

APPENDIX 1

Field Notes of the 1st Meeting Observation in MAN GRESIK

The tenth Graders (X-1) at 6-7 Periods on April, 30th 2012

In this class, there were two teachers. The first was Non English Native Speaking Teacher (NENST) and the second was English Native Speaking Teacher (ENST). The class discussed “Tourism Object” and the students (S) did presentation that did not present yet. After that the class discussed about the vocabularies.

- a) First, the Non English Native Speaking Teacher (NENST) opened the class and gave information about the topic for that day after that the English Native Speaking Teacher (ENST) gave information and explained the material.

NENST: “Assalamu’alaikum wr.wb.”

S : “Wa’alaikumsalam wr.wb.”

NENST: “Today, we have presentation.”

S : “Yes.....”

NENST: “OK, who will be the first? Your group?”

(while looking some students)

S : “We don’t finish yet sir.”

ENST : “OK, Good day everybody?”

S : “Good day.....”

ENST : “There are many open laptops. OK everyone, can I have your attention?”

One, two, three (making gesture with her fingers) eyes only
ya

For the first time after greeting the students, the English Native Speaking Teacher (ENST) criticized the students’ behavior. The students were very crowded and noisy. She controlled the class by making gesture and asking

the students to focus. It was done to correct the students' behavior or to reject the unacceptable behavior. It belongs to direct teacher talk.

- b) **ENST** : "Ok. Today Pak Hamid has explained we have two groups which have not yet presented. I want to remind both groups about what you would be great in on, about fluency, pronunciation, eye-contact, loud and clear but if I can't hear you, I can't grade you, team work, every body speaks. "Please for you, who are listening, take notes!" (While writing)

(After finishing writing)

This assignment for each students ya. What is it about? Tentang apa? Two facts, Would you like to visit? Ingin ke sana atau tidak? Why? I do not make a worksheet today because we only have two groups. Ok, we have limited time. So, let's start. Who will go first? Ok, siapa harus presentasi hari ini? (while putting her hand up). Ok, siapa lain? Ada tujuh orang or seven people. Hands up! Oh, good. Ok. Jadi presentasi empat empat. OK. Memilih tangan, kiri atau kanan."

The English Native Speaking Teacher (ENST) gave certain information to the students about the activity and the presentation score criteria in the class. Those are belonging to direct teacher talk.

- c) S1 : "Kanan."
ENST : "Who? OK. Right hand. Second, OK. Kelompok ke-2. OK. Switch your hand. Which hand? Kiri atau kanan? OK. Dita. Right or left?"
S2 : "Call my friend."
ENST : "'Call your friend. Kurang berapa?"
S2 : "One."
ENST : "Just one. Ikut OSIS?"
S2 : (Nodding her head)
ENST : kalau ikut OSIS mungkin nggak datang, Ok dimulai!

This time, the English Native Speaking Teacher (ENST) used the first subtype of indirect teacher talk. That was deal with feeling. The students worried and waited their other friend to have presentation. She accepted the student's feeling by giving suggestion to the student that their friend who joined OSIS will not come to the class. ENST also understood when other student had business in student organization; the student could not come in the class is OK.

- d) S2 : (Little laughing)
- ENST : "Come on Come on.... "
- S3 : Wish you luck Fit, Wish you luck!
- S4 : (Standing up in front of the class with her two friends to have presentation)
- "OK friends, we would like to tell you about Jatim Park Zoo in Malang. Jatim Park Zoo is beautiful place. It is located on Batu Malang, Jawa Timur, Indonesia. In front of this place, you can meet statue and another statue. If you want to visit this place you must buy ticket for about sixty five thousand until eighty thousand, cheap right?"

Next, the English Native Speaking Teacher (ENST) gave command. She asked the students to do something dealing with teacher's command. The students were asked to do presentation in front of the class. It is included direct teacher talk.

- e) S : "In Jatim Park Zoo, you can meet some animals, like birds, snakes, crocodile, eh..... mouse, monkey and another and you can take picture with this animal and you can touch with this animal. If you are bored you can swim in the swimming pool. The swimming pool is so wide and then if you feel hungry, you can eat because in the Jatim Park zoo there is some inn as like sell Pop Mie, fried chicken, and etc. before you go home, you can visit the museum in the Jatim Park Zoo and the content in the Jatim Park Zoo is some fossils as like fossil dinosaurs and bird."
- S5 : "You can go there with your friend or you go with your family or special person and you can also go there with motorcycle and bicycle."

S4 : “OK friends, thank you very much. Assalamu’alaikum wr.wb”

(Audience giving applause)

NENST: “ OK, thank you. OK you can directly go forward and do your presentation.”

ENST : “I want to remind you everyone. In the end of the class, I want to see your notes. Remember! Last week, we agreed with agreement in the listening. Artinya selama teman-teman ada di depan kelas berbicara, anda sekalian mendengarkan dengan bagus dan buat nota-nota nya. Take notes!”

Then, the English Native Speaking Teacher (ENST) also criticized the students’ behavior. It looked when the second group did presentation in front of the class, the other students were very crowded so ENST gave advice and reminded the agreement to correct the students’ behavior or reject the unacceptable behavior. It includes direct teacher talk.

f) NENST: “For the second group.”

S : “Sudah bu.....”

ENST : “OK. So, just one presentation today. OK everyone ya. It is not fair if you are present and your classmate is in other place. So, for everyone who are late for the time your score will be minus.”

S6 : “Miss, how about if we present but with two people.”

ENST : “Just two people, kalo sudah ada saja ya, silahkan semua presentasi. Kalo belum masuk pikiran ya boleh membaca. OK. Jadi otomatis kurang sedikit, tapi OK. Today, we have vocabulary because we haven’t read. We don’t learn vocabulary in this class but you do not worry. Jangan khawatir because I think most of you know most of these words.

