

APPENDIX

1. DOCUMENT

Documents are used to save the track of observation in social learning interaction at SMP Muhammadiyah 12 GKB. The researcher had had such kind of soft data which included into photo, students' sitting position, students absent, and observation sheet in a one file. It described the data below:

a. Students' Activity Pictures

This research was supported by photo documents that shown the condition of teaching and learning students who included part of social learning in learning English for 8th Grade students of SMP Muhammadiyah 12 GKB at Jawa street No. 60 GKB – Gresik. It divided into 4 meetings which observed students' activity at classroom.

1.1. First Meeting document:



1.1.1. Attention Process



1.1.2. Retention process



1.1.3. Motor reproduction Process



1.1.4. Get punishment

1.2. Second meeting document:



1.2.1. Attention process



1.2.1. Retention process



1.2.3. Motor Reproduction Process



1.2.4. Reinforcement Process

1.3. Second meeting document:



1.3.1. Attention Process



1.3.2. Retention Process



1.3.3. Motor Reproduction Process

1.3.4. Reinforcement Process

1.4. Second meeting document



1.1.1. Attention Process

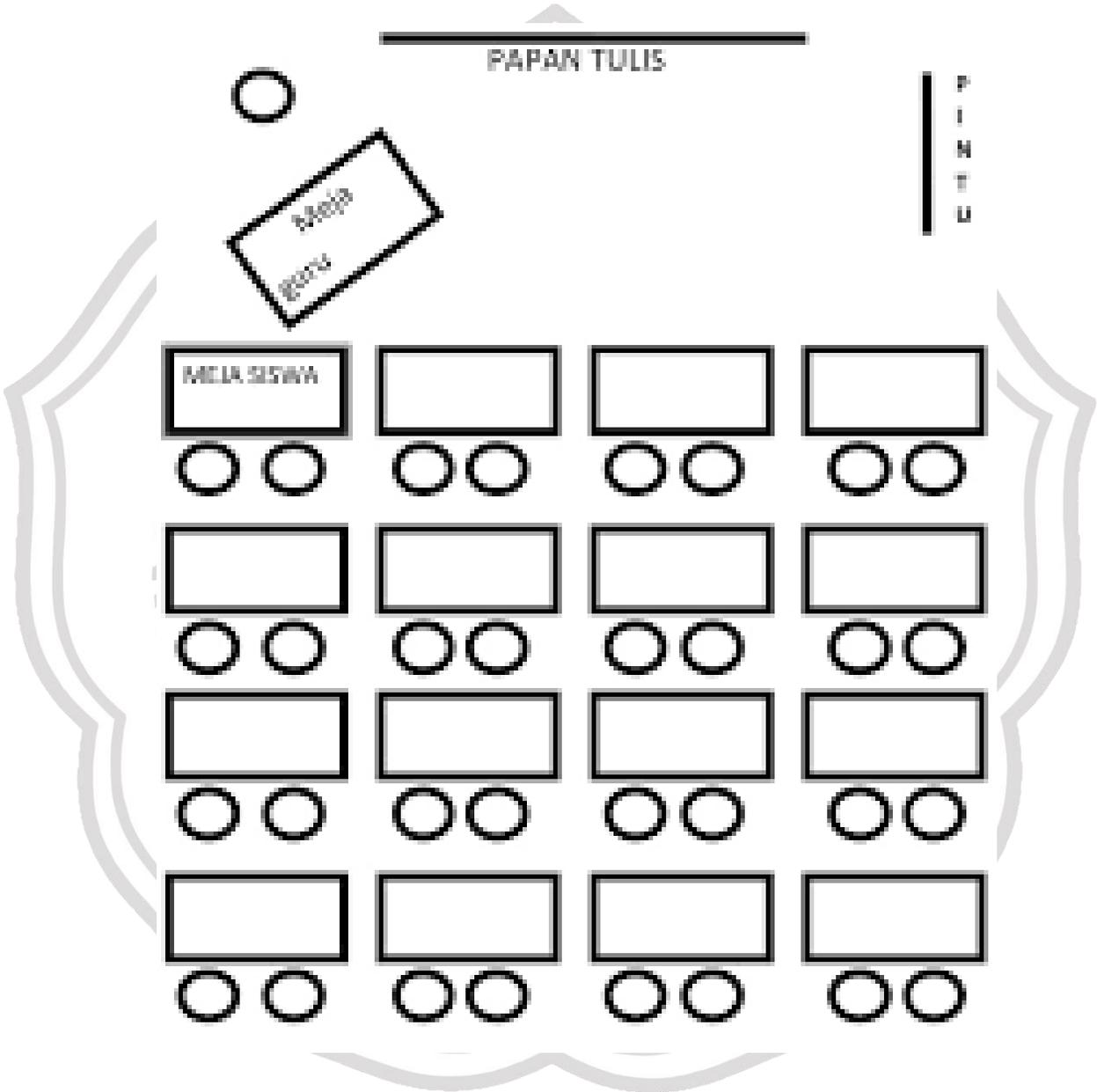
1.4.2. Retention Process



1.4.3. Motor Reproduction Process

1.4.4. Reinforcement Process

CLASSROOM MANAGEMENT (STUDENTS' SITTING POSITION)



