learn about conjunction. And, than, suddenly, after that. Have you know all of the meaning?”
- Students : “Yes.”
- Teacher : “What is and?”
- Students : “Dan.”
- Teacher : “Then?”
- Students : “Lalu.”
- Teacher : “Suddenly?”
- Students : “Tiba - tiba.”
- Teacher : “After that?”
- Students : “Setelah itu.”
- Teacher : “Do you still remember about the story?”
- Students : “Yes.”
- Teacher : “Story consist of ...” (wrote down on the whiteboard)
- Students : “Paragraph!”
- Teacher : “Setting.”
- Students : “Time!”
- Teacher : “Time and ...”
- Students : “Place!”
- Teacher : “What else?”
- Students : “Character! Character!”
- Teacher : “For example, Sarah, Tera ...”
- Students : “Character! Character!”
- Teacher : “Ya, character. And then?”
- Students : “Author! Author!”
- Teacher : “And then? Title. Setting, character, author, title and then? The sequence of the story is ...”

- Students : “Urutan!”
- Teacher : “Ya, good! The sequence of the story is urutan. And you can use this, this, and all of this.” (made cycle of the word *and, than, suddenly, after that*) “Do you still remember? When write down in the paragraph, I only see, I only take *after that* and *then* in the paragraph. For example, Sarah is a kind student in the class, and then she is Javanese, and then she studies English, and then ...”
- Students : “And then!” (laughed)
- Teacher : “After that, after that, after that ... Actually, the author give many conjunctions. But here I just pick one, oh four conjunction in the paragraph. Story consists of setting, character, author, title, and sequence of the story. Do you still remember about our last story in the class?”
- Students : “Yes.”
- Teacher : “What happen in the first story?”
- Students : “Piglet went ...”
- Teacher : “Piglet went to the sheep house, and then?”
- Students : “But there ...”
- Teacher : “There is no sheep in the ...”
- Students : “House.”
- Teacher : “But there is a ...”
- Students : “Fox.”
- Teacher : “And then? What will happen? Suddenly the fox came out from the house. Can you put the end of the story into the first? Can you put the end of the story in the first?”
- Students : “No.”
- Teacher : “No. Still in the good arrangement. Do you understand what I mean?”
- Students : “Yes.”
- Teacher : “Tera! Are confuse about my explanation? Yes?”
- Student 1 : (smiled)
- Teacher : “Dinda? Ok, I will explain again. Story consists of setting, character, author, title and the sequence of the story. You know what is setting?”

- Students : “Yes.”
- Teacher : “Setting consists of two, setting of time, and then setting of place. Setting of time. For example, in My Lucky Day the setting is the noon, the night, or the morning?”
- Students : “In the morning and in the night.”
- Teacher : “In the morning or in the night. Yes. And then what about place?”
- Students : “In the house.”
- Teacher : “In the house, and then in the?”
- Students : “In the forest.”
- Teacher : “In the forest. And then for the character? How many characters in My Lucky Day story?”
- Students : “Piglet ... fox ...”
- Teacher : “And then for the author? For the author?”
- Students : “Keiko Kazsa.”
- Teacher : “Title? Title?”
- Students : “My Lucky Day.”
- Teacher : “How about the sequence of the story? The sequence of the story means your paragraph in line is good. The paragraph in title you, correct arrangement of the story. To know, ya. Ceritanya itu gimana, sih? Ya, I don’t know. Ceritanya itu gini, in the beginning, in the middle, and in the and.”
- Student 2 : “I can’t see it ...”
- Teacher : “Pardon? Can you see it? Close the curtain!”
- Student 3 : (closed the curtain)
- Teacher : “Still unclear? I think it’s better if you move your chair here, beside Angel. In the beginning, beginning means?”
- Students : “Pertama.”
- Teacher : “And then in the middle means?”
- Students : “Second.”
- Teacher : “Or third, or fourth ... For example, Farah is in the middle between Eca and Anas. Ya, tengah - tengah. And then end is the last. Terakhir sendiri. Can you put beginning of the story into the end? You will confuse pastinya bingung nanti ceritanya. Kok

aneh, tiba - tiba, suddenly The Piglet came to the house. Especially for Tera. You always confuse in every time. And then we should put it in the middle and then put the first story in the beginning. Ok, any question so far?"

Students : "No."

Teacher : "Everybody understand?"

Students : "Yes."

Teacher : "Ok, exercise. Special for Gina, Dani, Adam and ..." (gave the worksheet to the student) "Have you get all?"

Students : "Yes."

Teacher : "Don't forget to write down your name. I will read for you first. Love and Time."

Students : "Love and Time."

Teacher : "Love and Time. In an island there lived all the feelings and emotions: Happiness, Sadness, Knowledge, and all of others were including Love. One day it was announced to them that the island would sink. So, all construct boats to left except for Love. Love wanted to hold out until the last possible moment. When the island had almost sunk, Love decided to ask for help. Then Richness was passing by Love in a boat. Love said, "Richness can you take me with you?" Richness answered, "Sorry Love, I can't. There is a lot of gold in my boat and there's no place here for you." After that Love next asked Vanity who was also sailing by. Vanity was also ready with the same answer. "I can't help you, Love. You are all wet and might damage my boat", Vanity answered. Sadness was closed by, Love asked, "Sadness, take me along with you." Sadness said, "Oh ... Love, I am so sad that I need to be my self!" Happiness passed by Love, too, but she was so preoccupied with her happiness that she did not even hear when Love called her. Suddenly, there was a voice. "Come, Love, I will take you." It was an elder An overjoyed Love jumped up into the boat and in the process forgot to ask where they were going. When they arrived at a dry land, the elder was going her own way. Realizing how much was owed to the elder, Love asked Knowledge another elder, "Who helped me?" Knowledge answered, "It was Time". "Time?" Thought Love. Then, as if reading the face of Love, Knowledge smiled and answered, "Because only time is capable of understanding how valuable love is. "Do you understand? Is there any vocabulary that you don't know?"

Students : "Ya."

- Teacher : “I will explain it with picture. Can I?” (would erased the whiteboard)
- Students : “Yes.”
- Teacher : “This is story about the Love and Time. There was an island ...” (drew big circle) “This is an island.”
- Student 4 : “Islen.”
- Students : “Island!”
- Teacher : “Island. Like Kalimantan, Borneo I mean. Java and then Sumatera, that is island. There lived all the feelings and motion.” (drew picture of person) “Happiness ...”
- Students : (laughed)
- Teacher : “And then who else?”
- Students : “Sadness.”
- Teacher : “Sadness ... Knowledge ... and then Vanity. Who else? Richness ... and then the protagonist, protagonist or antagonist? Character? Who is the protagonist character? Love or others? Happiness, Sadness, Knowledge?”
- Students : “Love.”
- Teacher : “Protagonist is Love.”
- Students : “Yes!”
- Teacher : “This is the name of person, ya! These were all person lived in an island, ya. Love, Happiness, Sadness, Knowledge, Vanity and Richness. Happiness with ...” (expressed happy) “Sadness with ...” (expressed sad) “Knowledge is about ... what is knowledge?”
- Student 5 : “Ilmu.”
- Teacher : “Ya, ilmu. Knowledge means ilmu. Vanity is ...” (expressed arrogant) “You are too ugly and I am beautiful.”
- Student 6 : “Arrogant.”
- Teacher : “Ya, arrogant. Richness?”
- Students : “Kaya.”
- Teacher : “Nah! And then ...”
- Student 7 : “Love.”
- Teacher : “Love.” (made sign of love using her hand in the air)

- Students : “Cinta! Cinta!”
- Teacher : “Sayang. One day, it was announced to them that the island would sink. Do you know what’s sink? For example you cannot swim, and then you are ...” (act sink) “Blurb! Blurb!”
- Students : “Tenggelam! Tenggelam!”
- Teacher : “But not for the person, but the island. And then, everybody here, in the island, wanna to move from the island. Because the island would ...”
- Students : “Sink.”
- Teacher : “But Love, don’t want to leave the island. And everybody here.” (pointed Happiness, Sadness, etc) “Made the boat.” (drew boat) “To save their live move to other island.” (drew different island) “Actually, Love didn’t want to leave, but when he see the island. “Oh, I think this island is very dangerous for me if I stay here.” And then he wanted to leave the island, but he didn’t make the boat. So, he wanted to ask help from Happiness, Sadness, Knowledge, Vanity and Richness. But no one helped him. First, he asked help to? Asked help to?”
- Students : “Ritchness.”
- Teacher : “Ritchness? Because Richness, in his boat many of gold and not enough for Love, ya. So, he leaved the Love. “Oh sorry, I can’t bring you because there is a lot of gold in my boat. I should leave you.” So, Love asked help to?”
- Students : “Happiness.”
- Teacher : “Happiness. Happiness can't help him because he is too happy with his self. “Oh, I am too happy. I don’t want to help anyone.”
- Student 8 : “Funny thing?”
- Teacher : “Dia itu terlalu bahagia, sampai bahagianya dia tidak mau menolong. And then, what else?”
- Students : “Vanity.”
- Teacher : “Vanity. Vanity is also like Happiness. Because he is too arrogant to help anyone. So he also leaves the Love. And then, what else?”
- Students : “Sadness.”
- Teacher : “Oh, I am so sad that I need to be my self.” Because he is already sad, so she or he don’t want to help. Karena kan dia sedih sendiri, dia ndak mau menolong orang lain. So who help Love? “
- Student 9 : “Time.”

Teacher : “Yes. But, Love don’t know the name of Time. And Knowledge tell him who help him. When Time help Love, he don’t know the name. Ndak tahu namanya. Makanya dia ndak tahu siapa yang menyelamatkan. The conclusion is only Time who can help Love because only time is capable of understanding how valuable love is. Hanya waktu yang bisa menghargai namanya sayang. Like your Mom, seperti Ibumu. How old are you now?”

Students : “Eight.”

Teacher : “Eight years. Selama delapan tahun, selama delapan tahun kalian sudah diasuh Ibu kalian, ya. Dan apa yang bisa menghargai si love itu? Only time. Selama delapan tahun, bisa jalan, bisa sekolah, bisa jajan, bisa do anything. Because the love of your Mom. And only time is capable of understanding how valuable love is. Understand?”

Students : “Yes.”

Teacher : “Any question? For part A, can you find any “and, then, suddenly, after that” words in the text below? Circle those words! And then for B, write a story that you ever read, you should add your story with the conjunction of and, then, suddenly, after that! Don’t forget to determine! Do you understand about part B?”

Students : “No.”

Teacher : “You have to write the story, up to you! After you have a lot of experience to read books in the library or our mini library, then retell it over here! Don’t forget to write down the title and the author! And then retell again!”

Student 10 : “Author itu apa, Uz?”

Student 11 : “Yang buat.”

Teacher : “What is author?”

Student 11 : “Penulis.”

Teacher : “Penulis. Like Martha TJ.”

Student 12 : “From this text, Uz?”

Teacher : “No! No retell this story! No! Your own story! Not about your experience but only the story that you ever read or you ever hear. Understand?”

Students : “Yes.”

Teacher : “For example, Pinokio. You retell again the story of Pinokio. What happen in the first? And then in the middle? And in the end

of the story. Don't forget to write down ... Hello, Guys! Put your pencil! Everybody put your pencil! Tera, please! Would you sit down! Can you sit down! Tara, take the book over there! One. The Lazy Lion, The Lazy Lion or other book. The Lazy Lion and then My Lucky Day. Thank you, Tera! You may come back to your sit! For example you ever read this book. The Lazy Lion. Without looking at the book, try to remember it! For example, once upon a time there was a little lion lived in the jungle. And then ... Don't forget to write down after that, suddenly, and, and then, ya! Ok, understand?"

Students : "Yes."

Teacher : "Not about your experience. No! About the book that you ever read or hear. It can be The Lazy Lion or My Lucky Day, or others. Understand? Mutia! Do you understand, Mutia? What you have to write? What you have to write?"

Student 1 : (walked around and came forward) "Uztadza? Uztadza?"

Teacher : "Would you sit down and listen to me! Ya Mutia!"

Teacher : "Write down of the book! Maybe after I read the book, I can see the book? No! Try to remember about the story from the book or the story that you ever hear. Hello! Sida! Can you sit down! Can you sit down! Only the story, without the author, ya! Any question? Raise your hand! Ya, Tera?"

Student 1 : "Author, Uz?"

Teacher : "No! No! No! Without the author!"

Student 14 : "Can be cartoon?"

Teacher : "Pardon?"

Student 14 : "Can be cartoon?"

Teacher : "Yes. Mmmh, better if it's not cartoon. It's not cartoon movie, ya! From the book!"

Student 15 : "Sponge Bob, Uz?"

Teacher : "No! No! No! No cartoon movie!"

Student 16 : "Two paragraph, Uz?"

Teacher : "No. Tidak harus. But, here if you can make it two or more I will give you two thumbs. If one, only one thumb. Any question again?"

Student 17 : "Uztadza, three, two, one sentence?"