OK. There are three kinds of word. There are adjective, noun, and verb. On this paper, you can work and write them. Kurang apa? Ini? (asking the students because there were some students who did not get the paper yet). Work and write them into worksheet. Describe people and animal! You can describe places or you can describe object. After that, please try to make nine sentences, using word,

your choice but you must use all of the verbs, OK? You can work together, boleh bersama-sama tapi harap kalimat-kalimat beda saja.”

Again, the English Native Speaking Teacher (ENST) informed or explained the assignment in the worksheet. It belongs to direct teacher talk.

- g) **ENST** : “Alright.... Dalam kalimat-kalimatnya, memilih kata. OK. Gak usah pakek semua saja kalau tenggang kalimat kurang, tapi kalo di atas, silahkan dikasih koma-koma, thank you. You need to borrow the dictionary from library, you may.

(While writing on the whiteboard)

Maybe, some words show in all three places, like this, ‘besar’ bisa dideskripsikan semua (people/animal, places, things/food) ya, tapi ‘delicious’ where? Semua, atau?”

S : “No.....”

ENST : “No, where?”

Next, the English Native Speaking Teacher (ENST) asked some questions. These were to invite the students’ participation and to check the students’ understanding. It belongs to indirect teacher talk.

- h) **S** : “Food”

ENST : “Food, ‘delicious’ is food but people are not delicious.

In this time, the English Native Speaking Teacher (ENST) used the students’ idea. She acknowledged the students idea by repeating the word. It belong to indirect teacher talk

- i) S : “Yes.....” (laughing)
- ENST : “OK. You understand.
- S : “Yes....”
- ENST : “OK, go ahead! If you have question about the meaning, you can use the dictionary or you can ask me or Pak Hamid.
- S : “Miss, write all of these?”
- ENST : “Start with ‘adjective’”
- S7 : “Until this?”
- ENST : “Ya, memilih apa tu pemulai dengan kata sifat. Kalo hari ini belum masuknya kata benda nggak ap-apa.”
- S7 : “But not enough miss”
- ENST : “Not enough ya”
- S7 : “Ya.....”
- ENST : “Ya.... You’re right. OK, ya pastinya kurang untuk semua ya? Ya, jadi mulai dengan kata sifatnya, adjective, adverb. So besok saya bawakan ini lagi tapi lebih besar. OK, thank you guys.
- Kalo hari in belum masukkan kata benda nggak apa-apa. It’s okey. Work it down!” (explaining to other students)

This category is used when students are asked to do something dealing with teacher’s command. The English Native Speaking Teacher (ENST) asked the students to do what they have to do. It includes direct teacher talk.

- j) ENST: “Beauty itu apa? Kalau ini..... sudah tentukan saja. Jadi nggak akan sama. Object itu artinya barang-barang, food itu makanan, kalau people atau animal orang atau binatang.” (explaining to other students)

Here, the English Native Speaking Teacher (ENST) explained certain topic related to the material to the students. It includes direct teacher talk

- k) S8 : “Miss.....”
 ENST : “Ya”
 S8 : “Kalo saya buat kalimat, ‘*my house is big*’.”
 ENST : “ ‘*My house is big.*’ Wonderful!”

The English Native Speaking Teacher (ENST) gave praise to the students.
 It includes indirect teacher talk.

- l) S8 : “Jadi boleh?”
 ENST : “Ya, No problem. Kalo buat ‘I have a big house’ boleh, tapi kalo ‘I have a house’ saja nggak boleh karena tidak termasuk.”
 S9 : “Kalo yang ini milihnya berapa miss?”
 ENST : “Kalo semua kata sifat hari ini. OK. Kalo waktunya kurang, 5 saja. Jelas ya?”
 S9 : “Iya....”
 S10 : “Miss ini artinya apa?”
 ENST : “Oh iya-iya. Artinya ‘tidak ada’. Seperti saya tidak punya meja ‘I have no table’.”
 S11 : “Miss ini ditaruh di sini ndak apa-apa?”
 ENST : “Oh ya, ini tapi di sini campur-campur saja.”
 S11 : “Campur-campur...”
 ENST : “Campur-campur ndak apa-apa.”
 S12 : “Miss, example of noun.”
 ENST : “This place, or Indonesia, or my home”
 S12 : “Kalo ‘island’?”
 ENST : “Yes, ‘island’, ‘sea’.”
 S12 : “Kalo adjective?”
 ENST : “Oh... ‘this is good’, ‘this is beautiful’, ‘this school is big’, this school is clean’, this school is”

Again, the English Native Speaking Teacher (ENST) gave information or explained certain material to the students. It includes direct teacher talk.

- m) S13 : “Green”
- ENST : “OK. This school is green.”
- S12 : “Thank you”
- ENST : “You’re welcome.
- OK everyone, that is the bell. Thank you ya..... I know today, you have short time and probably have not finish ya.”
- S : “Yes.....”
- ENST : “But OK. No problem.” Silahkan di rumah belajar kata-kata ini.”
- S14 : “Homework miss.....”
- ENST : “I think do it at home ya but I wouldn’t be here on Thursday or Saturday.”
- S15 : “Oh.. Saturday....”
- S16 : “Presentation miss”
- S17 : “Ha? Ojok miss.....”
- ENST : “Ya... Pak hamid bisa sendiri karena itu hari Kamis hari Sabtu saya da training di Kediri
- S18 : “Ha??”
- S19 : “Asssiiikkkkkk.....”
- S : “Miss ikut miss.....”
- ENST : “Silahkan ikut. Belajar B.indonesia dengan saya ya...”
- S : “Hahaha. Really?”
- ENST : “Ya... I would be back on Monday”
- S20 : “Monday?”
- ENST : “Monday”
- S20 : “So, masih seminggu”

ENST : “Ya, masih seminggu. Saya di MAN sampek hari rabu tapi baru masuk lagi hari kamis. I am sorry. So please, work it at home but don't try to finish it on Thursday or Saturday ya”

The English Native Speaking Teacher (ENST) gave command. The students were asked to do something dealing with teacher's command. It includes direct teacher talk.