OBSERVATION SHEET MEETING 1

No.	Students	Initial	Attention			R	MR	RF	
			1	2	3			1	2
1.	Achmad Fikri <i>Sabri</i> U.	Student 1	V				V	V	
2.	<i>Adly</i> Mi'raj Septian	Student 2	V				V	V	
3.	Aflakhah <i>Aufliaul</i> A.	Student 3	V				V	V	
4.	Ahmad <i>Yusuf</i> R.	Student 4	V			V	V		
5.	<i>Aldanissa</i> Delinda A.	Student 5			V	V	V	V	
6.	<i>Atika</i>	Student 6	V				V	V	
7.	<i>Aurellia</i> Ceyzha G. K.	Student 7	V				V	V	
8.	<i>Aysha</i> Dewi R.	Student 8	V			V	V	V	
9.	Berliana <i>Chelsea</i> W.	Student 9					V	V	
10.	<i>Dewi</i> Ramadhanti	Student 10		V			V	V	
11.	<i>Elvaretta</i> Aurellia D.	Student 11			V	V	V	V	
12.	<i>Galih</i> Chandra B. P.	Student 12	V				V	V	
13.	<i>Khoirina</i> Rahmi S.	Student 13		V		V	V	V	
14.	Lazuardi Rashif <i>Rabbani</i>	Student 14	V				V	V	
15.	Mochammad <i>Abid</i> F.	Student 15	V			V	V	V	
16.	Muchammad <i>Irsyad</i> C. P	Student 16			V	V	V	V	V
17.	Muh. Aldy <i>Syاهدil</i> Haq	Student 17			V		V	V	
18.	Muhammad <i>Aqil</i> M. K.	Student 18			V	V	V	V	
19.	Muhammad <i>Jazin</i> H.	Student 19	V			V	V	V	
20.	Muhammad <i>Radith</i> O.	Student 20			V		V	V	
21.	Muh. Z. Ghodafeil. H.	Student 21	V				V		V
22.	<i>Mutiara</i> Feby Renata	Student 22	V			V	V	V	
23.	Nazwa Arletha P.	Student 23			V		V	V	
24.	Nectar <i>Rayya</i> Aliya	Student 24		V			V	V	
25.	<i>Raissa</i> Pranadita Rappe	Student 25		V			V	V	
26.	<i>Rasya</i> Ishak Mahendi	Student 26			V	V	V	V	
27.	Rifqa <i>Zaskia</i> Chairun N.	Student 27		V			V	V	
28.	Rezky <i>Arkan</i> Nashif	Student 28	V			V	V	V	
29.	Satria <i>Bagus</i> Permana H.	Student 29			V		V		V
30.	<i>Syahri</i> Ramadhan	Student 30	V				V	V	
31.	<i>Wildan</i> Yulianto	Student 31	V				V	V	

It was adopted on bandura's theory on social learning

OBSERVATION SHEET MEETING 2

No.	Students	Initial	Attention			R	MR	RF	
			1	2	3			1	2
1.	Achmad Fikri <i>Sabri</i> U.	Student 1	V				V	V	
2.	<i>Adly</i> Mi'raj Septian	Student 2	V			V	V	V	
3.	Aflakhah <i>Aufliaul</i> A.	Student 3	V				V	V	
4.	Ahmad <i>Yusuf</i> R.	Student 4	V			V	V	V	
5.	<i>Aldanissa</i> Delinda A.	Student 5			V	V	V	V	
6.	<i>Atika</i>	Student 6	V			V	V		V
7.	<i>Aurellia</i> Ceyzha G. K.	Student 7	V			V	V	V	
8.	<i>Aysha</i> Dewi R.	Student 8	V				V		V
9.	Berliana <i>Chelsea</i> W.	Student 9				V	V	V	
10.	<i>Dewi</i> Ramadhanti	Student 10		V			V	V	
11.	<i>Elvaretta</i> Aurellia D.	Student 11			V	V	V		V
12.	<i>Galih</i> Chandra B. P.	Student 12	V				V		
13.	<i>Khoirina</i> Rahmi S.	Student 13		V			V	V	
14.	Lazuardi Rashif <i>Rabbani</i>	Student 14	V			V	V	V	
15.	Mochammad <i>Abid</i> F.	Student 15	V				V	V	
16.	Muchammad <i>Irsyad</i> C. P	Student 16			V	V	V	V	
17.	Muh. Aldy <i>Syاهدil</i> Haq	Student 17			V		V		V
18.	Muhammad <i>Aqil</i> M. K.	Student 18			V	V	V	V	
19.	Muhammad <i>Jazin</i> H.	Student 19	V			V	V	V	
20.	Muhammad <i>Radith</i> O.	Student 20			V		V	V	
21.	Muh. Z. Ghodafeil. H.	Student 21	V				V	V	
22.	<i>Mutiara</i> Feby Renata	Student 22	V			V	V	V	
23.	Nazwa Arletha P.	Student 23			V	V	V	V	
24.	Nectar <i>Rayya</i> Aliya	Student 24		V			V	V	
25.	<i>Raissa</i> Pranadita Rappe	Student 25		V		V	V	V	
26.	<i>Rasya</i> Ishak Mahendi	Student 26			V		V	V	
27.	Rifqa <i>Zaskia</i> Chairun N.	Student 27		V		V	V	V	
28.	Rezky <i>Arkan</i> Nashif	Student 28	V			V	V	V	
29.	Satria <i>Bagus</i> Permana H.	Student 29			V		V		V
30.	<i>Syahri</i> Ramadhan	Student 30	V				V	V	
31.	<i>Wildan</i> Yulianto	Student 31	V			V	V	V	