Teacher : “One paragraph consists of ... usually consist of four or three, or five sentences. But the story consists of three paragraphs, for beginning, and then middle, and the end. Understand? Any question?”

Student 18 : “I am in the house many books I read.”

Teacher : “Ya, it can be your book that you ever read in the home, in the library, or in other place. Ok, the time until the long length at the two. Until the long length at the two.”

Teacher walked around to monitor the student for several minutes.

Student 19 : “Can I use this book?”

Teacher : “Sorry! Other book! Fifteen minutes more!”

Students : “Haah!”

Student 20 : “Oh my God!”

Teacher : “Ok, maybe you have read a lot of book but not in English. You may translate it in English! For example, Kancil Steal The Cucumber.”

Students : (laughed)

Teacher : “Fifteen minutes more. Manage your time well! Manage your time well!”

Student 21 : (walked around)

Teacher : “Are you kindergarten student? Are you kindergarten student?”

Student 21 : (back to his sit) “Tinny Winnie boleh, Uz?”

Teacher : “Pardon? No! No! No! Only from the book that you ever read. Without cheating without speaking concentrate to your work! Adin! Lintang! Andra! Concentration without speaking ! Dava! Fourteen minutes more!”

Student 22 : “May I use dictionary?”

Teacher : “Yes, you may use dictionary. Hida! If you cannot manage your time well, you cannot finish your work on time. Ok, ten minutes more!”

Teacher sat and the student did the worksheet.

Teacher : “Ok, nine minutes more!”

Suddenly there was a teacher entered the class to ask something, after that he leaved.

- Teacher : “Everybody know where the diary?”
- Students : “In the class. Finish! Finish!”
- Teacher : (corrected her student worksheet) “No! Wait! Stand up here! Come here! This is?”
- Student 23 : “Haah!”
- Teacher : “Should you ... and then ... like this. Understand?”
- Student 23 : “Yes.”
- Teacher : “Where is the capital letter? The others! You need to give punctuation and capital letter! Pay attention to the punctuation and capital letter! Capital letter, quotation, and then question mark, interjection.” (several minutes later) “Ok, finish!”
- Students : “Yes! Not yet!”
- Teacher : “Ok, submit to my table! If you haven’t finish yet, you may continue after break time. Ok, ten, nine, eight, seven, six, five, four, three, two, one!” (all the students submit the worksheet) “Ok, thank you. Wasslamualaikum Wr. Wb.”
- Students : “Waalaiikum salam Wr. Wb.”

2nd Meeting

Day/ Date : Monday, March 5th 2012
 Time : 01.00 p.m until 02.00 p.m
 Class : II ICP
 Place : SD Muhammadiyah Manyar Gresik
 Total Students : 23 students
 Topic/Material : Quotation Mark

Teacher : “Assalamualaikum Wr. Wb.”

Students : “Waalaikusalam Wr. Wb.”

Teacher : “Today we will discuss about quotation mark. Do you still remember our last meeting? Some of you still forget to put quotation mark in the paragraph.”

Students : “Ya.”

Teacher : “Quotation mark usually used in direct sentence. Sometime use in the story, poem, song or TV program. For example, he said I am a nice boy in the class. Where should we put the quotation mark in this sentence?” (wrote down like this → He said I am a nice boy in the class)

Students : “Before I ... after the class.”

Teacher : (wrote down like this → He said “I am a nice boy in the class”) “Ya. Should we put punctuation?”

Students : “Yes.”

Teacher : “What are they?”

Students : “Comma.”

Teacher : “Ya, comma and full stop. Comma and full stop have to, harus ada di dalam, inside the sentence.” (wrote down like this → He said, “I am a nice boy in the class.”) “Not like this, for example, bla bla bla bla. You put the full stop outside the quotation.” (wrote down like this → “.....”.)

Students : “No.”

Teacher : “No. But you have to put the full stop in the quotation ...”

Students : “Mark.”

Teacher : (wrote down like this → “.....”) “Do you understand?”

Students : “Yes.”

- Teacher : “Any question?”
- Students : “No.”
- Teacher : “This for the example, and then how if I put he said in the last sentence?” (wrote down like this → “I am a nice boy in the class,” he said.)
- Student 1 : “I can’t see, Uz!”
- Teacher : “You can move to Fitriani’s chair without bring your chair! I am a nice boy in the class he said. Should *he* write down in the capital letter?”
- Students : “No.”
- Teacher : “Do not change to the capital letter because this is still in the same sentence. Karena di sini masih ada hubungannya. Beda lagi kalau di sini sudah selesai, ya. This is finish.” (pointed out sentence → He said, “I am a nice boy in the class.”) “And then you want to write down other sentence. There is no correlation with this sentence, ya. He said I am a nice boy in the class. Then he went to the hall. This is right.” (wrote down like this → He said, “I am a nice boy in the class.” Then he went to the hall.)
- Students : “Why?”
- Teacher : “Why? Because you put he said, no direct sentence of this sentence . Understand? Understand or still confuse? Still confuse? Ini, kan sudah selesai. Ya, kan.” (pointed out sentence → He said, “I am a nice boy in the class.”) “Terus kan nada cerita lagi. Ada kalimat lagi. That is no correlation with first sentence. You continue the story. You can write this one, this word with capital letter.” (pointed out word → Then) “But different with this sentence.” (pointed out sentence → “I am a nice boy in the class,” he said.) “Why? I am a nice boy in the class. Who said like that? Then you write down *he said* not in capital letter, because this still have correlation with direct sentence. Understand?”
- Students : “Yes.”
- Teacher : “Any question so far?”
- Students : “No.”
- Teacher : “Understand all?”
- Students : “Yes.”
- Teacher : “Ok, is right if I put full stop outside the quotation mark?”
- Students : “No.”

- Teacher : “But you have to put comma, full stop inside the quotation mark. How if the quotation mark here and there is question mark.”
(wrote down like this → “.....?”)
- Students : “Inside.”
- Teacher : “Inside also. Interjection? Outside?” (wrote down like this →
“.....!”)
- Students : “Inside.”
- Teacher : “Inside, ya that’s right. Understand? Yasmin?”
- Student 2 : “Uz, two full stop?”
- Teacher : “Two full stop? No! If you already put interjection over here, you may not put full stop again, ya.” (wrote down like this →
“.....!”) “No! Just continue, ya. Without full stop. Forbidden if you put two mark in the same sentence.”
- Students : “Why?”
- Teacher : “Oh ndak boleh. Memang sudah aturannya. That’s the rule, ya. If you already put question mark, or interjection, or full stop. You may not put full stop over here. Just continue the sentence! Understand?”
- Students : “Yes.”
- Teacher : “Mirza? Understand? Ok, after this take your notebook! And then we go to the library. Please, choose ...”
- Students : (stand up)
- Teacher : “Oh, not yet! Not yet! Please, choose one of the story! One of the story, read it! After you read it put it in the right place in the library! And then you continue to write a story! Retell it again! And don’t forget to put?”
- Students : “Full stop! Question mark!”
- Teacher : “Have to, direct sentence too. You may add it! Understand? Ditambahi dengan kalimat langsung dan juga ditambahi dengan tanda? You see? Quotation mark. Don’t forget! Uztadza, how if my story that I read there is no quotation mark or direct sentence? You have to add it! Ditambahi! Sida, would you sit down? Would you sit down? Understand?”
- Students : “Yes.”
- Teacher : “Understand?”
- Students : “Yes.”

- Teacher : “I ... not allow you if after read and then you put the book or the other story in front of you and then you write it again. No! Forbidden!”
- Students : “Haah!”
- Teacher : “But, read it! And then you have finished, ya. Read and put in the right place again! And then you start to write, ya. So, please choose the short one! Not the long one. jangan pilih cerita yang terlalu?”
- Students : “Panjang.”
- Teacher : “Panjang. Kalau panjang – panjang susah. The short one, in English, not in Indonesia, ok. Maybe if you choose Mentimun Mas atau cerita apa yang lain, but in?”
- Students : “English.”
- Teacher : “Any question? Yes, Adit?”
- Student 3 : “Mmmh ... we ... use ...”
- Teacher : “Wait! One by one!”
- Student 4 : “Uztadza, dilanjutkan?”
- Teacher : “Loh, kok dilanjutkan? Maksudnya? Loh? Guys! Go to the library! And then choose one of the story from the book over there! And then read! Read! Read! That book, put in the right place again! And you start to write. Retell what story that you read!”
- Student 3 : “Use ...”
- Teacher : “You may speak in Indonesia!”
- Student 3 : “Pake bahasa sendiri?”
- Teacher : “Yes. Use your own word! Use your own sentences! Yes, Yasmin?”
- Student 5 : “Write again?”
- Teacher : “Ya, but you not put the book in front of you and then you write again. No! Close it! Put in the right place again! Then you write it down! Understand?”
- Students : “Yes.”
- Teacher : “Are you still confuse? Ok, you may go to the library! No running!”

Students : “No running!”

Teacher and students went to library. In the library.

Teacher : “Guys! I ask you to look for the story! Story book, ya. Soft you voice! Hello! Hello!”

Suddenly there was a teacher entered the library to take one table.

Teacher : “I think the book all of over there is in English.”

Student 6 : “Add it what, Uz?”

Teacher : “Quotation. Even there is no quotation in your story. Guys! You have limit time. Use it well! Hello! Even there is no quotation, even there is no direct sentence. It's ok if could add it at your notebook, ya. Kamu tambah sendiri in your notebook.”

Students : (crowded)

The teacher made conversation with the other teacher in the library. After that she walked around the library to monitor and guide the student.

Teacher : “This is good story, you may use it. If you are confuse, kalau kalian bingung, pilih – pilih yang lain lagi! Use the time well! Thirteen minutes left. Use your brain! Your imagination! Remember, Guys! If there is no quotation or direct sentence in book, but you have to add in your notebook! Dava, remember to make the story! Not the poem!”

Student 7 : “Where I put this book?”

Teacher : “In the right place. And then try to write down! Farah, you may move here! You may sit down over here!”

Student 8 : “Uztadza, where I back the book?”

Teacher : “Pardon? Over there! Too many places there. Don't worry! Still enough place.”

The teacher leaved the library to do something.

Students : (crowded)

Student 8 : “Ssst!”

Several times later the teacher came back to the library.

Teacher : “Andre! Still one sentence?”

Students : (laughed)

Teacher : “Hello! No! I asked you to write down the story, not write down the poem, not quotation sentence. No! Do you understand? Look

at you friend! Guys! Hello! I don't ask you to write down only quotation sentence or direct sentence in the story. No! Retell again! But if there is no direct sentence, you may add! No write down like this, number one quotation mark is bla bla bla bla. Ya?"

Student 9 : "Uztadza, this is." (showed his work)

Teacher : "Ok, good. Manage your time!"

Suddenly there was a teacher entered the library to take something.

Student 10 : "How many sentences in one paragraph?"

Teacher : "One paragraph usually consists of four, five or six sentences. But if you make three paragraph, and then every paragraph consists of four or five sentence, you will get two thumbs." (one student showed his work) "Hello! Do you still remember how to write down the title?"

Students : "Capital letter!"

Teacher : "Ya, capital letter."

Some students showed their work to the teacher to check it. Suddenly there was a teacher entered the library to check the book.

Teacher : "If you finish, you may submit it here! Have you finish?"

Student 11 : "Uztadza, harus satu halaman?"

Teacher : "Pardon?"

Student 11 : "Harus satu paper?"

Teacher : "Pardon?"

Student 11 : "Can I ... half paper?"

Teacher : "It's ok, a half a half, ok. Guys! Because the time is up, submit your work here! Hello! Submit your work! Finish on my count up to ten! And make two line! One line to boys and one line to girls. Ya, one, two, three, four, five, six, seven, eight ... Ok, hurry up! Nine, ten. Please, look at the table! Is there any book over there! We back to the class. Finish? Not yet? All? It's ok even it's not on time. You may comeback. Wassalamualaikum Wr. Wb."

Students : "Waalaikumsalam Wr. Wb."

3rd Meeting

Day/ Date : Monday, March 12th 2012
 Time : 01.00 p.m until 02.00 p.m
 Class : II ICP
 Place : SD Muhammadiyah Manyar Gresik
 Total Students : 23 students
 Topic/Material : Story

The class was opened by another teacher because the English teacher came late, she had something to do. The temporary teacher gave worksheet to the student and asked them to find difficult vocabulary while waiting the English teacher. Several minutes later The English teacher came.

Teacher : “Assalamualaikum Wr. Wb.”

Students : “Walaikusalam Wr. Wb.”

Teacher : “Have you find out difficult word? Ok, to make it easier. Please, do in a group!”

Students : “Yes! Yes!”

Teacher : “One group consists of two.”

Student 1 : “I am with Abi.”

Teacher : “No! No! No! Beside you. Please, Mirza, Aina. Farah with Azam, and then ...”

Student 1 : “With Abi.”

Teacher : “Oh ya, it’s ok Farah with Mirza and Aina. And you with Tera. Ok, without any voice! Without any voice! I give you time only until the long length at six. Until the long length at six.” (walked around the class to monitor the student) “

The student did the worksheet, they found the difficult meaning in the paragraph using dictionary, after that they answered the question based on the text.