- n) S21 : “Di Surabaya ta miss?”
 ENST : “Di Kediri”
 S22 : “Kediri. Ngawur.”
 ENST : “Thanks for your attention”
 S : “See you miss.....”
 NENST : “Assalamu'alaikum wr. Wb”
 S : “Wa'alaikumsalam wr.wb”

APPENDIX 2

Field Notes of the 2nd Meeting Observation in MAN GRESIK The tenth Graders (X-1) at 6-7 Periods on Mei, 7th 2012

In the second meeting, the class discussed about a story “The king, the Fisherman, and the Fish” and also the English Native teacher explained about “Articles” to the students.

- a) First, the Non English Native Speaking Teacher (NENST) opened the class and checked the students who were absent at that day after that the English Native Speaking Teacher (ENST) explained the material.

NENST: “Assalamu’alaikum wr.wb.”

S : “Wa’alaikumsalam wr.wb.”

NENST: “Good morning students?”

S : “Morning.....”

NENST: “How are you today?”

S : “Fine, thank you and you?”

NENST: “Always fine. OK. Let me check who is absent now?”

S : “Lilis Ariyani”

NENST: “Lilis Ariyani”

S : “Natsya Belinda, sick.”

NENST: “All is sick. You are good students”

ENST : “OK, morning everyone?”

S : “Morning.....”

ENST : “How are you?”

S : “Fine... thank you....”

ENST : “So, on Saturday, Saturday. We read a story and you all finished, summarizing and answering questions.

S : “Yes.....”

After greeting the students, the English Native Speaking Teacher (ENST) gave information about what the students studied in the previous meeting. This belongs to direct teacher talk.

- b) **ENST** : “OK. So, can someone please summarize the story quickly? You can read. It’s OK. OK, siapa bisa membuat summary cerita ini yang kemarin. Please. It’s OK. You can read or you can just tell us the main points. OK. Please.

The English Native Speaking Teacher (ENST) commanded the students. It is belonging into indirect teacher talk.

- c) **S1** : “The King, the Young Fisherman, and the fish. Years ago, there was a wise king who loved eating but one day the big storm happened from this place and the fisherman could not sell a fish. The king made announcement who can get big fish, he would give anyone present. One day, a young poor fisherman heard it. He still sell and get a big fish. After that, he went to palace to get his fish to king but the prime minister of the king stopped him. The prime minister stopped him that he would not be given permission to enter the palace and met the king unless he promised to give him half of the reward the king would give him. He did not think about the reward the king give him. In the palace, the fisherman met king and brought big fish and the king very happy. He promised faithful anything fisherman wanted and the fisherman want. The king hit him a hundred times with an iron fishing rod with hard. The king refused wanted him and the fisherman told what happened with prime minister and finally, the king appoint fisherman become his minister and the fisherman and his mother live happily overseas. “

ENST : “OK very nice. Thank you.” (While giving applause)

This time, the English Native Speaking Teacher (ENST) gave praise to the student because she did what is expected by the teacher. It includes indirect teacher talk.

- d) **ENST** : “OK. Just quickly someone tell us the main points in Indonesian. Jadi silahkan dengan cepat yah hal-hal yang paling penting dari cerita ini dalam bahasa Indonesia tapi yang terbaik.

A volunteer? Or I call someone. OK just a few sentences in Indonesian. What happened in the story. Yes....”

Again, The English Native Speaking Teacher (ENST) commanded the students. It is belonging into indirect teacher talk.

- e) **S2** : “ Beberapa tahun lalu, ada seorang raja. Dia sangat senang makan ikan tapi saat itu ada badai besar sehingga para nelayan tidak melaut sehingga raja tidak makan ikan. Raja pun menyuruh ajudannya untuk memberikan pengumuman pada warganya siapa yang bisa menangkap ikan akan mendapat imbalan, setelah itu ada seorang pelaut muda, dia berani, dia pergi ke laut untuk memperoleh banyak ikan. Eh... nelayan itu kemudian menemui sang raja tetapi di tengah perjalanan ia dihentikan oleh sang menteri. Sang menteri berkata jika eh..... nelayan akan diizinkan masuk tetapi dengan satu syarat, nelayan tersebut harus memberikan separuh hadiah yang diberikan oleh raja. Eh.... setelah nelayan tersebut masuk, dia memberikan ikannya kepada raja dan raja pun berkata kepada nelayan apa yang dia inginkan. Sang nelayan pun berkata ehm....dia ingin dipukul seratus kali dengan alat pancingnya dan sang raja pun mengabulkan apa yang dia inginkan ternyata saat eh....pukulan ke lima puluh, sang nelayan pun melompat dan berkata eh ... dia berjanji kepada menterinya unyuk memberikan separuh bagian dari hadiah yang diberikan oleh raja dan sang menteri pun tidak mengelak. Pada akhirnya, eh... nelayan dan menteri dipanggil oleh raja untuk menanyai sebenarnya apa yang terjadi. Setelah itu, setelah raja mengerti eh..... apa yang sebenarnya terjadi, raja langsung mengganti menteri yang lama dan menunjuk nelayan untuk menjadi menteri baru dan nelayan pun menerima tawaran raja dan memanggil orang tuanya untuk tinggal bersama dia .”

ENST : “OK. Good job. Thank you very much.” (While giving applause)

Again, the English Native Speaking Teacher (ENST) gave praise to the student because she did what is expected by the teacher. It includes indirect teacher talk.

f) **ENST** : “OK. Stop. Everyone has understood the story. I am very happy. OK. So now we can collect your questions and your summaries. You all finished?”

S : “Finish.....”

ENST : “Good. Then we would collect them now. So since you have all understood the story very well, I am very happy. Thank you.

Today, we want to talk about two things that I had noted these. There is still confusion in this class. Two things that still a problem.....”

(The Non Native teacher’s hand phone is ringing)

S : “Wah.....”