It was adopted on bandura's theory on social learning

OBSERVATION SHEET MEETING 3

No.	Students	Initial	Attention			R	MR	RF	
			1	2	3			1	2
1.	Achmad Fikri <i>Sabri</i> U.	Student 1	V				V	V	
2.	<i>Adly</i> Mi'raj Septian	Student 2	V				V	V	
3.	Aflakhah <i>Aufliaul</i> A.	Student 3	V				V	V	
4.	Ahmad <i>Yusuf</i> R.	Student 4	V			V	V		
5.	<i>Aldanissa</i> Delinda A.	Student 5			V	V	V	V	
6.	<i>Atika</i>	Student 6	V				V	V	
7.	<i>Aurellia</i> Ceyzha G. K.	Student 7	V				V	V	
8.	<i>Ayesha</i> Dewi R.	Student 8	V			V	V	V	
9.	Berliana <i>Chelsea</i> W.	Student 9					V	V	
10.	<i>Dewi</i> Ramadhanti	Student 10		V			V	V	
11.	<i>Elvaretta</i> Aurellia D.	Student 11			V	V	V	V	
12.	<i>Galih</i> Chandra B. P.	Student 12	V				V	V	
13.	<i>Khoirina</i> Rahmi S.	Student 13		V		V	V	V	
14.	Lazuardi Rashif <i>Rabbani</i>	Student 14	V				V	V	
15.	Mochammad <i>Abid</i> F.	Student 15	V			V	V	V	
16.	Muchammad <i>Irsyad</i> C. P	Student 16			V	V	V	V	V
17.	Muh. Aldy <i>Syahdil</i> Haq	Student 17			V		V	V	
18.	Muhammad <i>Aqil</i> M. K.	Student 18			V	V	V	V	
19.	Muhammad <i>Jazin</i> H.	Student 19	V			V	V	V	
20.	Muhammad <i>Radith</i> O.	Student 20			V		V	V	
21.	Muh. Z. Ghodafeil. H.	Student 21	V				V		V
22.	<i>Mutiara</i> Feby Renata	Student 22	V			V	V	V	
23.	Nazwa Arletha P.	Student 23			V		V	V	
24.	Nectar <i>Rayya</i> Aliya	Student 24		V			V	V	
25.	<i>Raissa</i> Pranadita Rappe	Student 25		V			V	V	
26.	<i>Rasya</i> Ishak Mahendi	Student 26			V	V	V	V	
27.	Rifqa <i>Zaskia</i> Chairun N.	Student 27		V			V	V	
28.	Rezky <i>Arkan</i> Nashif	Student 28	V			V	V	V	
29.	Satria <i>Bagus</i> Permana H.	Student 29			V		V		V
30.	<i>Syahri</i> Ramadhan	Student 30	V				V	V	
31.	<i>Wildan</i> Yulianto	Student 31	V				V	V	

It was adopted on bandura's theory on social learning

TRANSCRIPT

In this research described any conversation that conducted students to students, and teacher to students or opposite. The conversation included into four main social learning activity based on bandura's theory which was attention process, retention process, motor reproduction process, and reinforcement. Therefore it would be transcribed the activity below:

Attention Process

Fisrt meeting, it shown in first observation on Monday, July 15th, 2019

Teacher said:

"I think one of you do action and say something throughly familiar the appreciation like this one is bad, OK, and up to you... yeah.

There was one students imitated: "So nice"

Teacher instructed:

"Well, now after this after I said one.. two.. three. Find the picture or asking your friend in English or sharing is up to you. Please fill every coloumn of the table related the information that you get."

Second Meeting, it shown in first observation on Tuesday, July 15th, 2019

Teacher said:

"Previously, we had learned the way of giving someone's appreciation, as you seen I brought a book. Here, you could ask someone to give their appreciation toward yours. You could say such as what your opinion about this book?"

The students imitated:

"What is your opinion about mine?"

Third, it is shown in second observation on Monday, July 15th, 2019, when the teacher drew a picture on whiteboard he asked the students to draw their picture at least 20 minutes, then the teacher instructed:

“After I said one.. two.. three. You could go somewhere to five people at class and show your picture, for example you could say like this what do you think about my picture. Then, give your own appreciation.. up to you.”

The fourth, it conducted on Monday, July 22nd, 2019. When the teacher reminded the students such kind of tenses, involved present tense, continuous tense, and past tense that compiled it in one chapter. Teacher said:

“The function of grammar of present tense was stated how often an activity occurs or habitual action, it was used to show the factual moment, it was used to make a simple statement that applied general (at any time) or not general (using verb be), to use stative verb in which to express feeling, mind, or possession, it was used to discuss plans or schedules in the future but in a short term, it was used to provide instructions or action series, and it was used for conditional sentence type 1.”

Based on students' reactions after being explained, most of them pay attention to the teacher's explanation in detail but not a few of the students who decided to take notes after the teacher wrote the explanation on the board

The fifth, it conducted on Monday, July 22nd, 2019. When the teacher gave some examples in each function of present tense above, teacher said:

“I study English at classroom, it belongs to “I” as the subject, “study” as the infinitive verb, “English” as the object, and “at classroom” as the adverb.”

Student 4 said:

"I Study English at classroom"

Student 5 more detailed imitation, he said:

"I was "subject", study was "infinitive verb", English was "object", and at classroom was the "adverb"."

Student 28, she wrote the pattern:

"S+VI+O+Adverb"

She argued that it helped her in reminding the way on how to make a sentence in present tense correctly.

"I did this activity to explore my comprehension complexity. I just took the point, if it was necessary for me I did it as soon as possible."

The sixth was conducted belongs to grammar activity during the class.

Teacher started:

"Guys, we would like to learn our next to discussion on grammatical subject, yesterday we had been studied tenses belongs to present. Now I taught you to understand on making sentences belong to past tense."

Teacher added that

"To make you understand easily, Past tense was being taught including the recount text. It just asked us to retell the event on the past."

Teacher expressed the material while student listened to :

"I had seen my ex-student at the gressmall yesterday."

Teacher asked student:

“Please, break it down the sentence into the good pattern on it”

Teacher instructed:

“Now it was your turn to create it one sentence belongs to the word that already served at the slide.”

Retention Process

First, it shown in first observation on Monday, July 15th, 2019, Teacher instructed:

“Everybody I would give you twenty seconds and after that I chose one of you. When I chose you practice it your appreciation expresively with gesture.”

In this case, most of the students’ answered:

“So nice, good, amazing, awesome, perfect, wonderful and etc.”

The second, it shown in second observation on Tuesday, July 16th, 2019, teacher said:

“what do you think about this book?”

She late response like *“not bad”*.

The other students response:

“It was amazing”

Therefore it could be concluded that in this meeting the teacher could use the other object to elaborate their appreciation.

The third, it was shown in third observation on Monday, July 22nd, 2019. The teacher reinforced students’ memory by asking some of them toward the explanation about tenses. He asked that:

“When should we use present tense?”

Student 11 said:

“This tense had a rule in which just told us it were appeared in factual text, habitual, and daily life.”