Students : (crowded discussed with their friend)

Teacher : “You find with your dictionary! Dibagi, dibagi tugas. For example, Kaffa look for *donkey* until *graze*, and then the other from *bothered* until *patient*. Hello! For example, *carried* finish? Next *bundles* until *paint* is Mirza, up to you. Discuss with your friend! What are you looking for?”

Student 1 : “*Impatient* with *roam*.”

Students : (crowded discussed with their friend)

Suddenly there was a teacher who checked document to the English teacher.

Students : (crowded discussed with their friend)

Teacher : “Have you finish?”

Students : “No.”

Teacher : “Five minutes more!”

Students : (crowded discussed with their friend).

The English teacher made conversation with a teacher who checked the document. After that the English teacher walked around to monitor and guide the student again.

Students : (crowded discussed with their friend).

Teacher : “Aina! Aina! Ok, two minutes more!”

Student 2 : “Uztadza, this same with berlari?” (pointed word *ran of* in his worksheet)

Teacher : “Run. Ya, almost same. Ya almost same, but ... Look for run, using R-U-N not R-A-N! Have you finish all? Pardon? Finish all?”

Students : “No.”

Teacher opened her dictionary to check the meaning of some words. Suddenly there was a teacher who checked something. They made conversation for awhile.

Students : (crowded discussed with their friend).

Student 3 : “Uztadza! Uztadza! This is?” (showed his worksheet)

Teacher : “Bundles. Ya.” (opened her dictionary again) “Ok, the time is up.”

Students : “No!”

Teacher : “The time is up. Ok, even you haven’t finish. Listen to me!”

Students : (crowded discussed with their friend).

Teacher : “Simon says sit down!”

Students : (sat down quietly)

Teacher : “Simon says put your pencil on the table!

Students : (put the pencil on the table)

- Teacher : “Simon says close the dictionary!”
- Students : (close the dictionary)
- Teacher : “Simon says say hi!”
- Students : “Hi!”
- Teacher : “Simon says say hoo!”
- Students : “Hoo!”
- Teacher : “Simon says ssstt!”
- Students : “Ssstt!”
- Teacher : “Who already find out all of the difficult word? Who already find out all? No one?”
- Student 4 : “Less one.”
- Teacher : “Less one. Less two? Kurang dua? Less three? Four? Five? Six? Seven? Eight? Nine? Ten? Ok, we find it out together!”
- Students : (raised their hand according how many difficult word they had found)
- Teacher : “Ok, ya listen to me! Everybody, please close your dictionary! We’ll find out the meaning together. Now, please from Dava. What is the meaning of donkey?”
- Student 5 : “Keledai.”
- Teacher : “Keledai. Now, please Alfa! Carried. Carried?”
- Student 7 : “Mengangkat.”
- Teacher : “Mengangkat. Carried from carry, and then with ed. This is the present, this is ...”
- Students : “Past tense.”
- Teacher : “The past. Next, bundles.”
- Student 8 : “What?”
- Teacher : “Bundles.”
- Students 9 : “Sebuntel.”
- Teacher : “Pardon? The bundel?”
- Student 9 : “Sebuntel.”
- Teacher : “Sebundel?”

Student 9 : “Sebuntel.”

Teacher : “Oh, sebuntel. Who find out the other meaning?”

Student 10 : “I am.”

Teacher : “Yes.”

Student 10 : “Seikat kayu.”

Teacher : “Seikat? Seikat? Bundles means something that covered with cloth or something else. Ya, sebundel bisa. Sebuntel bisa. Pokoknya something that covered, like this one.” (drew picture on the whiteboard) “This is bundles, apa sebuntel ya?”

Students : “Ya.”

Teacher : “Fed up?”

Student 11 : “Ayam.”

Teacher : “Yes?”

Student 11 : “Ayam.”

Teacher : “Ayam?”

Students : (laughed) “I am.”

Teacher : “Fed up? What is fed up?”

Students : “Makan.”

Teacher : “Fed up. Makan. Lie on? Lintang, please! Lintang, come one Lintang! Have you find it?”

Student 12 : “Not yet.”

Teacher : “Not yet. Sida, please help! Lie on?”

Students : “Berdusta.”

Teacher : “Who find out other meaning? Lie on. Lie on? Wait wait wait! Lie on means berbaring.”

Students : “Berbaring?”

Teacher : “Berbaring, berbaring. Wise? Come one, Sofi?”

Student 13 : “Cara.”

Teacher : “Pardon?”

Student 13 : “Cara.”

- Teacher : “Cara? No. Who can find out wise?”
- Student 14 : “Bijaksana.”
- Teacher : “Ha! That’s right! Bijaksana. Alright, bijaksana. Bijaksana. Paint? Paint? Paint?”
- Student 15 : “Mengecat.”
- Student 16 : “Melukis.”
- Teacher : “Mengecat bisa. Melukis bisa. Mengecat, cat, have correlation with make something, or make a picture. Stripe?”
- Students : “Belang.”
- Teacher : “Belang. Graze?”
- Student 17 : “I don’t know.”
- Teacher : “Graze?”
- Student 18 : “Menggembalakan.”
- Teacher : “Menggembalakan. Bothered? Bothered?”
- Students : “Kesusahan.”
- Teacher : “Susah atau kesusahan. Instead?”
- Student 19 : “Malahan.”
- Teacher : “Malahan.”
- Student 20 : “What?”
- Teacher : “Malahan. Malahan. Malahan itu bahkan. Pleased? Pleased? No one? Find out now! Pleased without ed. P-L-E-A-D.”
- Student 21 : “Membelakan.”
- Teacher : “Pardon?”
- Student 21 : “Membelakan.”
- Teacher : “Come one! Find out pleaded!”
- Student 22 : “Membelakang.”
- Teacher : “Have you find it out? Without ed, ya! Can you find it out?”
(checked one student) “Membela. Membela.”
- Student 22 : “Loh! Aku hampir betul.”

- Teacher : “For example your friend, someone, other says that, “Hey you are wrong!” and then you pleaded it of him. Kamu membela temenmu karena dia ndak bisa jadi dibantu. Impatient? Impatient?”
- Student 23 : “I don’t know.”
- Student 1 : “Tidak sabar.”
- Teacher : “Great! Impatient means tidak sabar.”
- Student 2 : “Tidak sabar?”
- Teacher : “Tidak sabar. Ran off?”
- Students : “Lari. Berlari.”
- Teacher : “Lari. Melarikan diri. Roam?”
- Student 3 : “Mengembara.”
- Teacher : “Mengembara. Mengembara.”
- Student 4 : “Mengembala?”
- Student 3 : “Mengembara!”
- Teacher : “Using R or L? Hayo mengembara atau mengembala? Mengembara. R, R. Adit! Adit! Would you asking without standing or walking? Are you kindergarten student or elementary? Return. Return?”
- Student 5 : “Pulang.”
- Teacher : “Pulang or come back. Come back.”
- Student 6 : “Return kembali?”
- Teacher : “Yes. Kembali. Kembali. Came?”
- Students : “Datang.”
- Student 7 : “Kembali.”
- Teacher : “Came? Welcome. Selamat datang. Datang. Patient? The opposite of patient? The opposite of patient?”
- Student 8 : “Sabar.”
- Student 9 : “Lapangan dada.”
- Teacher : “Loh? Lapangan dada? No!”
- Students : “Sabar.”

Teacher : “Sometime I say to you, “Be patient!” for Adit. “Adit, be patient be patient!”

Student 9 : “Tahan emosi.”

Teacher : “Ya, patient means sabar. Ok, now please everybody read!”

Students : “Finish!”

Teacher : “From the first to the last?”

Students : “Finish!”

Teacher : “And then you know the story is about?”

Students : “Yes!”

Teacher : “Because the first time when you read it without knowing the difficult word here, maybe you little bit confuse. But if I already help you to find out the meaning, now please read it more and then please answer questions in page two! Ok, I will explained it before you do it. Beginning, middle and end, sequence of the events. I already explain it last week. Sequence of the events. Beginning means, berarti ceritanya yang pertama, ya. Ceritanya yang pertama itu tentang yang mana, ya? Uztadza, should I write from the first paragraph until the second paragraph? No! Dila! Should you write down the first until second paragraph for the beginning?”

Student 10 : (silent)

Teacher : “Should you?”

Students : “No.”

Teacher : “No. Only the summary, ya. Only the summary. Ya, only the summary. Beginning, and then how about the middle? Ceritanya yang tengah itu tentang apa, sih? And then the end for the end. I don't ask you to write down all from the first paragraph until the last, ya. You write down here. No! Only the summary, after you read. Understand?”

Students : “Yes. Ya.”

Teacher : “Now, please read it more without any voice! I give you five minutes. Come one!”

Student 11 : “Uztadza, I go to bathroom.”

Teacher : “Yes, please.”

Teacher : “Read it again without any voice! Arya! Adit! I ask you to read without any voice! Please, read! Try to understand more the story

about! If you can not understand the word, you can look at the little dictionary!

Students : (silent and read the text of How Zebra Got Their Stripes in the worksheet)

The student who had gone from the bathroom was back.

Teacher : “You tight. Tie your tight!” (several later) “Answer the question also! Have you finish all?”

Students : “No. Finish.”

Teacher : “Do you understand what the story about?”

Students : “Yes.”

Teacher : “Have you know the story from the first until the last? Long, long ago there were no zebras. But there were a lot of donkeys. The donkeys worked hard everyday. They had no time to play or relax. The donkey carried heavy bundles for miles. One day, two donkeys got fed up. They decided they didn’t want to work all the time. They wanted to lie on soft grass. And then for the next story you read you self! And then for number one. Do you understand what is the question? Setting of the story?”

Students : “Yes.”

Teacher : “Setting of the story consists of two. Setting of time and setting of?”

Students : “Place.”

Teacher : “Mention! Both of them! And then number two. Characters. Do you understand what is the character?”

Students : “Yes.”

Teacher : “Yes. Character itu berarti?”

Students : “Two.”

Teacher : “Not only two person?”

Students : “No. Three?”

Teacher : “I don’t know. Just retell it! Number three, characteristics of the story. Do you understand what is characteristic of the story? For example, Mirza. Mirza is the character. And then the characteristics are talk active, or arrogant, impatient, ya sometime impatient. And Farah, the characteristics are patient, wise, helpful. Understand? Yes, like that. The characteristics of the story. Kaffa understand? That is the characteristics. And then sequence of the

events? Beginning, middle, and end. Ditulis tapi tidak semuanya, only the summary. ”

Student 12 : “What is the summary?”

Teacher : “Astagfirullahaladzim.” (pointed the whiteboard to show the meaning of summary that had written by the teacher several minutes ago) “Maybe you will find it on the whiteboard.”

Students : “Astagfirullahaladzim.”

Teacher : “Ok, do it by your self! Are there any zebra in the past?”

Students : “Not.”

Teacher : “No. So, who is the zebra exactly?”

Student 13 : “Donkey.”

Teacher : “Ya, donkey with stripe of black and white. Understand?” (walkes around to monitor each student) “Forest? Double R? Remember you don’t write down from the first paragraph until the last, only the summary.

Student 14 : “Characteristics, Uz?”

Teacher : “Pardon?”

Student 14 : “Characteristics.”

Teacher : “Loh? Characteristics of the story? For example, Aina, impatient sometime, easy to angry, but helpful. Understand?”

Student 15 : “I am.”

Teacher : “Or Dila, she is talk active, helpful, little bit arrogant sometime. Is that right?”

Student 15 : “No.”

Teacher : “Oh, no. No. Just example. Easily to angry. Ya?”

Student 15 : “No.”

Students : “Yes.”

The student did the worksheet for several time.

Teacher : “Dila, have you finish?”

Student 15 : “Belom.”

Teacher : “Is not time for you to dance. Next Thursday, you may dance. Remember, who wants to get ticket of outbound? Tia, have you

take your medicine to Uztadza Puput? Ya. Adin, come here please! A-D-I-N.” (gave something)

Student 16 : (received and put it in his locker)

Student 17 : (used the sharpener on the teacher’s table)

Teacher : “Have you asked my permission?”

Student 17 : “May I borrow it, Uz?”

Teacher : “Yes.”

Student 18 : “Uztadza, may I go to bathroom?”

Teacher : “Yes, please. Hey! Fold of your forearm, now! Pray in front of me, please! Praying in front of me here. Hey! Come here! Pray before enter to the bathroom!”

Student 18 : (forgot)

Teacher : “Loh? Forget?”

Student 18 : (still silent)

Teacher : “Hello! Adam forget. Do you always pray before enter to the bathroom? Never? Sometime.”

Student 18 : “Forget, Uz.”

Teacher : “Always forget?”

Student 18 : “Sometime.”

Teacher : “Sometime. Ok, go now!”

Student 19 : “Uz, I go to the bathroom.”

Teacher : “Waiting for your friend.”

Student 20 : “Uztadza! Uztadza, finish.”