ENST : “OK. If you not need to be working on the story right now, if you are still answering the questions, you can put that away right now and pay attention to this lesson and then you can meet me after class. Ya, jika belum selesaikan pertanyaan-pertanyaan itu, silahkan nggak kerjakan sekarang, nanti bawa ke meja saya ya?”

S : “Ya.....”

ENST : “OK. So there are two things I want to talk about two these. (She wrote down the materials on the white board)

English Native Speaking Teacher (ENST) informed the material that was discussed in the class. It belongs to direct teacher talk.

g) **ENST** : “OK. For the first, I know you have learned.....
Hallo..?”

S : “Ya..... Hai.”

In this time, the students were not focused on the teacher explanation. They were very crowded. The native teacher admonished them by greeting

the students in order they could focus on her explanation. So, the English Native Speaking Teacher (ENST) criticized the students' behavior to control the class. It belongs to direct teacher talk.

- h) **ENST** : "I know you have learned about these, but when you write, it is still difficult for you. So, if I say '*I like cats*'
'He.....?' "

Again, the English Native Speaking Teacher (ENST) asked a question to invite the students' response. It belongs to indirect teacher talk.

- i) **S3** : " '*Likes cats*'
ENST : " '*Likes cats*' " (With strong intonation)

Next, the English Native Speaking Teacher (ENST) used the student's idea. She acknowledged her student's idea by repeating the answer. It includes indirect teacher talk.

- j) **ENST** : " '*We.....*' "
S : " '*Like cats*' "

Again the English Native Speaking Teacher (ENST) asked a question to check the students' understanding and to invite the students to give response. It belongs to indirect teacher talk.

- k) **ENST**: "Ya.... Really it's very simple. It's only different for you see in these
'He/She/It' must be added by -S (While writing on the whiteboard)
That's all. But I find when I collect homework often you do not change it.

In this time, the English Native Speaking Teacher (ENST) gave direction to the students related to the materials. Almost all of the students' assignment is wrong because the students were still confused. It includes direct teacher talk.

- l) S4 : "Yes....."
- ENST : "And because this is not a focus, sometimes I do not more put down. I do not lower your grade but from now on ya, mulai sekarang kalau ini salah, kurangi nilai because it is very easy and I know you can all do it."
- S : "Yes....."
- ENST : "OK. Thank you. The second is more complicated. Can you give me examples of articles? What is it? You know there are three '*a, an, the*' (while writing on the whiteboard)
- Ok. '*a, an*' is so the same. When do you use '*an*'?"
- S : "If *a, i, u, e, o*. Oh vowel"

Next, the English Native Speaking Teacher (ENST) asked the students some questions. It was to invite the students' participation. It includes indirect teacher talk.

- m) ENST : (While writing on the whiteboard)
- " '*an elephant*' but '*a cat*'"
- S5 : "Yes....."
- ENST : "OK. These go before nouns. There are two kinds of nouns
- S : "Countable Noun, Uncountable Noun"
- ENST : "I know you have heard the term. Do you know what the meaning these?"
- S : "Countable dapat dihitung, uncountable tidak dapat dihitung"
- ENST : "Can you give me an example of a countable noun?"
- S : "Book"

The English Native Speaking Teacher (ENST) asked the students some questions. It was used to invite the students to participate. It belongs to indirect teacher talk

- n) **ENST** : “Book.” (Repeating the students’ answer by giving strong intonation)

The English Native Speaking Teacher (ENST) used the students’ idea. She repeated what the students said. It includes indirect teacher talk.

- o) **S** : “Chair”
 ENST : “Chair, table. What about uncountable?”
 S : “Water.... Sugar...”

Again, the English Native Speaking Teacher (ENST) asked the students to invite the students’ response. It includes indirect teacher talk.

- p) **ENST** : “OK. So you know the difference. That’s very excellent.”

Next, the English Native Speaking Teacher (ENST) gave praise to the students because they did what is expected by the teacher.

- q) **ENST** : “OK. So these you maybe do not know in singular countable noun. Singular countable noun must have an article or possessive adjective.”

The English Native Speaking Teacher (ENST) explained certain material to the students. It includes direct teacher talk.

- r) **ENST** : “Do you know possessive adjective?”
- S6** : “No...”
- ENST** : “*My, your, his, her, its, our, their*”
- S** : “Oh.....”
- ENST** : “So, often you make sentences like these, ‘*She is beautiful*’. ‘*She is*?’ “
- S7** : “*a beautiful girl*”
- ENST** : “Because ‘*girl*’ is a noun”
- S8** : “Yes.....”

The English Native Speaking Teacher (ENST) asked some questions to the students to invite the students’ participation. It includes indirect teacher talk.

- s) **ENST** : “You are allowed to say ‘*She is beautiful*’ because ‘*beautiful*’ is an adjective but if you have ‘*girl*’ you must have ‘*a*’, another example ‘*Please sit in chair!*’”
- S9** : “ ‘*Please sit in a chair!*’ “
- S** : “ ‘*Please sit in the chair!*’ “
- ENST** : “ ‘*the*’ or ‘*a*’. what is the difference if ‘*the*’ and ‘*a*’?
 ‘*the*’ berarti ya kursi itu. Pasti kursi itu. Kita semua tahu kursi yang mana. Kalau ‘*a*’ kursi apa saja nggak penting yang mana. So, If I say ‘*Please sit in the chair!*’ (While taking and appointing the teacher’s chair) I mean in front but If I say ‘*Please sit in a chair!*’ “
- S** : “Terserah”
- ENST** : “Any chair”

The English Native Speaking Teacher (ENST) gave direction to the students because some of the students were still confused with the material. It includes direct teacher talk.

- t) **ENST** : “Ya. OK good. So, you may use ‘*The students are smart*’ so you may use ‘*the*’ with plural nouns but you may not use ‘*a*’. *A students?*”
- S : “No.....”
- ENST** : “ ‘*a*’ itu berarti?”
- S : “Satu”

Here, the English Native Speaking Teacher (ENST) offered some questions to the students. It was used to invite the students to participate. It includes indirect teacher talk.