In other cases, the teacher had three word of infinitive verb while conducting students' memory through arranging the text. Teacher attempted students who wanted to guess the correct and incorrect sentence. Then, student 9 initiated to answer it, she said that

“The first sentence was incorrect, it needed “s” after the verb”

Student 12 who sat next to student 9 confirmed the answer, she said:

“Student 9’s answer was correct, the verb should be written with “s” after the word of infinitive verb. It caused the subject was part of third singular which needed additional letter “s” on the sentence.”

For the next sentence, student 30 argued:

“The second sentence you wrote was incorrect, it did not need additional letter after the word of infinitive verb above.”

Student 26 confirmed:

“Subject “we” just wrote only the infinitive verb without any additional letter.”

The last sentence, student 17 argued:

“The answer was correct, nothing were written wrong on the sentence.”

The fourth retention, it shown on next to topic at the same day on July 22nd, 2019. Teacher still used the same ways on provoke student. He asked:

“Please told me how many words that included into V + V-ing pattern?”

Student 30 just mentioned several of it (6 words), she said:

“(1) Enjoy, (2) avoid, (3) feel like, (4) forgive, (5) keep, and (6) deny”

Teacher responded:

“Well that was good, even though you just mentioned 6 words but I appreciated it. Now please you gave me 1 sentences about it.”

Student 30 said:

“I enjoy meeting you sir”

Student 27 was chosen, he said:

“You must avoid cutting your toe nails in bed”

Student 19 was chosen then made the sentence on number 3 (feel like), he said:

“I do not feel like taking your mother for a walk just now”

Student 2 was chosen then made the sentence on number 4 (forgive)

“Please, forgive his talking too much, he was a teacher.”

Student 17 was chosen then made the sentence on number 5 (keep), she said:

*“I did not even know made the sentence, but I ever heard one sentence about **keep** when watch finding dory movie. She said that **“just keep swimming”**.”*

The last student was chosen (student 26), he said that:

“Do you still deny having killed roger rabbit?”

The sixth activity was conducted on September 9th, 2019. Teacher already asked the students about the sentence deductively.

Student 7 mentioned:

"It was described your activity yesterday after meeting your ex-student at gressmall, wasn't it?"

Student 21 re-explained:

"It was used to past perfect"

Student 16 accomplished:

"I agreed with them, it just told us your activity. The pattern also used past perfect"

Teacher instructed to 3 students on making the sentence based on the word they seen at the slide.

Student 8 produced "watch" that:

"I watched football match in GOR stadium on yesterday evening."

Student 11 produced "Book":

"My father booked the hotel on the last holiday."

Student 1 produced "go fishing"

"I had never gone fishing on the river"

Motor Reproduction Process

Fist, it shown in first observation on Monday, July 15th, 2019, teacher said:

"What is amanda?"

Students (G) answered:

"Actress.. amuse"

Teacher said:

“Yeah, amuse people.”

Second, it shown in second observation on Tuesday, July 16th, 2019, the activity as follow:

Students (1) asked students (2):

“What do you think about my picture?”

Students (2) response:

“Nice I think”.

Students (3) asked students (4):

“What do you think about my picture?”

Students (4) answered:

“This was amazing”

The sixth activity was described the student’s motor reproduction during the task on past tense. Teacher asked the students to make their experience at least 10 sentence during the activity yesterday. Student 23 presented:

“Yesterday was Sunday, I just watched the movie at home. I always checked my phone when it was ringing. My mother asked me to get more carefully when we went outside. I heard it, I never ignored what mother says. But I forgot to bring my phone. My friend were going to inform me where we should be met up. Unfortunately it would be complicated after her last message informed that when the phone was left at home. So I just used my instinct to predict our assembly point. Finally, we met at the same place without any miscommunications at all.”

Reinforcement Process

First, it shown in first observation on Monday, July 15th, 2019, Teacher instructed:

“I would choose some of you who noisy, sleepy, and interesting for me.. oke one.. two.. three”

Second, it shown in the first observation on Monday, July 15th, 2019, teacher appreciated:

“Good”

“Amazing”

“Awesome”

“Good job, you did it well”

Third, it shown in the second observation on Monday 22th, 2019, teacher punished:

“Whoever you’re please stand up if you cannot answer it correctly”

Forth, it shown in the second observation on Monday 22th, 2019, teacher added:

“Students who were crowded, they ought to stand up by using one leg beside me at the forward class”

Five, it shown in the third meeting on Monday 29th, 2019, teacher asked:

“It was possible for me to give you special score when you active in this class.”

Sixth, it shown in the fourth meeting on Monday 9th, 2019, teacher reinforced:

“Well students, don’t be nervous in learning English. We should be kept communicating one another. Just remembered the new words you heard, please did it wherever and whenever you were.”

INTERVIEW ITEMS:

In this research, interview items would be used to strength the observation data, meanwhile researcher asked the teacher after the activity had been conducted at the classroom. So it included into at least 4 question in general which involved four main items in social learning activity for SMP Muhammadiyah 12 GKB students. It aimed to know what teacher's assumption after saw the students learning English through social learning at the same time.

First Meeting

The researcher provided into fifteen questions belongs to the interview section which was strengthen the data through asking the teacher at the different topics. For the first meeting, the researcher asked the students' social aspect in learning of appreciation. It hoped the following transcript below were able to prove the data concretely.

1. Did students seem to be quite in class learning pay attention to you in explaining the material?

The teacher's response:

"In general, the students who silent could not be said they paid attention to the teacher's explanation in the learning process. As long as you saw when joining the class, I already told to them concerned with the starting information regarding on how to express the asking and giving appreciations in English correctly. Some of them just spent their time in other activities such as daydream, read a novel, and etc. So, this habit could not strengthen their understanding through the input process of the subject matter."