Teacher : “May I check your answer? Come here! I will check your answer. Bring your worksheet!” (checked the student worksheet awhile)
 ”Characteristics only this one? I said characteristics meaning, please mention more then one! Impatient, patient, too easy. And for the beginning, you shouldn’t write down the beginning like this.” (pointed out the first paragraph in the text) “Similar, ya. Try to write down by your own words! Aina Finish?”

Student 21 : “Go to the bathroom, Uz.”

Teacher : “Waiting for your friend! Alda, you may go to the bathroom.”

Student 19 : (prayed in front of the teacher and went to the bathroom)

Teacher : “Adit, you may go to the bathroom.”

Student 21 : (went to the bathroom)

Teacher : “Hello! Have you pray? In front of me, louder please!”

Student 21 : “Allahummainni ...” (not finish yet but went to the bathroom)

Teacher : “Loh? Loh? Impolite.”

The bell was ringing.

Teacher : “Ok, have you finish, Guys?”

Students : “No.”

Teacher : “I give you additional until the long length at one. You may have new teacher after this, ya, for computer. Not Uztadza Puput anymore but other teacher.”

Students : “Yes. You, Uz?”

Teacher : “No! Not me. Not Uztadza but Uztad.”

Student 22 : “I know.”

Teacher : “The new one.”

Students : “Uztad Zaki. Uztad Dedi.”

Student 22 : “No! Uztad baru.”

Teacher : “Continue your work! Ok, if you finish you may submit it here and then please put your chair on the table! Put your chair on the table and then you may go to computer laboratory now! Not yet all?”

Student 23 : “Finish.”

Teacher : “Submit here! No running! Ok, Guys I think time is up. It’s time for you to study computer. You may continue after computer or after break!”

Student 19 : “Finish, Uztadza.”

Teacher : “Ok, I’ll count up to ten. One, two, three, four, five, six, seven, if you are not finish your chair are not on the table, eight, nine, ten. Ok, Wassalamualaikum Wr. Wb.”

Students : “Waalaikumsalam Wr. Wb.”

APPENDIX II

THE SCRIPT OF TEACHER'S INTERVIEW

I. The First English Teacher

Day/ Date : Friday, March 9th 2012
 Time : 08.00 a.m
 Place : SD N Made IV Lamongan

Researcher : "Assalamualaikum, Sir! I am sorry for disturbing your time."

Teacher : "Waalaikumsalam. It's OK."

Researcher : "May I ask you relate to teacher talk in the teaching learning process last meeting, Sir?"

Teacher : "Yes, you may."

Researcher : "Thank you. What was the topic that you had taught, Sir?"

Teacher : "I taught about additional and subtraction the number to review the number from number one up to twenty."

Researcher : "I saw you taught pararel class 1A, 1B, and 1C in a day by giving the same topic. Why did you do that?"

Teacher : "I always teach them with the same topic because it would easy to manage them. It was suitable with the condition of each class wether the acceptance of the students in each class was different. A and B classes were easier to accept the material than C class. That's why I suggested them to join extracuriculer class every Monday and Tuesday especially I emphasized to C class"

Researcher : "When you opened the class, during and in the end of the teaching learning process you invited the students to sing. For example *I am the best, Up and Down, and Animal song*. Or you gave the ice break of *Check Check Boom*. What was your purpose, Sir?"

Teacher : "I believed that the children' world was noisy, cheerfull, and colourfull. Ideally, in the morning they still had full spirit. I just kept their spirit so they could enjoy to study even in the end of the teaching learning process. I tried to get their attention by inviting them to sing like that."

Researcher : "So, how did you accept students' feeling during the teaching learning process? I saw there were some students had complaint about their friend who disturbed them or expressed their sad feeling who lost money."

Teacher : “I accepted their feeling by trying to make them calm down and find the solution. For example when there was a student cried, I asked him what was going happen with him. Sometimes the students expressed their feeling without I asked before. Oh, he was done pinch by his friend. So, I asked him to be quiet and giving punishment to his friend who had disturbed him. But, if it didn’t need special treatment, I just persuaded that student to be calm. Although he still cried, I leaved him after I tried to make him calm down. At least, I showed him that I care to him. The most important was it didn’t give influence to other students. ”

Researcher : “What about the utterance that you used to accep students’ feeling?”

Teacher : “I asked what was going happen with the students by asking *“How much? Maybe this, this is your money. Keep it well!”* to make that student calm down. But, sometimes I said it in Indonesia to make the students easy to understand with what I was saying. For example, *“Ngapain? Ngapain? Ngapain?”* and saying *“Oh dijiwit. Ok, tak jiwite. Don’t cry, ok! Cowok itu ndak boleh nangis. Rama, we, yo diam, ya!”*. Actually, that was worked because as I saw they did it to expressed their feeling and get my attention. After I came to them and tried to make them calm, they would be quiet soon.

Researcher : “Then, how did you give praise or encourage the students? I mean there were some students who were afraid or were ashamed to do the exercise in front of the classromm.”

Teacher : “I would give them praise if they had answered my question or did the exercise in the classroom. But, each student has different character, some of them are brave and some are shy. I encouraged them by motivating them that they could do it. I appreciated them to show that what they had done was valuable. They like if I accompanied them to guide when they did the exercise in front of the class.”

Researcher : “So, what utterances did you use to give praise or encourage the students?”

Teacher : “When I gave praise to them, for example I said *“Ok, good!”*, *“Ok, one hundred for you! Give applause!”*, *“Ok, your answer is true!”* and *“Ok, well done!”*. I encourage them by saying *“Come one, Adi!”* and *“Zero and zero!”*. When my students answered wrong or they didn’t want to come forward I motivated them by saying that *zero*. It would make them corrected their mistakes and became brave because they didn’t want to get zero point.”

Researcher : “Do you mean that students’ suggestion so they would do better next time?”

Teacher : “Yes, I do. I didn’t really write note their score whether they got one hundred or zero. I just give them more enthusiasm so they would compete to answer the question next time.”

Researcher : “That was interesting, Sir. Then, how did you accept or use students’ idea? I saw there were some students who want *Anjing Super*. What did it mean actually?”

Teacher : “Oh, *Anjing Super* was animation movie. I had played it to them if there was time in the end of the teaching learning process. Their favorite movies were *Anjing Super and Puddle Pop*. I was not only let them to see the movie but also asked them to make a note of utterance that they didn’t understand.”

Researcher : “Yes, Sir. At least, they had expressed their idea. So, how did you accept it?”

Teacher : “It depended of the time, if there was time I would play the video or just yes and would play it next time.”

Researcher : “In other word, you used students’ idea for further lesson, Sir?”

Teacher : “If it was good for studying, I would consider it also. Sometimes, the students became passive. If it was happened, I would ask them first and accepted their idea to develop students’ ability.”

Researcher : “So, what utterances did you use to accept students’ idea?”

Teacher : “I accepted it for example by saying “*Anjing super? Ya, next week!*” and “*Ok, true*”.”

Researcher : “How about asking question. How did you ask question to the students during the teaching learning process?”

Teacher : “First time, I would ask them randomly to give the same chance and make them more expressive. I offered the question to all students but if there was no students answer it, I would point out one student. Before starting, during or after explained I would give the students question to check their understanding relate to the material. It was interesting when I suddenly gave them question especially to the students who didn’t pay attention to my explanation. I often gave them option question to correct students’ mistakes and make them easier to answer.”

Researcher : “And what utterances did you use?”

Teacher : “For example, I said “*Who can answer it?*”, “*Who wants to come forward?*”, “*Tiga belas apa? Thirteen or threeteen?*” and “*Ok, who can count from one up to twenty? Can you count one up to twenty*”. I sometimes also repeated my question to make the students more understand it.”

Researcher : “About explaining or lecturing. How did you explain to the students? As I remember, did you explained twice or more to your students.”

Teacher : “Yes, I did. Some students still didn’t understand my explanation so I unlikely had to repeat my explanation. I was also did many ways by giving example to make it clearer, simplifying the word, using my body language and translating the meaning to make the students more understand my explanation. I realized that my students’ backgrounds were different from their each kindergarten that had been taught English earlier or not, I understood that condition.”

Researcher : “That’s why you used many ways to explain it. So, what utterances did you use to explain in the teaching learning process?”

Teacher : “I opened the class by saying “*We want to do, we will review about additional. Satu tambah satu ama dengan dua*”. I said by giving example “*So, now I will write the numbers, maybe additional, then you have to write the English under the number! For example, I write $2 + 5 = 7$. So must write two plus five equals seven*”. Sometimes, I closed the class by giving message. For example, “*Don’t forget to study at home*”. It was based on appeal from UPT to give message or motivation in the end of the teaching learning process.”

Researcher : “Then, about the instruction. How did you give command or direction to the students?”

Teacher : “I had made the instruction as habitual activity that the students did earlier. First time, they didn’t familiar with the simple instruction, I translited to them. But soon after I always give them the same instruction every day, they didn’t need translation. If some of them didn’t know the meaning of certain instruction, they would know from their friend. I was also walked around the class and clapped my hand to get students’ attention and make them cohesive.”

Researcher : “What utterances did you use to give command or direction?”

Teacher : “Some utterances that I used were “*Ok, everybody stand up! Please, stand up!*” and “*Ok, let’s count!*”. I said “*Louder! Lebih keras!*”, “*Again! Again!*” and “*Give more spirit, please! Grade 1 A!*” to make the students repeated their answer louder and make the students more spirit.”

Researcher : “Next, how did you criticize and justify authority to the students?”

Teacher : “I called that student who did inappropriate activity and forbid them by saying certain utterance. Or I used my body language, I pretend to be quiet and they would immitate me.”

Researcher : “So, what utterances did you use to criticize and justify authority?”

Teacher : “I directly said “*Wait! Back to your seat, Jojo!*”, “*Be quiet! No voice! Sit well and no voice! Ssstt, no voice! Ok, no voice!*” and “*Kamboja! Kamboja! Hello! Put your pencil and sit well!*”. Sometimes, I threatened them by saying “*If you are out from your chair, from your table. Zero. So sit well and no voice!*” or made a joke by saying “*Hayo, you will move to 1D, loh!*” to change their appropriate activity.

Researcher : “Last, how did you assist the students to understand the teacher talk in your class, Sir?”

Teacher : “Like I said before, I used many ways to make the students more understand with my talk. I gave example and used my body language to make it clearer. I repeated my talk and emphasized it if there were some students still didn’t understand. I was also simplified and translited it if it were needed.”

Researcher : “What utterances did you use to assist the students to understand the teacher talk?”

Teacher : “I used utterances by giving example “*I will write the number in a letter and you have to write the number. For example like this ...*”, by using my body language “*One, two, three, be quiet!*”, by repeated or emphasized it “*Come one what is dua belas? Dua belas, what is dua belas?*”, by simplifying and translating it “*We will have not afternoon class. Today is holiday. What is holiday? Holiday? So, today is free. Hari ini kita libur, lesnya ya, lesnya libur*”. If it was possible, translation became the last way to use.”

Researcher : “I see. Thank you for your time, Sir.”

Teacher : “You are welcome.”

Researcher : “Assalamualaikum.”

Teacher : “Waalaiikumsalam.”

II. The Second English Teacher

Day/ Date : Saturday, March 10th 2012
 Time : 01.30 p.m
 Place : SD N Made IV Lamongan

Researcher : “Assalamualaikum.”

Teacher : “Waalaikumsalam.”

Researcher : “Excuse me, Mam. Do you have time? I would like to interview you related to teacher talk in the teaching learning process las meeting.”

Teacher : “Yes, I do. No problem.”

Researcher : “May I know what the topics that you had taught to the students were?”

Teacher : “I taught about part of body for 2nd grade, for the 3rd grade I taught them hobbies and occupation.”

Researcher : “For 3rd grade, why did you teach different topic? Did you prepare them for next middle test?”

Teacher : “Yes, I did. I gave review the topic that they had not understand yet. So, I repeated what the topics were not clear for them.”

Researcher : “As I remember, you always opened the class by asking about homework to the students. Could you explain why did you do it?”

Teacher : “I did it to make them discipline whether they did it or not because they usually would not study if they didn’t have homework?”

Researcher : “Do you always give them homework in each meeting, Mam?”

Teacher : “No, I don’t. If they still didn’t understand about certain topic, I would give them homework to make them reviewed it.”

Researcher : “I see. So, it was depended on students’ comprehension. Then, how did you accept students’ feeling during the teaching learning process? I saw there was a student who came late. How did you accept his feeling when he told his reason?”

Teacher : “I asked him the reason why he came late. I didn’t give him punishment because maybe his reason was acceptable so he could sit down and it was not disturbing the teaching learning process. It was rare to see they could convey their feeling. Sometimes, the students were afraid to express their feeling. I would guide them

to express what were in their mind so I could try to find the solution solving their problem.”