- u) **ENST** : “Satu. Very good.”

Next, the English Native Speaking Teacher (ENST) used two indirect teacher talks. The first is used acceptance or used the student’s idea by repeating the students’ answer and she gave praise to the student because the student is doing what is expected.

- v) **ENST** : “OK. Finally, what is the difference?”
- ‘*The students in X-1 are smart.*’
- ‘*Students are smart.*’
- ‘the’ and ‘without the’?. Murid itu ya yang dari X-1.”

The English Native Speaking Teacher (ENST) asked the students a question. It was to invite the students’ response in the class. It belongs to indirect teacher talk.

- w) S11 : “Special”
- ENST** : “Special, khusus.”

Again, the English Native Speaking Teacher (ENST) used the student's idea by repeating and rephrasing it. It includes indirect teacher talk.

- x) **ENST** : “ ‘*Students are smart*’ ?
S : “Semua”
ENST : “All students are smart. You are all smart. OK. I can also change ‘*the*’ ‘*my*’ with ‘*saya*’. Itu bisa ‘*my students in X-1 are smart*’ and you can do the same with singular.

So ‘*this is a pen*’

‘*this is my pen*’.

If you use possessive adjective, you do not need an article but you must have one if singular countable noun. OK.
Finally, can I say ‘*give me a water*’? Boleh ndak?

S12 : “No ... No... No ...”
ENST : “ ‘*a*’ itu berarti apa?
S : “One. Satu”
ENST : “Can I have one water?”
S : “No.....”

The English Native Speaking Teacher (ENST) always asked the students some questions. It belongs to indirect teacher talk.

- y) **ENST** : “ ‘*Give me water*’. So if uncountable you cannot use ‘*a*’ but you can use ‘*the*’ . ‘*Give me the water on the table*’. Is it clear right?
S : “Yes.....”
ENST : “OK. Excellent! So, I have two pieces of paper. So, Pak Hamid would give you an explanation the same as these for you to take home and study and these from me is to practice. So please.....”

The second page is to practice. You would enter to correct yours so you must choose (While writing on the white board)

So you must choose whether to enter 'a', 'an', 'the', or 'my'. Maybe more than one will be okay. Ya. Sometimes maybe you can enter 'my', 'the' or maybe you can enter 'my' or 'a'. No problem. Just choose one, but sometimes it would be clear you need a specific one. So please try, if you have questions, we will come and help you.

S13 : "Ya....."

ENST : "It's OK."

S : "Time is up."

ENST : "Time is already up maybe, yes. OK. Please do it for homework and bring it on Thursday."

S : "Yes"

ENST : "Thank you very much everyone."

S : "Thank you...."

ENST : "OK. We would see on Thursday everyone. Have a great activity. Thank you very much."

S : "See you miss.... See you miss....."

NENST: "Assalamu'alaikum wr.wb"

S : "Wa'alaikumsalam wr.wb"

APPENDIX 3

Field Notes of the 1st Meeting Observation in SMA 1 Muhammadiyah GRESIK
The tenth Graders (X-5) at 6-7 Periods on April, 11st 2012

In this class, there were two teachers. The first was Non English Native Speaking Teacher (NENST) and the second was English Native Speaking Teacher (ENST). The class discussed about “Talk 16 What People are doing”.

- a) First, the Non English Native Speaking Teacher (NENST) opened the class.

NENST : “Assalamu’alaikum wr.wb.”

S : “Wa’alaikumsalam wr.wb.”

ENST : “Where is the board marker?”

S : “Spidol... Spidol...”

(One of the students took the board marker and gave it to the English Native Teacher)

ENST : (The English Native Teacher wrote material on the white board)

“Alright, where is the eraser? Oh. OK. Ya. OK, where is your note book? Your notes. Ya. I will erase this one ya.

(While writing on the white board)

Alright so, if you want to know what people are doing this, OK. ‘*What people are doing*’. So, what about? ‘*What + Verb to be + Subject + ing Verb*’.

For the first time, the English Native Speaking Teacher (ENST) explained the material to the students. It belongs to direct teacher talk.

- b) ENST : “So, the verb to be depends on the subject, *I, you, she, he, it*. So, what is it? If it is *I*?

S : ”am....”

ENST : “I am... I am. You?”

S : “are....”
 ENST : “with?”
 S : “They....”
 ENST : “They. About *we*?”
 S : “are....”
 ENST : “We are... OK. We all?”
 S : “are...”
 ENST : “and *they*?”
 S : “they are...”

The English Native Speaking Teacher (ENST) asked the students continuously to invite the students’ participation and to check the students’ understanding. It belongs to indirect teacher talk.

c) ENST : “OK. So, what am I doing?”
 S1 : “Teach”
 ENST : “But for? So you?”
 S2 : “You are teaching.”
 ENST : “ ‘*You are teaching*’. Good. OK. You are teaching. Good.”

Next, the English Native Speaking Teacher (ENST) used student’s idea by repeating the student’s answer and gave praise to the student because she did what is expected. It includes indirect teacher talk.

d) ENST : “So, we have ya. So ‘*am*’ is different be. The subject is ‘*I*’. I + be + doing. You can never say, ‘*what am I do?*’ Never. Alright what about (while writing on the white board)
 ‘*what are you saying?*’ I am saying?
 S2 : “Speaking English”

ENST : “Ya.. I am... ya. Speaking. You know if speaking.
Speaking English. Good. (writing on white board)

Here, the English Native Speaking Teacher (ENST) always gave praise to the student when the student did what is expected.