2. What do you think about the student's attitudes who take a note while you are defining the material?

The teacher's response:

"I thought that was not good for them who got the input process when I defined the material, they were taking note of their book at once. Because it would make them less understand with the explanation of the material, whereas it would be better they must know the information first by paying attention before taking the notes. After that, they would know the crucial point regarding the topic. Such as, I had ever delivered the important things in giving appreciation which is included the function, how to arrange the appropriate sentences, and how to express it. This activity would be useless when they just prioritized taking notes at the once of it. I knew that note is the good media to help them in getting longer memory but it should be doing it in a good moment after it. On the other side, they could be a little understand of the concepts of the theory then applied well after they paid attention to me. Therefore, at this moment, I didn't agree with students' decisions when they did it like that, because English is the flexible subject which asked them to follow it first then note it the better in the book later."

3. What do you think about the student who interact one another while you are defining the material

The teacher's response:

"I thought that students interacted with one another while I was defining the material didn't look good for their learning input process. One of the factors, the students did it was, being proved by the inadvertence when classmates asked talking about other topics. I always reminded them back to focus on me who going to teach the material. This activity affected their input process

easily in getting attention which had much information regarding the way of asking and giving appreciation in real life around the students. Besides that, I saw some of the students who preferred learning by kinesthetic which means they should be done other activity in expressing the topics audio visual so they would be known everything they needed in getting information completely where it was appropriate with the method that I used at the classroom activity.”

4. What do you think about the students who hyperactive in the learning process? Did they pay attention to you while you are defining the material?

The teacher’s response:

“I thought that the students who hyperactive possessed unique characteristics, while they had been doing in interacting the activity as certain usual habits every day in order to develop their intention even out of the topic, but on the other side, it gave a bad effect on students’ understanding through attention process on the subject matter. Therefore, this character didn’t seem a good reflection for the students when the study was started.”

5. What do you think about the students who imitate your pronunciation or attitudes in defining the material lesson?

The teacher’s response:

“I guess the students’ habit of imitating everything on me through teaching English as long as they got more simple ways to get understand the theories and practice really had many positive effects on them exactly. It seemed the students’ good intention or interest with the subject matter especially the way of teacher’s teaching in the classroom, meanwhile, it would appear marvelous habit in expressing the concept they obtained through the attention process.

Moreover, the students could be done it spontaneously regarding how to reflect on someone's achievement by giving appreciation even in or out the class later. The example, I told the students “yesterday, I heard that your classmate succeeds on English Olimpiade at the junior high school level, I gave the appreciation on it, I said to her you did it well, that was excellent keep fighting for the next champions”. The students really seemed attention to me, I said to them "you guys also could appreciate others, you could see the example of expression toward this whiteboard. It actually there was other things to express asking and giving appreciation in order to give good reflection for your friends whom you loved.”

6. What activity did you give the students to know their understanding of the material lesson have you explained before?

The teacher's response:

“I usually measured students' understanding by giving questions randomly at least 10 students. It hoped to represent other students in this retention process. On the other side, the students could be developed their own understanding of the material as almost similar to the model (teacher) by mentioning the proper words toward the topic. In the last days, to make me sure, I asked the students randomly in mentioning and expressing the way of giving appreciation as much as they obtained properly.”

7. Did students get to understand the material have you explained in learning?

The teacher's response:

“Yes, they did. I guess almost 100% of the students getting understand with my questioning toward the topic. It could be confirmed that it was purely able to described students' success at the class in learning appreciation. They

could be spontaneous mentions the words properly described their appreciation by showing expressively through body language. Indirectly, I believed that it could be classified that the material had already been taught the students getting easily obtained on their learning process well after the attention process.”

8. What will you do when the students are not able to answer your question?

The teacher's response:

“In this context, I often gave the students a second chance who had not been answered the question well, in which it aimed to get more knowledge for them through paid attention to the classmate's perfection on answering. As long as students heard through interaction with their classmates in answering my questions so they obtained the clues to express the sentences of appreciation with hope when the students who were unsuccessful in answering before would easily understand even expressed through the next questions.”

9. What activity will you give the students that get implement in the material lesson?

The teacher's response:

“I would give them the learning activity by doing similar to the context of their real life. It aimed to help the students' prediction of the reasonable material which involved the real-life around them so that the students getting easily understand the definition, meaning, and the way on how to express through whilst activity. As an example, I already prepared some of the text involving someone's biography. I instructed the students to take all the information they needed with some of the appreciation terms in which they

could be truly expressed their appreciation toward someone's biography on the text they obtained before. At the last, the students submitted the task, they must tell me every information as good as the appreciation already they delivered presenting in front of me.”

10. What students' respond after you instructed them to implement the material lesson?

The teacher's response:

“From whole students were in the class probably only some of them seemed confused with the instruction which caused their limitation on English vocabulary. So, that students decided to ask me a question directly to re-explain the instruction with hoped they also could be applied the material well as their classmates did.”

11. What is the result of learning activity have students applied in the classroom?

The teacher's response:

“I guess the result could be showing the students' satisfaction in asking and giving appreciation successfully through the whilst-activity. It represented on me to give a good reflection toward the material in which described relax and enjoyable learning. The students interacted with one another in sharing the information which made this activity could be active in reaching the purposes of learning. As the examples, I remembered that when I walked around the class to see their activity, I ever asked one of them like “How many information have you obtained?”, He said that “Still three mister”. I told to them “Well let me see, what do you think about Haman?” He said “he is good, he can cook well cause of his job is as a chef”. The important things in this activity were, everything would be obtained easily when the students fell

relax with the rules that never given the pressure ways for the students to obey what we wanted.”

12. How do you improve students’ learning process?

The teacher’s response:

“I usually gave them the value of their learning through motivation, in which this activity could be involved with the context of real-life around the students. So the students could know the illustration that gave a positive effect such as the function and opportunities on their learning process which used social interaction at the classroom later.”

13. How do you reduce student misunderstanding of subject matter?

The teacher’s response:

“I never give up to make it simple in order to help students’ intention in learning English, I directly gave the proper illustration included the description of how to give appreciation to someone. I believed that the illustration would show a big impression to reduce students’ unconfidence during the failure. The example, what will you feel after getting appreciation from someone who looking at you? She said, “I’m happy immediately”. Well how about you, what did you feel after someone appreciated your achievement? He said, “Yes, that was my biggest impression after someone appreciate my hard work”. Therefore, this attitude sometimes gave you a marvelous experience then please express your abilities to show your knowledge in giving someone appreciation on anything aspects.”