- Researcher : “So, you could understand the situation or condition of your students. What about the utterances did you use to accept the students’ feeling, Mam?”
- Teacher : “I said “*Sleepy?*” and “*Study? Iya? Ok, good!*” when I could accept the reason that there was a student who came late. Or I said “*Finish?*”, “*Ok, I will repeat!*”, “*Again?*”, and “*Ok, once again!*” when the students told that they had not finished the exercise from me. I did it to make them felt comfort and more easy to study.”
- Researcher : “Then, I saw there were some students who were afraid or ashamed to do the exercise in front of the class. How did you gave praise or encourage them?”
- Teacher : “I persuaded and encouraged the student who hesitated to answer the question that they could do it. But, I would not force them, just saw whether they had readiness to come forward and helped them in front of the class. If they could answer the question correctly, I directly gave them praise to tell students that they have said were correct and also to motivate them so that they would compete answering the next question.”
- Researcher : “So, what utterances did you use to encourage and gave praise the students?”
- Teacher : “I said “*Ayo, Rahman! Come one!*”, “*Come one, you can do it!*”, or “*I can help you*” to encourage the students, “*Ok good!*”, “*True. Good!*”, and “*Ok, one hundred!*” to give them praises.”
- Researcher : “Sometimes the students were active and had many ideas. How did you accept or use the students’ idea, Mam?”
- Teacher : “I accepted it to give chance to all students expressed their opinion. It would help them to study when their answer were wrong because I asked other students opinion the alternative answer so they could correct it without my direct correction.”
- Researcher : “So, what utterances did you use to accept students’ idea?”
- Teacher : “I directly said “*OK, good idea!*” or “*Ok, correct it!*”, and “*I do not like playing chess. Good!*” by repeating to say their idea.”
- Researcher : “Then, how did you ask the students during the teaching learning process?”
- Teacher : “First time, I asked the students without pointed out. I offered to all students to answer my question, if there were students raised

their hand I would ask them to come forward. But if there were no students answer so I would point out to give the same chance to all students in the class. I help them guessed the answer easily by giving example or using my body language to make the students more understand.”

Researcher : “So, what utterances did you use to ask the students during the teaching learning process?”

Teacher : “I asked without pointed out by asking “*Who wants to write in the whiteboard? This one?*” or “*Ok, who answer?*”, and asked “*We chew with our? What is chew?*” or “*Food? Any different answer? We walk with our?*” by using my body language to help the students answered my question easily.”

Researcher : “Next is explaining or lecturing. How did you explain to the students, Mam?”

Teacher : “First time, I usually gave explanation by asking related to the topic to know students background knowledge and help me to know what I would do next in giving task to the students. I explained by giving example and translated my explanation to make the students more understand. Sometimes, I had to explain slowly and repeated it again until the students understood. I could understand about it because each student had different capability.”

Researcher : “What about the utterances did you use to explain to the students, Mam?”

Teacher : “For example, I said “*Occupation is the name of profession. Occupation ... First, he is drive a car*” or “*Number four. Where does your father come from? Bekerjanya di mana?*” by giving example and translated it.”

Researcher : “Then, how did you give command or direction to the students?”

Teacher : “I gave command or direction to the students by calling and pointing the students who I want to do my instruction or after all the students raised their hand. It was depended the situation. I was also used my body language when I said certain words or pointed certain things in the classroom to make the instruction clearer. It was not rare if I had to repeat my command to make the students more understand and called that student for many times to persuade the students to come forward.”

Researcher : “So, what utterances did you use to give command or direction to the students?”

Teacher : “I used utterances to give command “*Ok, Amir please, clean the whiteboard!*”, “*Now, you! Come here!*”, or “*Group 1, one of you, one of you come here!*”, and said “*Now, you write down in your*

writing book! Number one until number ten. Now complete the missing word!” to give direction.”

Researcher : “How did you criticize and justify authority to the students, Mam?”

Teacher : “I directly criticized the students who did inappropriate activity. I would call the students name and communicated my dissatisfaction with what students were doing to control them. Sometimes, when I walked around the class to monitor the students I found that they had not finished yet to do the exercise but they were very crowded. I would say satirically that student didn’t finish their task yet to change their inappropriate activity.”

Researcher : “Then, what utterances did you use to criticize and justify authority to the students?”

Teacher : “I said “*Silent, please!*”, or “*Be quiet, please!*” to control them, and “*Mida, sit down! Loh, still number two?*”, or “*Still blank? Still blank?*” to change their inappropriate activity.”

Researcher : “And the last, how did you assist the students to understand the teacher talk and what utterances did you use to assist the students to understand the teacher talk, Mam?”

Teacher : “I assisted the students to understand the teacher talk by giving example, repeating, giving them option question, using my body language, translating, and emphasizing or explaining slowly. I used many ways but I didn’t used all in the same time. If they could understand my talk after I gave them example or used my body language, that were enough and I didn’t have to use the other way. For example, I said “*You know? Do you still remember? The part of body. What is this?*” by pointing my nose, here I gave them example, or “*Study? Study at home? Terlalu banyak belajar di rumah, jadi sampai ketiduran*” by translating it.”

Researcher : “Then, they could understand your talk. Thank you very much for your time, Mam! Assalamualaikum.”

Teacher : “You are welcome. Waalaikumsalam.”

III. The Third English Teacher

Day/ Date : Monday, March 12th 2012
 Time : 02.10 p.m
 Place : SD Muhammadiyah Manyar Gresik

Researcher : “Assalamualaikum.”

Teacher : “Waalaikumsalam.”

Researcher : “I am sorry for disturbing you again, Uztadza. Can we start our interview? First of all, what were the topics that you had taught las meeting?”

Teacher : “I gave them topic about story, the narrative. The first meeting was about story, for the second meeting I invited the students to go to the library and sought the story line or parts the story from fiction story or folktale. And the third meeting, I taught them to know the sequence of the event, characters and the characteristic of the story. ”

Researcher : “As I remember, for the first meeting you opened the class by singing together. Could you tell me why did you do it?”

Teacher : “I had purpose to make the students more concentrate. At the beginning of the teaching learning process the students were crowded, some of them played with their friend or maybe did other activities. So, the way to get their attention and focus to me was by singing. Sometimes, I called them one by one but only certain students who would pay attention. If we sang together it could get attention almost all students in the class.”

Researcher : “I see. Then, how did you accept students’ feeling during the teaching learning process?”

Teacher : “I usually walk around the class after giving explanation. I would ask the students condition whether they had difficulties doing the exercise. I tried to give solution to help the students more easy to study and make the students were comfort to study.”

Researcher : “So, what utterances did you use to accept students’ feeling during the teaching learning process?”

Teacher : “For example, I said “*Still unclear? I think it’s better if you move your chair here, beside Angel!*” when my students could not see on the whiteboard clearly.”

Researcher : “I remember, some students didn’t have confidence to do the worksheet. How did encourage the students?”

Teacher : “I motivated the students by asking them to remember again the material I had given and make sure them that they could do it.”

Researcher : “Then, how did you give praise to the students if they did good thing after you gave them instruction?”

Teacher : “I directly gave them praises if they could answer my question correctly and after did my instruction. I repeated the students’ answer to tell and emphasize that the answer was correct.”

Researcher : “So, what utterances did you use to gave praise or encourage the students?”

Teacher : “I said “*Ok. good*” or “*Great!*” to give praise and “*Inside, ya that’s right*” by repeating again the students’ answer.”

Researcher : “Next is accepting or using ideas of the students. How did you accept or use students’ idea?”

Teacher : “Ya sometimes, the students have ideas or new knowledge that can be accepted. If that idea could be used, or it was knowledge for the students so I would tell it to other students. Actually, I usually ask them first related to the topic. I accepted their opinion by repeating, clarifying, and summarizing it to develop students’ ability in learning.”

Researcher : “And what utterance did you use to accept or use students’ idea?”

Teacher : “For example, I accepted or used students’ idea by repeating and clarifying their opinion “*Happiness. Happiness can't help him because he is too happy with his self*” to develop students’ ability in learning, give more explanation about the story and make the students understand the lesson.”

Researcher : “Then, how did you ask and what utterance did you use to ask the students during the teaching learning process?”

Teacher : “I asked after gave explanation to the students whether they understood, confused, or had question to check students’ understanding related to the topic that I had explained. I dictated and repeated the question to guide the students answered the question and make the students had enthusiasm to answer the question. I used utterances “*Do you still remember our last meeting?*”, “*Do you understand?*”, “*Any question so far?*”, “*There is no sheep in the ...*”, “*And then? What will happen?*”, and “*Title? Title?*”. I also gave example to make the students more understand about the question and easy to answer it.”

Researcher : “Next, how did you explain to the students?”

Teacher : “Sometimes, I used my body language, repeating to emphasize or translating my explanation to make it clearer. For the first meeting, most of students didn’t know many words in the story that I had given to them. So, I gave example to explain by drawing the character and told the story by simplifying it with other sentences. I just want to make them more understand my explanation. But if the story in the worksheet was not difficult to understand, I didn’t have to explain it by giving example. Usually, the students read it by themselves and look for the meaning in the dictionary.”

Researcher : “What utterances did you use to explain the students, Uztadza?”

Teacher : “For example, I said *“This is story about the Love and Time. There was an island ... This is an island”* by drawing and simplifying the story to make the students more understand with my explanation.”

Researcher : “How about giving command or direction? How did you give command or direction to the students?”

Teacher : “Like I said before, I opened the class by singing or giving ice break. I gave command to the students that time to sing. The students would immitated when I used my body language too. I did it to get their attention and make them cohesive before started the lesson. I gave command by calling the students and repeating my instruction to emphasize it so the students could comply my instruction. Sometimes the students need help to understand it, I would give direction by guiding them, using my body language, and translating my direction into Indonesia. In the end of the class, I closed it by giving command to submit the worksheet and counting the number to give limitation of time.”

Researcher : “I see. So, what utterances did you use to give command or direction to the students?”

Teacher : “I said *“If you happy and you know it, please sit down!”*, *“Don’t forget to write down your name!”*, *“Oh ya, it’s ok Farah with Mirza and Aina. And you with Tera. Ok, without any voice! Without any voice!”*, and *“Ok, submit to my table! If you haven’t finish yet, you may continue after break time. Ok, ten, nine, eight, seven, six, five, four, three, two, one!”*. That were some examples.”

Researcher : “Next, how did you criticize or justify authority and what utterances did you use to criticize or justify authority?”

Teacher : “I called students’ name and criticized by saying certain satire statement to control them. I said *“Hello! Sida! Can you sit down!”* or *“Are you kindergarten student?”*, and *“If you cannot*

manage your time well, you cannot finish your work on time". I tried to communicate dissatisfaction with what students were doing to change students' inappropriate activity."

Researcher : "Finally, how did you assist and what utterances did you use to assist the students to understand the teacher talk?"

Teacher : "I gave example to the students and repeated my talk by giving more explanation to make it clearer. I guided the students by using my body language or translated my talk to make the students more understand. The way was depended on the situation, for example I said *"Setting consists of two, setting of time, and then setting of place. Setting of time. For example, in My Lucky Day the setting is the noon, the night, or the morning?"* when I assisted my students by giving example. Here, I invited the students to give feedback of my talk so they could involve during the lesson."

Researcher : "I see. Thank you very much for your time and I am sorry for disturbing you, Uztadza."

Teacher : "You are welcome. No problem."

Researcher : "Assalamualikum."

Teacher : "Walaikumsalam."