- e) **ENST** : “Good. What about? OK. ‘*What are they doing?*’
- S** : “They are reading”
- ENST** : “reading what?”
- S3** : “They are reading a book.”
- ENST** : “Good. Reading a book. What about? Eh... ‘*What is he eating?*’
- S3** : “He is eating noodle”
- ENST** : “Noodle. Good. ‘*He is eating noodle*’ and always plural. OK. Ya. Not just one noodle. Is it clear?”
- NENST** : “Ya. Do you wanna ask?”
- S2** : “No.”
- ENST** : “Alright. What about, just guess what the answer of these. Like this. (Writing on white board) Alright. Yes or not ya.”
- S4** : “Yes, I am.”
- ENST** : “Yes, I am. Good. OK. So, ‘*yes, I am*’. You can say ‘*yes, I am*’. You’re right or about ‘*no, I am?*’ ”
- S** : “Not... No, I am not.....”
- ENST** : “ ‘*No, I am not*’. So, it’s about *I am* and *I am not*. OK. What about? OK. ‘*Are they sleeping?*’ “
- S** : “No, they aren’t”
- ENST** : “Yes, they are, or?”
- S** : “No, they aren’t”
- ENST** : “OK. Yes *they are* or no, *they are not*. Alright. OK. *What, where, when, why, whom*. Alright. (writing on white board)

What about? What, '*what are you reading?*'

S4 : "Ha?"

ENST : "What? What are you reading?"

S : "I am reading a book."

ENST : "I am reading a book. Good. But what book? What are you reading?"

S4 : "My book. My English book."

ENST : "Ya. Good job."

S5 : "I am reading a novel."

ENST : "a novel. Ya. Good. What about? Where, '*where is he going?*'

S : "in library."

ENST : "Why? Why are..... What about....'*Why are we reading?*' ya

S5 : "Because I want sleep."

ENST : "Ya. Verb be. Good because '*we are sleepy*'. Good. Perfect. Alright. When I am talking about telling *whom*. Alright ya.

Again, the English Native Speaking Teacher (ENST) asked the students many questions, gave the students praise and also used the students' idea by repeating and rephrasing the student' answer. Those include indirect teacher talk.

f) NENST : "Question."

ENST : "Ya."

S6 : "Miss. If *we are not*. Eh *they aren't* itu nggak papa?"

ENST : "They? It could be ya. (writing on white board)

They aren't ya. So, *aren't* is from *are not*. '*They are not sleeping*', '*they aren't sleeping*'.

NENST : "How about *am not?*"

ENST : “I am not. Ya... You can turn ‘*I’m and not*’. ‘*Are you sleeping? I’m not sleeping, I’m doing.*’ You can write these.

(Both teachers gave worksheet to the students)

S7 : “Miss Gi..... only work?”

S8 : “Miss, What is this?”

ENST : “Just answer. ‘*You are or you aren’t*’. So ya.. Alright. Quite please! If you are still confused with this worksheet, you know there is a picture in each questions. So, ‘*what is he doing?*’ He is bla.. bla.. bla... If ‘*is he bla.. bla.. bla..?*’ So, ‘*yes, he is bla.. bla.. bla..*’ or ‘*no, bla.. bla.. bla..*’

NENST : “May I explain? OK. Ya. Jadi, kalau pertanyaannya ‘*what is she doing?*’ Just answer ‘*she is writing*’, ‘*she is painting*’, tapi kalo pertanyaannya ‘*is she painting?*’ kalo ya, ‘*yes, she is*’ kalo no ‘*no, she is not*’ she is apa. Gitu ya?”

Next, ENST gave direction to the students because the students were confused dealing with teachers’ command and also criticized the students’ behavior because the students were very crowded. Those include direct teacher talk.

g) S9 : “Jadi sebenarnya.”

NENST : “Ya. Kalo *No*, pembedarannya apa. Ya.”

S2 : “Miss Gi finish....”

ENST : “Ya.”

S10 : “Miss Gi.... finish.....”

(The English Native Teacher came around to the students to check whether the had difficulty with the exercise)

S11 : “Miss Gi, is it shopping? (While appointing the picture on the worksheet)

ENST : “Ya. Shopping.”

S12 : “If this? She is not

ENST : “No, she is not or no, she isn’t. (While writing on white board)

Everyone please attention! Now, I give you certain sentence but you must draw. So, if I give you a sentence *'he is watching TV'* so must draw like this. Be careful to the subject! So you must come forward and draw, OK?"

S : "OK....."

NENST : "OK and I will call someone who doesn't get a point at all. Ya. Yang belum mendapat poin. Maksudnya sementara yang saya panggil yang belum mendapat ya."

S : "OK..."

NENST : "The first is Awang. You must draw."

S13 : "(The student came forward and drew based on the sentence that was written by Native teacher)"

NENST : "Zulfika. You must draw what Awang Wrote."

ENST : "How many eggs?"

S13 : "Two..."

S14 : "(Came forward and drew what S13 wrote on the white board)"

NENST : "OK. Eh... Iqbal."

S15 : "(Came forward and drew what S14 wrote on the white board)"

NENST : "Eh.... Rosita."

S16 : "(Came forward and drew what S15 wrote on the white board)"

NENST : "Dilla..."

S17 : "(Came forward and drew what S16 wrote on the white board)"

NENST : "Adrian."

S18 : "(Came forward and drew what S17 wrote on the white board)"

NENST : "Ifa."

S19 : "(Came forward and drew what S18 wrote on the white board)"

ENST : “Alright. I erase these. Open your note book! Ya....
(Writing materials about *something, anything, someone, anyone*, on the white board)

S20 : “Something...”

ENST : “OK. Alright. So, means something and anything always followed by?”

Again, the English Native Speaking Teacher (ENST) always asked the students many questions to invite the students’ participation. It includes indirect teacher talk.

h) S : “Object”

ENST : “Object. Ya.”

Here, the English Native Speaking Teacher (ENST) used the student’s idea by repeating the student’s answer. It includes indirect teacher talk.

i) **ENST** : “So, example. ‘*You see something on the desk*’, you see something. Like eh.... yes, I see something, I see.... Ya water bottle. OK. If someone and anyone, what?”

Again, the English Native Speaking Teacher (ENST) always asked the student to invite the student’s participation. It includes indirect teacher talk.

j) S21 : “subject”

S20 : “People.. people..”

ENST : “OK. Good. Person.”