14. How do you give the students' comfortable learning activity in the classroom?

The teacher's response:

"I would give all students motivation through enjoyable learning. I believed that it could be established student's comfortable moments to reflect the study in joining the class. Learning by doing was able to represent modeling learning during the activity, I provided students' social learning interaction by imitating the roles in presenting the theory. For your information, this activity was able to show the positive effect after conducted the implementation which would be given both sides' implicit knowledge when getting interacted in giving information during the whilst-activity."

15. What did students' respond after getting motivation in the learning process?

The teacher's response:

"The students seemed to enjoy the whole steps provided to them in the last whilst-activity before, even some of the students who heard it well thoroughly getting much motivation. So, this learning would not like to force them implicitly. Moreover, the students who often getting punishment also would be learned the positive value which involved their cognitive, affective, and psychomotor in continuously learning through social aspects that containing the fun English learning."

Second Meeting.

The researcher provided fifteen questions belongs to the interview section for the second meeting which discussed the theory of asking and giving opinion. The interview data will be transcribed belongs to the researcher's fifteen questions and teacher's response in which aim to strengthen the data of the second observation conducted in July 15th, 2019. It hoped the following transcript below was able to prove the data concretely.

1. Did students seem to be quite in class learning pay attention to you in explaining the material?

The teacher's response:

"I was hesitant with the students who seemed silent could pay attention to the explanation while I was defining the material at that moment. I guess there was nothing reasonable moment they ignored the explanation through the attention process. As you saw in the classroom before, I explained how to express students' opinions, in order to make it increased properly I always watched the students' habitual slowly meanwhile it could be classified which students who conducting the activities during the input process in learning. According to my observation, some of the students did not seem to increase their understanding of getting the input process of the subject matter."

2. What do you think about the student's attitudes who take a note while you are defining the material?

The teacher's response:

"I disagreed with students' decision who doing the activity as usual, which preferred taking note without thinking it twice the effect, even it looked better but it did not help them getting attention to my explanation. Moreover it would not be getting understand easily through the explanation. The students

assumed that it probably the easy ways to create the note as the long term media for their learning future. I suggested that they must pay attention on me then take it the important things on the books during asking and giving opinion which included the ways in expressing opinion and the theories in detail. The example, I delivered the following questions to construct students' opinion directly, then, I looked at their expression in which the knowledge was able to cover their understanding in answering the question. I asked them, "What do you think about this book?" it probably a quarter of the students needed a long time to express the answer even I obtained the students who answered the question spontaneously. Therefore I reminded them to think twice before deciding the activity, especially in the attention process."

3. What do you think about the student who interact one another while you are defining the material?

The teacher's response:

"I guess the interaction they did, indicated students didn't focus to pay attention to the explanation. If they interacted with one another again and again later, I believed that they would not be getting anything in their English learning. Besides that, we could bring it into positive ways such as give a chance to apply it in pairs by turns. I would prioritize the students' input process at the beginning in which established comfortable learning. If the students seemed crowded at my class, they had to get punishment properly. I hoped that by getting a chance to explore their intention in interacting with one another they could know that the attention process possessed the highest roles to make them mastered the topics."

4. What do you think about the students who hyperactive in the learning process? Did they pay attention to you while you are defining the material?

The teacher's response:

"I thought that this question was similar to the previous one, but it depended on the ways in the learning process. For the students who hyperactive in getting learning of asking and giving an opinion, they just needed good instruction to direct them in using the opportunities I believed that they could express the context well when we could tell them to describe it through the audiovisual learning in modeling class in the social aspect. I never taught their learning skill passively when we discussed the topic in the classroom, so I predicted that it could give students' proper illustration in describing the topic they learned when they were being provided teaching activity with our body language as the description topic of asking and giving an opinion."

5. What do you think about the students who imitate your pronunciation or attitudes in defining the material lesson?

The teacher's response:

"I thought that students' habit of imitating either words or attitudes could be represented their intention in joining the class. That's very kind enough. Because they would be easier to understand when they had an intention toward the topic, moreover it would appear good habit in getting understand the theories, especially the practical would be spontaneously they did during the instruction. The simple way, the students would be familiar with the words and the sentences when they often did many times. If they listen and do the theory continuously as much as getting the attention they would master it included the way on how to give an opinion toward their classmate, unconsciously the interaction one another would occur at the class."

6. What activity did you give the students to know their understanding of the material lesson have you explained before?

The teacher's response:

“In this case, I often gave them a question section periodically in order to measure students' understanding regarding their attention process. I directly chose 10 students to answer my questions in which as the represented the whole class. I used media as the tools in getting students' opinions even it could appear spontaneously students' answer. It would be conducted regularly in which after the students answered, I instructed to ask he/she expressed asking opinion to their classmates in which it should be answered properly in giving the opinion toward the following question that was already given to them. It aimed to know students' knowledge of whether they getting understand in expressing the topic contextually.”

7. Did students get to understand the material have you explained in learning?

The teacher's response:

“Yes, they did it well, I believed that students' answer was able to describe the students' input process toward the topic in the classroom. We could decide that the students could express the following opinion correctly as similar to the model from the teacher. Moreover, I just confirmed the students some sentences that covered the familiar expression when they would like to ask their classmates' opinions toward the topic. Therefore in this topic, the students seemed to understand the question they heard through giving an opinion, and the students had the highest intention to ask their classmate which to know their classmate opinion during the retention process.”

8. What will you do when the students are not able to answer your question?

The teacher's response:

"I never force students should be known the answer directly, I preferred to give the students' second chance to solve their problem in answering the next question after getting attention to their classmate's turn. I asked the next students in different questions toward giving the opinion, indirectly, there was such kind of sentences to present students' opinion either it just simple words or sentences they described in expressing their opinion toward the topic discussed. Therefore, the students who could not answer the question well were able to get clues to know how to express even in asking or giving an opinion. That's why we called this part by the second chance, which provided students' intention in conducting the learning one more time. It hoped that students were never afraid of failing in trying to explore their English skills during an opinion."