APPENDIX III

The Teacher Talk in EFL Classroom

Category and Verbal Account	Subject 1			Subject 2			Subject 3		
	Observation 1	Observation 2	Observation 3	Observation 1	Observation 2	Observation 3	Observation 1	Observation 2	Observation 3
Accepting feeling	The teacher asked question what was going happen with the student and tried to find the solution to make the student calm down	The teacher asked question what was going happen with the student and tried to find the solution to make the student calm down	The teacher accepted students' feeling of sadness/disturbing by giving punishment to the student who disturbed to make them did not feel disturb again. He asked question what was going happen with the student	The teacher accepted students' feeling and tried to find the solution solving their problem. The teacher guide the students to help them expressed what were in their mind.	The teacher accepted students' feeling without asking after the students conveyed what in their mind was to help the students easier to study.	The teacher asked students' condition and accepted students' feeling by giving solution to help the students easier to study.	The teacher accepted students feeling by asking and tried to solve the problem to make the students comfort to study.	The teacher accepted students feeling without asking after the students expressed their feeling or she already knew the situation and tried to give solution to help the students more easy to study and make the students were comfort to study.	The teacher accepted student feeling by communicating students feeling or condition to make the students' condition better so they were comfort to study.

			and tried to find the solution to make the student calm down and encourage the student.						
	<p>“How much?” “Maybe this, this is your money. Keep it well!” “Yang kecil? Ok, later! Take it easy!” “Ya, ya, later one by one. Be patient! Be patient! Sabar!”</p>	<p>“Why?” “Oh, kena itu! Sini, diobatin - diobatin! Wes, sudah! Sudah sembuh.”</p>	<p>“Rama zero!” “Ngapain? Ngapain?” “Oh dijiwit. Ok, tak jiwite.” “Don’t cry, ok! Cowok itu ndak boleh nangis. Rama, we, yo diam, ya!” “Oh course he can, Rama is</p>	<p>“Number one, we eat with our, ya!” “Number five? We taste food with our tongue” “Sleepy?” “Study? Iya? Ok, good!”</p>	<p>“What is your father hobby.”</p>	<p>“Finish?” “Ok, I will repeat!” “Again?” “Ok, once again! “</p>	<p>“Pardon? Can you see it? Close the curtain!” “Still unclear? I think it’s better if you move your chair here, beside Angel!”</p>	<p>“You can move to Fitriani’s chair without bring your chair!” “Your may speak in Indonesia!”</p>	<p>“Tia, have you take your medicine to Uztadza Puput?”</p>

			smart student!”						
Praising or encouraging	The teacher directly gave praise to the students who had done or answered the question to tell that they had done or answered was correct and to encourage them answering question.	The teacher directly gave praise to the students who had done or answered the question to tell that they had done or answered was correct and to appreciate them. The teacher also made joke to release the tension.	The teacher directly gave praise to the students who had done or answered the question to tell students that they had said was correct, to appreciate them that what they had done was valuable, and to give more enthusiasm so they would	The teacher directly gave praise to the students who had done or answered the question to tell that what they had done or answered was correct and valuable. She asked twice or more to persuade the student who hesitated to answer the question to encourage them that they could do it.	The teacher directly gave praise after the students answered question from her to tell students that they have said were correct and to motivate them so that they would compete answering the next question. She also justified the students whether their answer were true or false	The teacher directly gave praise to the students who had done or answered the question to tell students that they have said were correct and also to motivate them so that they would compete answering the next question.	The teacher directly gave praise to tell the students that their answer was correct and repeated students' answer to emphasize that the answer was correct. She also made joke to release the tension so that the students could enjoy learning.	The teacher repeated student answer to emphasize that the answer was correct. She directly gave praise to tell the students that their answer was correct and appreciate the students that what they had done was valuable.	The teacher directly gave praise and repeated students answer to tell the students that their answer was correct and emphasize that the answer was correct.

			compete to answer the question next time.						
<p>“Ok, good!” “One hundred!” “Zero and zero!” “Ok, one hundred for you!” “Come one, Adi!” “That’s right, one hundred for you!” “One hundred for Mawar!” “Very good!” “Ok, your answer is true!” “Ok, true. One</p>	<p>“That’s right! Very good, yeah!” “Ok, perfect!” “That’s great!” “Ok, one hundred for you! Give applause! Ok, Butterfly gets one hundred!” “Ex! Sample!” “Vege! Table!” “Pus meong?” “Four pus meong ...”</p>	<p>“Ok, good!” “Alright! Good! One hundred!” “Very good!” “Mantap jaya.” “Ok, mantap!” “Sip! Mantap jaya! Ok, ya! ” Ok, one hundred! Strawberry one hundred! Ok, good! Pineapple one hundred! Watermelon</p>	<p>“Good!” “Ok, good!” “Good, Dava! Good!” “Ayo, Rahman! Come one!”</p>	<p>“Good!” “Ok good!” “True. Good!” “Ok, one hundred!”</p>	<p>“Good!” “Ok, good!” “Right!” “Come one!” “Alright!”</p>	<p>“Ya, good! The sequence of the story is urutan.” “For example, Kancil Steal The Cucumber.”</p>	<p>“Inside, ya that’s right” “Ok. good”</p>	<p>“Ha! That’s right! Bijaksana. Alright, bijaksana. Bijaksana” “Great!”</p>	

	<p>hundred! Ok, congratulation, ya!” “Ok, well done!” “Ok, thank you!”</p>	<p>“Ini julukannya Habib bola.” The ball. The ball boy!” “Congratulation!” “Ok, thank you! Alright! One hundred!” “Very good! Well done, yeah!</p>	<p>one hundred! And then strawberry one hundred!” “Pinter, Dinda!”</p>						
Accepting or using the idea of students	The teacher asked student’s opinion and accepted it to develop student ability and to make them were not	The teacher asked student’s opinion and accepted it to develop student ability	The teacher asked students’ opinion and accepted it to develop student ability in learning and understand the lesson	The teacher asked students’ opinion and accepted it to correct the mistakes when discussed the lesson.	The teacher repeated students answer, asked students’ opinion and accepted it to correct student answer	The teacher asked students opinion and accepted it to give chance to all students expressed their opinion.	The teacher first asked students opinion and accepted it by repeating and clarifying it to develop students’ ability in learning, give	The teacher asked students opinion to develop students’ ability in learning and accepted it by repeating students’	The teacher first asked and accepted students’ idea by summarizing it to develop students’ ability in

	disappointed.		without justification directly from the teacher.		without justification directly from the teacher, develop students' ability in learning and make the students more understand the lesson. She also asked students opinion for many times to ensure the students.		more explanation about the story and make the students understand the lesson.	opinion to tell that their opinion were right.	learning and understand the lesson without justification directly from the teacher.
	“Ok, good. Don't say fiveteen but say fifteen!” “Anjing super? Ya, next week!”	“Ok, true.”	“True, ok! “Ya, true. Fifteen is lima belas.”	“Oh, ya Monday! “ “Ok.”	“Ok, correct it!” “I do not like playing chess. Good!”	“No? Ok”	“Sadness ... Knowledge ... and then Vanity” “Ritchness? Because Richness, in his boat many of gold	“Ya, capital letter”	“Ya, sebundel bisa. Sebuntel bisa. Pokoknya something that covered,

							and not enough for Love, ya” “Happiness. Happiness can't help him because he is too happy with his self” “Vanity. Vanity is also like Happiness. “Oh, I am so sad that I need to be my self” “Penulis. Like Martha TJ”		like this one” “Mengecat bisa. Melukis bisa. Mengecat, cat, have correlation with make something, or make a picture”
Asking question	The teacher first asked the student without point out, but if there were no	The teacher asked the students before/during/after explained to check	The teacher asked the students before/during/after explained to check	The teacher asked the students before the lesson to get information about	The teacher asked the students before the lesson to get information about	The teacher asked the students before the lesson to get information about	The teacher gave question by asking students' opinion to involve the students	The teacher asked before started to explain the lesson to the students to give	The teacher asked about development of students' task during the lesson to

students answer so he would point out to give the same chance to all students in the class and encourage students' bravery. He asked them by repeating the question and emphasizing the word to help the students more understand. The teacher suddenly gave question to	students understanding. He repeated the question and emphasized the word to help the students more understand what the question about. He dictated the question to guide the students answered the question. He also asked the question again to correct students'	students understanding and asked the student without point out, but if there were no students answer so he would point out to give the same chance to all students. He asked option question to correct students' mistakes and make them easier to answer. The teacher called	homework and attendance. The teacher asked when review the lesson to check students' understanding whether they could remember or not about the lesson and gave example to help student guessed the answer easily. She asked question by giving option to correct students' mistake and repeated the	attendance and homework and repeated her question to get students' attention/make the students more understand about the question. She asked the students related to the lesson to know students background knowledge and make the students involved during the lesson. She gave question	attendance and homework. She asked related to topic to know students background knowledge and make the students involved during the lesson. She asked by using her body language to make the students more understand the question and easier to answer it. She didn't point out the students to give the same	during the discussion. She asked question after gave explanation to the students whether they understood, or had question to check students' understanding related to the topic that had explained by the teacher. She dictated the question to guide the students answered the question. She repeated her question	perception what lesson they would discuss that day. She asked question after gave explanation whether the students understood and had question to check students' understanding related to the topic. She gave question while gave explanation by asking students' opinion to make the students	get information whether they had find out difficult word/finished it and to involve the students during the lesson. The teacher gave question by asking students opinion related to the topic to make the students involved during the lesson. She asked question by dictating the
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	the students because they didn't pay attention and played in the class to get student's attention.	mistakes and show that their answer was wrong.	certain student who didn't pay attention and gave his/her a question to get student's attention and keep that student involved during the lesson. He also repeated his question to make the students more understand about the question.	question again to make the students answered the question surely. She asked the student without point out, but if there were no students answer so she would point out to give the same chance to all students in the class.	option to make the students easier corrected the answer. She asked by pointing out other students in the same group after one of the member represented to write the question and it was done to give the same chance to all students in the class.	chance to all students in the class and gave question to other students to correct students answer.	to make the students had enthusiasm to answer the question. The teacher asked question by asking and also giving example to make the students more understand about the question and easy to answer it.	involved during the lesson. The teacher asked question by asking and also giving example to make the students more understand about the question and easy to answer it. The teacher asked question by repeating it to correct students mistakes.	students to make the students easy to answer it. She emphasized by repeating her question to make the question clearer. She also asked during and after explained whether the students understood or not to check students' understanding related to the topic.
	"Who wants to be the	"Ok, are you ready?"	"Ok, who can count	"Any homework?"	"Ok, who absent today?"	"Who absent today?"	"What is and?"	"Do you still remember	"Have you find out

<p>leader over here?"</p> <p>"Can you count one until twenty? Twenty? Twenty?"</p> <p>"Ok, do you understand?"</p> <p>"Are you ready?"</p> <p>"Who can answer it?"</p> <p>"True or false?"</p> <p>"Is there any question?"</p>	<p>"What is the meaning of number? Number? Number? What is number?"</p> <p>"Satu tambah satu sama dua? How do you say? Satu ..."</p> <p>"Hey! Sama dengan?"</p> <p>"Eh! Equals. Loh! Loh! Loh! Satu tambah satu kok sama dengan tiga?"</p>	<p>from one up to twenty? Can you count one up to twenty?"</p> <p>"Tiga belas apa? Thirteen or threeteen?"</p> <p>"Putri! Lima belas is fifteen or fiveteen?"</p> <p>"Ok, delapan tambah satu sama dengan sembilan?"</p> <p>"Who wants to come forward?"</p> <p>"Come one what is dua belas? Dua belas, what is dua</p>	<p>"Who absent? No?"</p> <p>"Number one until number seven finish?"</p> <p>"You know? Do you still remember? The part of body. What is this?"</p> <p>"What is muka in English?"</p> <p>"How about this one?"</p> <p>"We smell something with our?"</p> <p>"Teeth or tooth?"</p> <p>"Tooth or teeth?"</p> <p>"Who wants to write in the whiteboard? This one?"</p>	<p>Who absent today? No one? Any homework?"</p> <p>"What hobby do you have?"</p> <p>"Where do you swim everyday?"</p> <p>"Where do you swim everyday?"</p> <p>"What drawing? What the meaning of drawing?"</p> <p>"What is she doing?"</p> <p>"Ok, true or false?"</p> <p>"Ok, can you write the letters? Come one!"</p> <p>"Ok, who answer?"</p>	<p>"Any homework?"</p> <p>"He is drive a car. What is this? Drive a car? Yes?"</p> <p>"He works in the farm?"</p> <p>"She teaches student at school?"</p> <p>"Who want to answer number one?"</p> <p>"Any different answer?"</p>	<p>"Then?"</p> <p>"Suddenly?"</p> <p>"After that?"</p> <p>"Do you still remember about the story?"</p> <p>"Do you understand what I mean?"</p> <p>"Tera! Are you confuse about my explanation? Yes?"</p> <p>"Ok, any question so far?"</p> <p>"Everybody understand"</p> <p>"Do you understand? Is there any vocabulary that you don't know?"</p> <p>"What</p>	<p>our last meeting?"</p> <p>"Do you understand?"</p> <p>"Any question?"</p> <p>"Any question so far?"</p> <p>"Understand all?"</p> <p>"Should we put punctuation?"</p> <p>"What are they?"</p> <p>"Ok, is right if I put full stop outside the quotation mark?"</p> <p>"How if the quotation mark here and there is question mark."</p>	<p>difficult word?"</p> <p>"Have you finish?"</p> <p>"Have you finish all? Pardon? Finish all?"</p> <p>"Who already find out all of the difficult word? Who already find out all? No one?"</p> <p>"Less two? Kurang dua? Less three? Four? Five? Six? Seven? Eight? Nine?Ten?"</p> <p>"Have you find it out? Can you</p>
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			<p>belas?"</p> <p>"Nus or nose?"</p> <p>"Who want to write?"</p> <p>"True or false? This one?"</p> <p>"You want to write down?"</p> <p>"Food? Any different answer? We walk with our?"</p> <p>"This is correct? True or false?"</p> <p>"Food or foot? Food and foot. Food?"</p> <p>"And foot?",</p> <p>"We chew with our? What is chew?"</p>	<p>"Another answer? Come one! Another answer? Awam! Awam! Can you answer? Can you do number eight?"</p> <p>"Ok, number four. Who wants to answer number four? Have you finished?"</p>		<p>happen in the first story?"</p> <p>"Can you put the end of the story into the first? Can you put the end of the story in the first?"</p> <p>"Piglet went to the sheep house, and then?"</p> <p>"There is no sheep in the ..."</p> <p>"But there is a ..."</p> <p>"And then? What will happen?"</p> <p>"And then what about place?"</p> <p>"In the house, and then in the?"</p>	<p>"Interjection? Outside?"</p> <p>"Pardon?"</p> <p>"Pardon?"</p>	<p>find it out?"</p> <p>"Ok, have you finish, Guys?"</p> <p>"What is the meaning of donkey?"</p> <p>"Carried?"</p> <p>This is the present, this is ..."</p> <p>"Fed up? What is fed up?"</p> <p>"So, who is the zebra exactly?"</p> <p>"Understand?"</p> <p>"Do you understand what the story about?"</p> <p>"Have you know the story from the first</p>
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							<p>“And then for the character? How many characters in My Lucky Day story?” “And then for the author? For the author?” “Title? Title?” “Have you get all?” “Do you know what’s sink? For example you cannot swim, and then you are ...”</p>		<p>until the last?” “Do you understand what is the question? Setting of the story?”</p>
Explaining or lecturing	The teacher explained by giving example to make the student more	The teacher explained twice or more to make his explanation clearer and	The teacher explained by giving example to make the student more	The teacher explained by repeating and asking to the students about new word that	The teacher gave explanation to open the lesson by asking the students	The teacher gave explanation by asking related to the topic to know students	The teacher explained by telling the topic that would be discussed to open the	The teacher explained by giving example to make the students more understand	The teacher explained by giving example and translated her