The English Native Speaking Teacher (ENST) gave praise to the students. It includes indirect teacher talk.

- k) **ENST** : “Example?
 S22 : “Someone like you”
 ENST : “(Smiling) *Someone like you.* Ya.. but ya... *someone like you*
 S22 : “(While singing someone like you)

The English Native Speaking Teacher (ENST) always asked the student to invite the student’s participation. It includes indirect teacher talk.

- l) **ENST** : “(Smiling) Ya.. Alright. *Someone* you can use *somebody, anyone, anybody, same.* Usually, usually you can use either but usually *anything* is more wide *something* that usually more specific. Both usually you can use either. It’s OK.”

Next, the English Native Speaking Teacher (ENST) explained certain material to the students. It includes indirect teacher talk.

- m) **ENST** : “Alright. So, *do you want something to drink?*”
 S : “Yes, I do.”
 ENST : “What about, *do you see someone outside?*”
 S : “Yes, I do.”

The English Native Speaking Teacher (ENST) always asked the students to invite the students’ participation. It includes indirect teacher talk.

- n) **S23** : “No, I don’t.”
 ENST : “*No, I don’t.* Good. Almost same.

The English Native Speaking Teacher (ENST) used two subtype of indirect teacher talk. She used the student’s idea by repeating the students’ answer and gave praise to the student.

- o) **ENST** : “Do you see anyone outside? Alright. (Writing exercise on white board)

OK. ‘We haven’t heard anything about Peter’ means ‘we have heard nothing’. Alright why we should put anything?”

The English Native Speaking Teacher (ENST) asked the students to invite the students’ participation. It includes indirect teacher talk.

- p) S24 : “Because object.”

ENST : “*Object*. Good. Ya, object but not real object. Ya. Good.

The English Native Speaking Teacher (ENST) gave praise to the students. It includes indirect teacher talk.

- q) **ENST** : “(Writing exercise on the white board) OK. ‘Don’t worry can tell you where my house is.’ ”

The English Native Speaking Teacher (ENST) asked the students to invite the students’ participation. It includes indirect teacher talk.

- r) S24 : “Someone”

S25 : “Someone”

ENST : “Ya. Someone.

Next, the English Native Speaking Teacher (ENST) used the student’s idea by repeating the student’s answer. It includes indirect teacher talk.

- s) **ENST** : “Why?”

S24 : “Because.... Because....”

ENST : “*Somebody can*. This needs a person. It is followed by verb, *can*.”

The English Native Speaking Teacher (ENST) gave direction to the students because they are still confused dealing with the teacher’s command. It includes direct teacher talk.

- t) **ENST** : “Alright (while writing exercise on white board) *‘I don’t know blank about it.’*
- S : “anything”
- ENST** : “Ya, anything. Alright. OK. Students. it must be *anything*. So, it can be *‘I know nothing about it.’* Clear? So, if use anything plus?”
- NENST : “Negative”.
- ENST** : “Negative. *‘I don’t know anything about it’, ‘I know nothing about it.’*”

The English Native Speaking Teacher (ENST) asked the students and used the students’ idea. Those include indirect teacher talk.

- u) **ENST** : (While writing on white board)
- “..... *heard it.*”
- S26 : “Someone”
- ENST** : “Good. Why *someone?*”

The English Native Speaking Teacher (ENST) asked the students and gave praise to the student because she is doing what is expected. Those include indirect teacher talk.

- v) S24 : “because need subject.”
- ENST** : “Good. Because it is followed a verb. *‘Someone heard it.’*”

The English Native Speaking Teacher (ENST) gave praise to the student and used the student's idea by rephrasing the student's idea. Both of them include in indirect teacher talk.

- w) **ENST** : “Ok. What about, I will say. What about.... ‘*Can I have blank to drink?*’
- NENST** : “*Can I have bla.. bla.. bla.. to drink?*”
- S** : “Something”
- ENST** : “Good. OK. Eh... I will write. OK. ‘*Blank is my pal.*’
- S** : “Someone”
- ENST** : “Ya. Why?”
- S** : “Anyone”
- NENST** : “Why?”
- ENST** : “*Someone or somebody or anyone. ‘Anyone is my pal.’ ‘Somebody is my pal.’ Good. Clear?*
- S** : “Clear...”
- ENST** : “Good. OK.”

The English Native Speaking Teacher (ENST) asked the students and gave them praise. Those include indirect teacher talk.

- x) **NENST** : “Do you have any questions?”
- S** : “No....”
- S27** : “What about *everyone, everything?*
- NENST** : “*Everyone, Everything?*”
- ENST** : “Ya... *everyone* is about..... Everyone meaning, ‘*everyone is my pals*’. You can. ‘*everyone is my pals*’, ‘*she is my pal*’, ‘*he is my pal.*’
- NENST** : “No.. No.. No.. It is not about that. What is the different between *everyone, everything?*

ENST : “Ya. *Everyone* is plural but usually *someone, somebody* usually singular. So *everyone* is for person and *everything* is for thing. Good.

Here, the English Native Speaking Teacher (ENST) gave direction to the student because she was still confused with the material. It includes direct teacher talk.

y) NENST : “OK. Now ya. I am going to ask you to give example about *someone, something, anyone, anything, everything* and I will give you score. OK. I will give you time. It could be questions. it could be statement. Bisa pertanyaan, bisa statement. Kayak ini ‘*someone is my pal*’. Silahkan. Rise your hand!

S28 : “Can you give me something?”

NENST : “*Can you give me something?*. OK. Good. OK. You, Maya.

S29 : “Do you know anything wrong about her?”

NENST : “Ok. *Do you know anything wrong about her?* Great. OK.

S30 : “Somebody to love”

NENST : “*Somebody to love.*” (Laughing)

S31 : “Someone miss in this class.”

NENST : “Someone miss in this class.”

ENST : “Missing. It means ‘somebody is absent’

NENST : “OK. Haikal.”

S32 : “Anybody home?”

NENST : “Anybody home?”