9. What activity will you give the students that get implement in the material lesson?

The teacher's response:

"Like what you have seen in the classroom before, I instructed the students to do the activity of learning by doing contextually. It aimed to give the students logical thinking with a proper strategy where they could describe the activity with real-life which was provided them easier learning toward the material. As an example, I asked them to draw any object as good as the wanted to, then, they had to let their friend see their picture which aimed to get their classmates' opinions. They ought to get five opinions toward the whilst-activity. On the other hand, the students would know the pattern on how to ask the classmates directly without text, so their classmates would answer

spontaneously because modeling learning provided students a chance to explore their knowledge in getting implemented the theory.”

10. What students' respond after you instructed them to implement the material lesson?

The teacher's response:

“The indication of students' responses as what have you seen in the classroom on how to apply the topic well. Even though, just several of them direct asked me, which part needed to re-explained during the instruction. I thought that the students had good intentions in conducting the theory well through the motor reproduction process so they needed to get understand once more. It seemed that the students enjoy the topic as a response through the instruction. They seemed enthusiastic about the material lesson, as much as they could, they had to get understand in implementing.”

11. What is the result of learning activity have students applied in the classroom?

The teacher's response:

“I thought that the result was good in which could describe students' implementation in asking and giving an opinion. Students' learning situation seemed to enjoy the activity. The students interacted with one another through ask and give the opinion by turns. It taught that motor reproduction process could present their abilities in which established students' intuition in getting explore the implementation through the instruction.

12. How do you improve students' learning process?

The teacher's response:

"I would always motivate them in order to establish their enjoyable learning in my class. I provided the activity with any description to make it students easier understand their learning with the real-life contextually. I hoped this topic of asking and giving opinions that covered with fun strategy asked students to explore more than just imagine the theories when they argued their English ability with someone who gonna debate the students on certain topics later. I thought that it was the opportunities they would be obtained during implemented the activity well even it conducted individually or in pairs."

13. How do you reduce student misunderstanding of subject matter?

The teacher's response:

"To reduce students' misunderstanding in learning English, I preferred to give them the illustration directly which provided the function of the topic they learned. I thought that in this case similar to the previous one, so contextual motivation was the best thing for the students who inferior in learning English practically through the model."

14. How do you give the students' comfortable learning activity in the classroom?

The teacher's response:

"I thought that comfortable learning had a variety of thing which depended on the way of teacher provided the proper strategy for the students. When we would like to teach the students, it ought to prioritize the enjoyable learning through any fun games activity with covered the topic. Because it could

establish students' comfortable learning situations which included their confidence in getting explore the activity contextually. Therefore, the students could deliver their understanding of the topic, the simple, this topic could be covered any interaction that built the students' social interaction in learning English. Besides that, this process could reinforce students' motivation processes, even though they needed several times to develop it better in expressing the topic."

15. What did students' respond after getting motivation in the learning process?

The teacher's response:

"I thought the result in getting a reinforcement process could give the calm of thinking and action in learning English socially. They looked better after this process conducted, especially for students who have reinforced the motivation through getting punishment also looked get understand in which conducting the topic well. After the reinforcement process, I intended to ask them to review the topic they learned, luckily, they did it well, they could practice the theory either asking their classmate's opinions or getting the opinion from the classmate too. Therefore, this process was shown any difference in students' intentions in which looked better in their learning through social interaction."

Third Meeting

The researcher provided fifteen questions belongs to the interview section for the third meeting which discussed the theory of daily routine. The interview data will be transcribed belongs to the researcher's fifteen questions and teacher's response in which aim to strengthen the data of the third observation conducted in September 22nd, 2019. It hoped the following transcript below was able to prove the data concretely.

1. Did students seem to be quite in class learning pay attention to you in explaining the material?

The teacher's response:

“Yes, they did. I thought the students who silently looked better at paying attention to the explanation in several days ago. I meant there was differentiate during the activity, they seemed to pay attention to me in the input learning process even they did nothing at last. But I believed that they have shown a good movement to represent their intention in order to easier understand the material. As the teacher, I ought to understand students' movement by eye contact or body movement that indicated students' attention in the learning process. Therefore, I appreciated this attitude even though they would learn the topic of daily activities during this meeting.”

2. What do you think about the student's attitudes who take a note while you are defining the material?

The teacher's response:

“In my opinion, there was no difference from my statement before in the previous meeting which was regarding this case. Meanwhile, the students seemed to have various characters that probably shown a good intention to try their understanding by taking note of the book suitable for the topic

indirectly. It meant that the students had their own ways of learning even it did not look maximal but they assumed it was better in making a note during the explanation, I tried to help them when they looked confused with their own notes. In every action, they would be affected positively when they found the problem then solve it even though needed any help the teacher which was to place their comfortable learning. Moreover, I disagree with this case when taking notes made them easier to understand with the topic, whereas it must be conducted after they listened to my explanation in getting understand involved points of the topics.”

3. What do you think about the student who interact one another while you are defining the material?

The teacher's response:

“I thought that the answer was not different from the previous statement, in which when I explained the material, they interacted with one another it didn't seem the students paid attention to me properly. But I always reminded them back in focus with the explanation which made their input process run well in getting information at the beginning process of the social aspect. The students seemed to enjoy learning it cause of the topic in which involved their daily life. Therefore we could use this chance to explore the students' habit in interacting with one another in a proper moment through expressing the topic correctly.”

4. What do you think about the students who hyperactive in the learning process? Did they pay attention to you while you are defining the material?

The teacher's response:

“As usual, this activity certainly was able to influence students' understanding of the material completely. It was included to walk around the class, punch the table, and other activities that disturbed their input process through attention so it did not run well. Although that, it didn't mean they totally ignore the explanation, the habit only didn't seem smoothy in getting process in the classroom so that they would feel difficult in getting understand in some sides about the topic. So it ought to solve it sooner through the positive ways in which order to they would not do the wrong things because of making a noise in the classroom. Therefore we had to directly manage these characters as soon as possible, but on the other side, we were able not to limit their creativity to getting active in the class.”