	<p>understand. He sometime explained several times to make his explanation clearer.</p>	<p>make the students paid attention to him. He asked the students the meaning of word that he thought the students didn't know to make the students more understand. He also gave example after explained to make the students more understand about his explanation.</p>	<p>understand. He explained twice or more to make his explanation clear. He asked the meaning of new word to know background knowledge from the students and he could explain it to all the students. He also simplified the word and translated the meaning to make the</p>	<p>they didn't know before. She repeated and translated her explanation to make the students more understand. She also explained by giving example to make the students more understand. She also checked whether the students understood or not after explained.</p>	<p>related to the topic to know students background knowledge and help the teacher to know what she would do next in giving task to the students. She explained slowly and repeated it to make the students more understand about her explanation. She also emphasized it in Indonesia to make her explanation clearer.</p>	<p>background knowledge and help the teacher to know what she would do next in giving task to the students. She also translated her explanation to make the students more understand and repeated her explanation to get students attention.</p>	<p>lesson. She explained by giving more explanation after the student asked about it to clarify the students' confusion related to the lesson and make them more understand about her explanation. She explained by guiding the students to tell their their opinion related to the topic, it was done to involve the</p>	<p>about her explanation. She translated her explanation to make it clearer. She explained by responding students' question and giving example to clarify students' question.</p>	<p>explanation to make it clearer so the students more understand about it. She explained again after the students asked about it to make the students more understand. She explained by guiding the students, translating her explanation and inviting the students to give feedback of her</p>
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			students more understand about the explanation.				students during the lesson and know students background knowledge. She explained by giving example and using her body language to make the students more understand with her explanation. She also translited her explanation to make her it clearer.		explanation. It was done to give information and involve the students during the lesson. She explained by repeating to emphasize her explanation and translating to make it clearer. She explained in the end of the lesson to give information.
	"Now, I will say in Indonesia	"On 19 th we will get middle test,	"We want to do, we will review	"Study? Study at home?	"Ok, now we will discuss about	"Occupation is the name of profession.	"Ok, for today I will explain about	"Quotation mark usually used in direct	"For example your friend,

and you translate into English.” “It’s all about number, about number.” “So, now I will write the numbers, maybe additional, then you have to write the English under the number! For example, I write $2 + 5 = 7$. So must write two plus five equals	yeah, we will get middle test. So today, we will have review, we will have review about number and additional number.” “On 19 th we will have middle test. 19 th ? Apa 19 th ?” “It’s all about additional, additional. I will, I will say in Indonesia and then you will speak in	about additional. Satu tambah satu ama dengan dua” “One plus one equals two” “I will say in Indonesia and then you say in English. Ok, dua tambah tiga sama dengan lima” “Now, I will invite you, I will invite you to play game, to play game” “We will play	Terlalu banyak belajar di rumah, jadi sampai ketiduran.” “Ok, now you will write down. For example, what is leher in English?”	Hobbies” “One of your group come in front of the class and act. One of you must guess or answer” “And the winner is ... are group 1, 2, 4, 5 and 6, and then 3” “Now we arrange the words into the correct sentences” “Number one until number three are the example” “Number one until number three are the example, and then you answer	Occupation ... First, he is drive a car.” “Number four. Where does your father come from? Bekerjanya di mana?” “Ok, finish. Ok, that’s enough for today. That’s enough for today.”	the story. The story and then learn about conjunction. And, then, suddenly, after that” “No! No retell this story! No! Your own story! Not about your experience but only the story that you ever read or you ever hear” “Story consist of ...” “Setting” “Time and ...” “What else?” “For example,	sentence. Sometime use in the story, poem, song or TV program. For example, he said I am a nice boy in the class” “Comma and full stop have to, harus ada di dalam, inside the sentence. Not like this, for example, bla bla bla. You put the full stop outside the quotation” “Do not change to the capital letter because this is still in the	someone, other says that, “Hey you are wrong!” and then you pleaded it of him. Kamu membela temenmu karena dia ndak bisa jadi dibantu” “For example, Mirza. Mirza is the character. And then the characteristics are talk active, or arrogant, impatient, ya
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	seven.” “I will write the number in a letter and you have to write the number. For example like this ...”	English.” “I will write yeah, I will write ... I will write the number and you write the English! For example ...” “I will write the letter and you must write the number. For example, for example like this.”	whispering game. What is whispering game?” “I will write the number, I will write the number, then you write the words. For example ...” “Kata. If I write like this, lima tambah dua sama dengan tujuh. You, you, you! Write five plus two, and then equals seven” “Announce		number four until number four”		Sarah, Tera ...” “Ya, character. And then?” “And then? Title. Setting, character, author, title and then? The sequence of the story is ...” “The sequence of the story is urutan. And you can use this, this, and all of this. When write down in the paragraph, I only see, I only take after that and then in the paragraph.	same sentence. Karena di sini masih ada hubungannya . Beda lagi kalau di sini sudah selesai, ya. This is finish. And then you want to write down other sentence. There is no correlation with this sentence, ya. He said I am a nice boy in the class. Then he went to the hall. This is right” “Because you put he said, no direct	sometime impatient. And Farah, the characteristics are patient, wise, helpful” “For example, Aina, impatient sometime, easy to angry, but helpful” “Because the first time when you read it without knowing the difficult word here, maybe you little bit confuse.
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			<p>ment, pay attention! We will not have afternoon class. Hello! We will have not afternoon class. Today is holiday. What is holiday? Holiday?" “So, today is free. Hari ini kita libur, lesnya ya, lesnya libur”</p>				<p>For example, Sarah is a kind student in the class, and then she is Javanese, and then she studies English, and then ...” “After that, after that, after that ... Actually, the author give many conjunctions. But here I just pick one, oh four conjunction in the paragraph. Story consists of setting, character, author, title, and sequence</p>	<p>sentence of this sentenceIni, kan sudah selesai. Ya, kan. Terus kan nada cerita lagi. Ada kalimat lagi. That is no correlation with first sentence. You continue the story. You can write this one, this word with capital letter. But different with this sentence” “Why? I am a nice boy in the class. Who said like that? Then</p>	<p>But if I already help you to find out the meaning, now please read it more and then please answer questions in page two!” “Ok, I will explained it before you do it. Beginning, middle and end, sequence of the events. I already explain it last week. Sequence of the events. Beginning means,</p>
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							<p>of the story” “Ok, I will explain again. Story consists of setting, character, author, title and the sequence of the story” “Setting consists of two, setting of time, and then setting of place. Setting of time. For example, in My Lucky Day the setting is the noon, the night, or the morning?” “The sequence of</p>	<p>you write down he said not in capital letter, because this still have correlation with direct sentence” “No! If you already put interjection over here, you may not put full stop again, ya. No! Just continue, ya. Without full stop. Forbidden if you put two mark in the same sentence” “Oh ndak boleh. Memang</p>	<p>berarti ceritanya yang pertama, ya. Ceritanya yang pertama itu tentang yang mana, ya? Uztadza, should I write from the first paragraph until the second paragraph? No!” “Dila! Should you write down the first until second paragraph for the beginning?” “Only the</p>
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						<p>the story means your paragraph in line is good. The paragraph in title you, correct arrangement of the story. To know, ya. Ceritanya itu gimana, sih? Ya, I don't know. Ceritanya itu gini, in the beginning, in the middle, and in the end"</p> <p>"This is story about the Love and Time. There was an island ... This is an island"</p>	<p>sudah aturannya. That's the rule, ya. If you already put question mark, or interjection, or full stop. You may not put full stop over here. Just continue the sentence!"</p>	<p>summary, ya. Only the summary. Ya, only the summary. Beginning, and then how about the middle? Ceritanya yang tengah itu tentang apa, sih? And then the end for the end. I don't ask you to write down all from the first paragraph until the last, ya. You write down here. No! Only the</p>
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							<p>“This is the name of person, ya! These were all person lived in an island, ya. Love, Happiness, Sadness, Knowledge, Vanity and Richness. Happiness with ... Sadness with ...”</p>		<p>summary, after you read” “I give you additional until the long length at one. You may have new teacher after this, ya, for computer. Not Uztadza Puput anymore but other teacher”</p>
Giving direction or command	The teacher gave direction or command by clapping his hand to get students’ attention	The teacher gave direction or command by walking around clapping his hand to get students’	The teacher gave direction or command by clapping his hand to get students’ attention	The teacher gave command by calling the students for many times to persuade the students to answer the	The teacher gave command by pointing and calling students name to make clearer who students	The teacher gave command by calling and pointing students to give command which	The teacher gave command by singing and using her body language to get attention from the	The teacher gave direction by guiding the students, using her body language, and translating	The teacher gave command by guiding the students to help them when did the exercise and make

	and repeating the command to get more spirit from the students to do the instruction.	attention and make them cohesive. The teacher also translated the command to make the student more understand about the instruction.	and repeating the command to correct the students' answer and get more spirit from the students to do the instruction.	question. She pointed the student when gave command to persuade the students to come forward. She also used her body language when she said certain words or pointed certain things in the classroom to make the instruction clearer.	are expected to comply her instruction. She repeated her command to make the students more understand about the instruction and called that student for many times to persuade the students to come forward. She pointed out one group and gave freedom to decide who member would come forward to give the same chance to all	students were expected to comply. She gave command after all the students raised their hand to give the same chance the students participated in learning and to encourage students to answer. She also repeated her command to make the students more understand about her instruction.	students and make them cohesive before started the lesson. She gave direction by guiding the students to help the students when did the exercise. She gave command by calling the students to comply the teacher instruction. She gave direction by repeating to emphasize it so the students more understand with the	her direction into Indonesia to help the students when did the exercise and make the students more understand with her direction. She gave direction or command by guiding and repeating again her direction after the students asked it or after the teacher checked students' worksheet to help the	the students complied her instruction. She gave command to the students who were crowded by giving ice break to get students' attention and control the classroom. She gave command by repeating her instruction to emphasize it so the students could comply it.
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					the students in the class. She also used her body language when she said certain words or pointed certain things in the classroom to make the instruction.		teacher instruction. She also gave command by counting the number to give limitation of time when the students submitted the worksheet.	students when did the exercise and to make her direction clearer. She gave command by counting the number to give limitation of time when the students submitted the worksheet.	
	“Ok, everybody stand up! Please, stand up!” “Give more spirit, please! Grade 1 A!” “Ok, give more spirit! Once	“To get more spirit, Grade I C!” “Give applause!” “Get ready! Get ready!” “Lion! Come one!” “Elephant! Come one!” “Set up	“Let’s start one up to twenty!” “Loh, dua belas tambah tiga kok thirteen? Come one repeat again!” “Watermelo	“Number two, Nanda, Nanda! Come here! Come one, Nanda!” “Next Aril, Aril! Come here, Aril!” “Sami? Come one! Ok, Arik Arik!” “Now, you!	“Ok, Amir please, clean the whiteboard!” “Ok, come one! Ayo!” “Adel! Come here!” “Group 1, one of you, one of you come here!”	“Tirta! Please, clean the whiteboard!” “Aga, come here! Write down!” “Aris! Come here! Come one! Hurry up!” “Ok, come	“If you happy and you know it, please sit down!” “If you happy and you know it, keep silent!” “If you happy and you know it, put	“Ok, after this take your notebook! And then we go to the library. Please, choose ... Please, choose one of the story! One of the	“Please, do in a group!” “Ok, ya listen to me! Everybody, please close your dictionary! We’ll find out the meaning together.

<p>more!” “Good, everybody now please stand up! Let’s do exercise! Come one everybody, please stand up!” “Everybody stand up! Come one stand up! Let’s do together! One, two, three, go!” “Ok, let’s do once again! Let’s do once again! One, two, three, go!” “Back to your seat!</p>	<p>your ear!” “Listen to your friend carefully!” “Ok, let’s count!” “Louder! Baca yang lebih keras!” “Everybody please now please stand up! Stand up! Let’s do exercise up and down! Ok, come one stand up! Stand up! Nina stand up! One, two, three, one, two, three, go!” “Once again!</p>	<p>n! Come forward! Please, stand up! Stand up! Come one!” “Ok, Deris you are number one, right here!” It is about, it is about number, ok. Ok, number. Focus on number. Stand up, please! “I’m going to call Pineapple! Stand up! Stand up! Don’t sit! Stand up! “Naswa</p>	<p>Come here!” “Ok, come forward!” “Now, you write down in your writing book! Number one until number ten.” “Write down! Ten minutes!” “Rahman! Clean the whiteboard! Number one until number seven!” “After this, you collect your work on my table!” “Ya Amel!” “Ya Aris! Aris, number three.” “Number</p>	<p>“Loh! Loh! Nanda, Nanda! Come here!” “Four! Come here, one of you!” “Now complete the missing word!” “Nah, one of you come here! Mano, Mano! Ok, come here!” “Ok! One of you!” “The group. Ok, you may help!” “Answer the question! Wait! Wait! Wait!” “Now you must write number one</p>	<p>here!” “Ok you!” “Ok, come one!” “Write down!” “You must listen to the text and you can answer to fill in the blank, to fill in the blank.” “I will read the text, so listen carefully!” “Answer the question about the text, ok!” “Ok, collect your work on my table!”</p>	<p>your hand!” “Don’t forget to write down your name!” “For part A, can you find any “and, then, suddenly, after that” words in the text below? Circle those words! And then for B, write a story that you ever read, you should add your story with the conjunction of and, then, suddenly, after that! Don’t forget to determine!”</p>	<p>story, read it! After you read it put it in the right place in the library! And then you continue to write a story! Retell it again!” “I ... not allow you if after read and then you put the book or the other story in front of you and then you write it again. No! Forbidden!” “But, read it! And then you have finished, ya. Read and put</p>	<p>Now, please from Dava” “Now, please read it more without any voice! I give you five minutes. Come one!” “Listen to me!” “Simon says sit down!” “Simon says put your pencil on the table!” “Simon says close the dictionary!” “Simon says say hi!”</p>
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	<p>One, two, three, go! Come one! Back to your seat!” “Let’s do review, yeah let’s do review from number and additional!” “Ok, let’s count! One, two, three, go! One, come one let’s do together!” “Ok, you!” “Correct it!” “Ok, after this let’s play whispering game!” “Yah, be</p>	<p>Sekali lagi! One, two, three, go!” “Ok, let’s sing together! One, two, three, go!” “Once again! Once again! Yah, sekali lagi! Yang kompak yang keras! One, two, one, two, three, go!” “Say in your best concentration, ok! Say in your best concentration! Check! Check! Check!</p>	<p>stand up! Strawberry! All of you strawberry!” “Apple! Come one come forward! All of you, come one! All of you, hurry up! Apple come one! Hurry up! Stand up! Stand up! Dandi, you will answer the question. So, be careful! Naila, ok, go!” “Next group, come</p>	<p>four. Ya, Dedi!”</p>	<p>until ten! Write down! Open your writing book! Write number one until number ten!” “Ok, collect your work on the table!”</p>		<p>“You have to write the story, up to you! After you have a lot of experience to read books in the library or our mini library, then retell it over here! Don’t forget to write down the title and the author! And then retell again!” “No! Wait! Stand up here! Come here! This is?” “The others! You need to give punctuation</p>	<p>in the right place again! And then you start to write, ya. So, please choose the short one! Not the long one. jangan pilih cerita yang terlalu?” “Even there is no quotation in your story. Guys! You have limit time. Use it well! Hello! Even there is no quotation, even there is no direct sentence. It’s ok if could add it at your notebook, ya.</p>	<p>“Simon says say hoo!” “Simon says ssstt!” “Beside you. Please, Mirza, Aina. Farah with Azam, and then ...” “Oh ya, it’s ok Farah with Mirza and Aina. And you with Tera. Ok, without any voice! Without any voice! I give you time only until the long length at six. Until the long length at</p>
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	<p>ready!” “Louder! Please, louder!” “Jojo, set up your ear!” “Let’s go!” “Ok, go! Say louder!” “Ok, now please come forward!” “Make it clear!” “Yes, write the number!” “Read it!” “Stand up right here and then read it!” “Check Check! Boom Boom!” “Ok, let’s</p>	<p>Check Check! Eh, if you check or boom, you must do this or do this! Clap your hand or step your foot!”</p>	<p>one, hurry up! Grape! Grape! Come one hurry up! Ok, go!” “Watermelo n! Watermelon ! Deris, come! Ok, question number one, come one!” “Louder! Lebih keras!” “Louder!” “No! Louder! Say it louder! Lebih keras!” “Again! Again!” “Put your book into your bag!</p>				<p>and capital letter! Pay attention to the punctuation and capital letter! Capital letter, quotation, and then question mark, interjection” “Ok, submit to my table! If you haven’t finish yet, you may continue after break time. Ok, ten, nine, eight, seven, six, five, four, three, two, one!”</p>	<p>Kamu tambah sendiri in your notebook” “Guys! Go to the library! And then choose one of the story from the book over there! And then read! Read! Read! That book, put in the right place again! And you start to write. Retell what story that you read!” “And then try to write down! Farah, you may</p>	<p>six” “Read it again without any voice! Arya! Adit! I ask you to read without any voice! Please, read! Try to understand more the story about! If you can not understand the word, you can look at the little dictionary!” “Fold of your forearm, now! Pray in front of</p>
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	<p>sing together! Ok, one, two, three, go!”</p>		<p>Put your book into your bag! Come one! One, two, three, sit down please! Get ready for going home! Stand up behind the table, ok! Ayo, come one! One, two, three, Grade 1 B!”</p>					<p>move here! You may sit down over here!” “Over there!” “I asked you to write down the story, not write down the poem, not quotation sentence. No! Look at you friend! Guys! Hello! I don’t ask you to write down only quotation sentence or direct sentence in the story. No! Retell again! But if there is no direct sentence, you may add! No</p>	<p>me, please! Praying in front of me here. Hey! Come here! Pray before enter to the bathroom” “Continue your work! Ok, if you finish you may submit it here and then please put your chair on the table! Put your chair on the table and then you may go to computer laboratory now!” “Submit here! No</p>
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								<p>write down like this, number one quotation mark is bla bla bla” “Ok. Manage your time!” “Guys! Because the time is up, submit your work here! Hello! Submit your work! Finish on my count up to ten! And make two line! One line to boys and one line to girls. Ya, one, two, three, four, five, six, seven, eight ... Ok, hurry</p>	<p>running!”</p>
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								up! Nine, ten. Please, look at the table! Is there any book over there! We back to the class”	
Criticizing of justifying authority	The teacher directly said the utterances that used to forbid the students and also called the student name to control students’ inappropriate behavior.	The teacher directly said the utterances that used to forbid the students. He used his body language to make the students imitated him. He also called the students’ name to control students’	The teacher directly said the utterance that used to forbid the students and also he used his body language to make the students imitated him. He called the student name to control students’ inappropriate	The teacher directly said the utterance that used to forbid the students, called the student name, and communicated dissatisfaction with what students were doing to change students’ inappropriate activity.	The teacher suddenly called the students were crowded and asked them to do the exercise on the whiteboard to get that student’s attention and change inappropriate activity of the student. She directly said the utterance that	The teacher walked around the class when monitoring the students and said satirically that student didn’t finish their task yet to change inappropriate activity of the student and communicate dissatisfaction with what students were doing.	The teacher directly criticized the students, called students’s name and says certain satire statement to control and change students’ inappropriate activity. She also repeated her critic to emphasize it. She criticized	The teacher criticized by saying directly the utterances that used to comply her and it was done to control and change students’ behavior. She called students’ name and told satirically that student didn’t finish	The teacher criticized the students by asking satire question and gave information about the limitation of time. It was done to change inappropriate activity and communicate dissatisfaction with

		inappropriate behavior.	e behavior.		used to forbid the students and also he used her body language to get students' attention. She communicated dissatisfaction with what students were doing to change students' inappropriate activity.		the students by calling students' name and threatening them to communicate dissatisfaction with what students were doing.	their task yet to communicate dissatisfaction with what student were doing.	what students were doing.
<p>“Stop! Stop!” “No! No! You just stay here!” “Wait! Back to your seat, Jojo!”</p>	<p>“Be quiet! No voice! Sit well and no voice! Ssstt, no voice! Ok, no voice!” “If you are out from</p>	<p>“Deris, put your photo!” “Raka! Raka! Put your money into your pocket!” “Ok, one,</p>	<p>“Silent, please!” “Be quiet, please!” “Mida, sit down! Loh, still number two?” “No! Sit</p>	<p>“Ok, ayo! Aksal! Aksal!” “Silent, please!” “Loh! Tanya lagi?”</p>	<p>“Still blank? Still blank?”</p>	<p>“Would you sit down and listen to me!” “Hello! Sida! Can you sit down! Can you sit down!” “Are you</p>	<p>“Wait! One by one!” Soft you voice! Hello! Hello!” “Andre! Still one sentence?”</p>	<p>“Have you finish?” “Five minutes more!” “Aina! Aina! Ok, two minutes more!”</p>	

	<p>“Please, be quiet please! Be quiet!” “Stop! Stop! Stop!” “Hello Dani! You’ll get zero, ya!” “One, two, three, be quiet!” “Kamboja! Kamboja! Hello! Put your pencil and sit well!” “Kamboja! Hello! Close your book! Ok, one, two, three, be quiet! Sit well! No</p>	<p>your chair, from your table. Zero. So sit well and no voice!” “Ok, sit down! Horse, you still zero.” “Hey, be quiet!” “One, two, three, be quiet! No voice! Ssstt, no! Be quiet! Elephant zero, ya? Elephant zero! Be quiet!” “Lion! Habib, sit down please! Rani Rani, pay</p>	<p>two, three, be quiet! No voice! Pineapple! Pear! Watermelon! Apple! Grape and also Strawberry!” “Ok, one, two, three, be quiet! No voice!” “Rama! Don’t go out! If you are out, zero!” “Rama! You are out from your table, zero!” “One, two, three, be quiet! If you are out from</p>	<p>down, please!”</p>			<p>kindergarten student? Are you kindergarten student?” “Adin! Lintang! Andra! Concentration without speaking! Dava! Fourteen minutes more!” “Hida! If you cannot manage your time well, you cannot finish your work on time. Ok, ten minutes more!”</p>		<p>“Adit! Adit! Would you asking without standing or walking? Are you kindergarten student or elementary?” “Dila, have you finish?” “Is not time for you to dance. Next Thursday, you may dance” “Have you asked my permission?” “Hello! Have you pray?” “Loh? Loh? Impolite”</p>
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	<p>voice! No voice! Ok, no voice!” “All of you! No voice! Be quiet, Andi! Be quiet, please!” “Ali, Dani, Elen, Caca! Don’t go out from your chair, ok!” “Don’t go out from your group or you will get zero!” “Be quiet and sit well!”</p>	<p>attention!” “Amel! Amel! Amel! Hello! Pay attention, please! Horse! Horse! Habib and friends pay attention! Oliv! Nina! Pay attention! Nina! Pay attention!” “Sudah sudah! Sit down, please!” “Hello! Nince zero ya!”</p>	<p>the table. Zero!” “Be quiet! Be quiet! Be quiet! Nina, sit well! Dandi sit well or you will get zero!” “Hayo Rama! One, two, three, be quiet! Rama, zero loh! No voice, please! No voice! Ok, ya! Rama!” “Hello! Pay attention! Pay attention to your friend!” “Please, pay attention!</p>						
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			Ok, ok! Hello! Hello! Irsad! Irsad! Be quiet! Pay attention! Deris, pay attention to your friend!” “No! No! No! Come here! Try to read it!”						
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APPENDIX IV

The Way The Teacher Assists His/her Students to Understand The Teacher Talk

Teacher	Teacher Way		
	Observation 1	Observation 2	Observation 3
1	The teacher assisted the students to understand the teacher talk in class by repeating, emphasizing certain word, giving example, and explaining again.	The teacher assisted the students to understand the teacher talk by emphasizing certain word, explaining twice or more, giving example, asking question to guiding the students, translating, and using his body language.	The teacher assisted the students to understand the teacher talk by giving option question, repeating his question, giving example, simplifying the word, translating the meaning, and explaining twice or more.
2	The teacher assisted the students to understand the teacher talk by giving example, repeating, translating, and using her body language.	The teacher assisted the students to understand the teacher talk by repeating, explaining slowly, emphasizing in Indonesia, and using her body language.	The teacher assisted the students to understand the teacher talk by using her body language, translating, and repeating her talk.
3	The teacher assisted the students to understand the teacher talk by repeating, clarifying, dictating, giving example, using her body language, and translating her talk.	The teacher assisted the students to understand the teacher talk by giving example, translating, and using her body language.	The teacher assisted the students to understand the teacher talk by repeating, dictating, giving example, translating, and giving more explanation.