5. What do you think about the students who imitate your pronunciation or attitudes in defining the material lesson?

The teacher's response:

“I thought that this activity included some positive things for students in getting understand the specific role in conducting the topic either theoretical or practical in learning daily routines. I believed that English would be easy when we practiced it continuously. So for this character or habit seemed better than the students just did useless things like our discussion toward students' other side character before. It seemed the students' interest in order to conduct similar to the model (teacher) spontaneously toward the material they learned. The example, when we asked the students to practice many times in every topic, it would affect them to express it unconsciously anywhere. It

meant the students were able to receive the topic well thought the familiar one involved students' around life. Therefore the students would know how to express and act toward their daily life in conducting the theory with their life in social aspects."

6. What activity did you give the students to know their understanding of the material lesson have you explained before?

The teacher's response:

"I would ask the students one by one in which included ten of them to answer the question. It could measure students' comprehension of the getting attention process before, we hoped that all questions would be able to express it well even though they just mentioned some of the words. I also gave the second chance to make them explore their experience in order to guess the answer through their classmates. As you heard before, I asked them a question which was how to express the following activity in the morning. That was one of the part questions, which developed students' comprehension in sharing their activity even certain times that suitable the question. Then, I changed it with the function which asked students to explain correctly toward the theory. Unconsciously, the students would get knowledge implicitly even through the following asking and answering the question toward the topic practically."

7. Did students get to understand the material have you explained in learning?

The teacher's response:

"Yes, I agreed about it, the students did it well through answering the question section. I believed that the students were able to understand the characteristic of the topic they learned. It evidenced by the students' abilities

in expressing their experience toward a daily routine. The students also mentioned the pattern that needed in making the sentence of daily routine correctly. Therefore, I would not doubt it, even though they needed a little bit long time to complete it. But the students expressed it well in which described the success of the topic through modeling class. This process also conducted well through students' understanding."

8. What will you do when the students are not able to answer your question?"

The teacher's response:

"For this question, I preferred to give a second chance in which already answered it at the previous question. But to describe students' failure was not needed to say at this moment. Because I never discussed it to make them did it well at once. So that I hoped the students get attention to their classmates' experience in expressing the theory as the clues. Therefore it caused the times they needed which was able to show their understanding expressed the topic well."

9. What activity will you give the students that get implement in the material lesson?

The teacher's response:

"In this whilst-activity, I asked the students to prepare by themselves in making the sentence toward their daily activity. Then, I asked them to make a group consist of two students, telling their routine in front of the class from they woke up until they getting sleep again. Before that, I gave an example first in order for the students had imagined on expressing toward telling daily life. It aimed to reduce students' nervous which expressed the topic in front of their classmates. I chose the theme regarding students' activity at the

weekend. They ought to collaborate with their friends to describe it together. Therefore, I taught the students to be more interactive in which affected their motor reproduction in getting English learning through modeling class.”

10. What students’ respond after you instructed them to implement the material lesson?

The teacher’s response:

“After I asked students to do it in pair the students seemed enthusiastic with the whilst-activity. Although it conducted in pair I instructed them to be more interactive in which not only depending on one student. I believed that this activity would be shown students’ confidence in exploring their abilities to express the topic. Besides that, they would collaborate in arranging sentences that involved the daily routine deductively. Therefore the students could enjoy the activity with some struggles which made students be better to solve it together.”

11. What is the result of learning activity have students applied in the classroom?

The teacher’s response:

“The result was good enough for students who conducted the theory collaboratively in telling the daily routines of their own pair. I clarified that they understood the concept in which developed students’ comprehending toward the instruction. I provided them the way in expressing the activity together even though they just expressed it by turns. It could improve their cognitive, affective, and psychomotor aspects through whilst-activity. The students implemented all process which was in a social aspect to conduct as similar as to the model (teacher), so the students had much knowledge in expressing all aspect toward the topic they learned easily.”

12. How do you improve students' learning process?

The teacher's response:

"It was actually similar to the previous questions in which discussed the motivation through the reinforcement process. I never directly judged them before they found the problem solving by themselves. I would help the students to think once more before I gave the correct answer. For students who getting punishment, they would be punished by mentioning the pattern of the topic which asked them to think twice before breaking the rules. Therefore, the students get understood the condition and situation in which asked them to conduct the process well in order to use their experience to learn better. Not only that, I gave them the motivation to make it completely by explaining the goal of learning to improve mastering the topic besides their confidence."

13. How do you reduce student misunderstanding of subject matter?

The teacher's response:

"I thought that the best thing to make the students' misunderstanding decreased was giving the illustration in each sentence they said when practicing the theory. The example, the daily routine would easily understand when it involved the students' daily life. I suggested to them regarding the tenses which used daily activity sentences, then, they could imitate through modeling learning. Because it was part of the clues in conducting the process into their habit by doing continuously. The students would try to arrange their own sentences to describe their understanding regarding the daily routine. Therefore, it could teach the students about running the process toward the topic implicitly."

14. How do you give the students' comfortable learning activity in the classroom?

The teacher's response:

"I would give any fun games to develop students' comfortable moments throughout the process. English was the most flexible subject that asked the learner to do it enjoy without any pressure. The students would enjoy it when the teacher gave a good providing to make students get to understand the theory. If the topic covered with the fun and enjoyable learning either interactive or other activity, the students could imagine the meaning of the theory they did. On the other hand, modeling learning that I have given to students would direct students a positive way of understanding English learning in a social aspect."

15. What did students' respond after getting motivation in the learning process?

The teacher's response:

"The students seemed variety response before getting motivation through this process. But it seemed different after I motivated them, it indicated that students obtained a positive effect that asked them to be better in getting process throughout the activity now and later. Especially, in every topic already involved their real life in order to get easily understand all my explanations, so that the students would increase their ability after received the motivation."