S33 : “Anything for you.”

NENST : “OK. Liya.”

S34 : “I will give you something more.”

NENST : “I will give you something more.”

S35 : “Did you need something to eat?”

NENST : “Did you need something to eat?”

S36 : “Do you see something on the table?”

NENST : “Do you see something on the table?”

S37 : “Everything gonna be OK.”

NENST : “Everything gonna be OK.” OK. Five more minutes. Ya.

S38 : “I have something for you.”

NENST : “I have something for you.”

Both teachers always asked the students. It was used to invite the students' response or participation. It belongs to indirect teacher talk.

z) **ENST** : “OK, please students. Make notes in your notebook. OK. Please make questions and answer about these with your friend, with other students in a piece of paper. It can consist of three or four students. I will give feed back.

NENST : “OK. Thank you. I think that's all. Wassalamu'alaikum wr. Wb.”

S : “Wa'alaikumsalam wr.wb”

APPENDIX 4

Field Notes of the 2nd Meeting Observation in SMA 1 Muhammadiyah GRESIK
The tenth Graders (X-1) at 6-7 Periods on April, 25th 2012

In the second meeting, the class discussed about “Talk 17 Asking + Telling about Past Activities”. Here was the transcription of the teaching learning process.

- a) First, the Non English Native Speaking Teacher (NENST) opened the class and gave information about the topic for that day after that the English Native Speaking Teacher (ENST) explained the material.

NENST : “Assalamu’alaikum wr.wb.”

S : “Wa’alaikumsalam wr.wb.”

NENST : “OK. Eh.... we are going to continue our material and Miss Gi will explain about the material and before, as you know ya, I will give you score. If you know the answer, just raise your hand.”

S : “OK.”

NENST : “and I will decide, OK? It is the.... Apa itu. Yang paling sedikit skor nya adalah Elma, Dinda, Aini. Yang paling banyak ini, Jojo, Awang.”

S1 : “Sani”

NENST : “Sani? Sani itu absen berapa?”

S : “Tiga”

NENST : “OK. Ngelindur kayaknya ini.”

S : (Laughing)

ENST : (Writing the materials on the white board. ENST wrote down about subjects and to be of present tense and past tense. After that, ENST asked to the students what the to be of present and past tense for each subject)

“Alright. So, Talk 17 Asking + Telling about Past Activities but you must conjugate. Like this you know (While writing the word ‘conjugate’ on the white board).”

For the first time, ENST gave information about the material that would be discussed by the students. It includes direct teacher talk.

- b) S : "Conjugate"
 ENST : "What is the subject?"
 S : "I, You, He. She, It, We, They"
 ENST : "Alright. So. Alright. So, it is 'to be' in the present, *I*?"
 S : "am....."

ENST asked the students to invite the students' participation. When ENST asked the students, she always gave them score. It includes indirect teacher talk.

- c) ENST : "Ya. Raise your hand! '*I am*' (While writing on the white board) You?"
 S : "are....."

This time, ENST used the students' idea. She used her students' idea by rephrasing the students' idea. It belongs into indirect teacher talk.

- d) ENST : (While looking for one of the student's name in the attendance list to give the student score)
 "Alright. *We*?"
 S : "are....."
 ENST : "Wait!" (Appointing one of the students)
 S3 : "are"
 ENST : "*are*. What is your absent?"
 S3 : "23"
 ENST : "*We all*?" (While appointing one of the students)

S : “are.....”

ENST : “What is your absent?”

S4 : “Seven, seven.”

S : “are... are....”

ENST : (Appointing one of the students)

S5 : “24”

ENST : (giving score to the S5)

“Alright. So, ‘I am a student’ and then ‘I’ for to be past?”

S : “was... was....”

ENST : (Giving score to one of the students who answered)

“You?”

S : “were... were....”

ENST : (Appointing one of the students and giving score)

“*You all?*”

S : “were... were.... were....”

ENST : “*We?*”

S : “were.....” (The students were very loud and noisy when they answered the question)

ENST : “*Students?*” (Appointing one of the students)

S6 : “were”

ENST : “*were*. Absent number?”

S6 : “eight”

ENST : (Giving score to the S6)

“*They?*”

S : “were... were....”

ENST : (appointing one of the students) “absent number?”

S7 : “13”

ENST : (Giving score to the S7)

So, *yesterday*?

S : “Kemarin”

Again, ENST always asked the students many questions. It was used to invite the students’ response. It includes indirect teacher talk.

- e) **ENST** : “Yesterday, good. ‘Yesterday, I went to the store’. So, what’s from? Like this (Writing on the white board)
‘Today, I go to the store’. What about in the past tense?
NENST : “In the past tense”
S7 : “Yesterday, I went to the store”
ENST : “Good. Yesterday, why you use yesterday?”

Then, ENST gave praise to the student because the student did what was expected. It includes indirect teacher talk.

- f) S7 : “I went”
ENST : “Ya, ‘went’. ‘Yesterday, I went to the store’.”

Same with the previous, ENST used the student idea. ENST repeated the student’s answer. It is belonging into indirect teacher talk.

- g) S7 : “Yes, because in the past tense.”
ENST : “Yesterday.... Yesterday..... good.
(Writing on the white board about ‘yesterday, I went to the store’)
‘Las year, I buy a house’? “
S8 : “Last year, I bought”
ENST : “Good. So, wrong. Not ‘buy’ but ‘bought’

Again, ENST always gave praise to the students when the students answered the questions. It includes indirect teacher talk.

- h) **ENST** : “Alright. These, *two days ago, two months ago, two years ago*. The time for past tense. Sequence + month + week + year. Alright. OK. Right now we get.... For practice these.”

(The students were writing the materials which were written by ENST)

In this time, ENST explained material about time signals of past tense. It includes direct teacher talk

- i) **ENST** : “Can I erase these?”
S : “Yes...”
ENST : (Writing on the white board about Verb I. The students were asked to answer in the Verb II)
“Alright. So, Verb I present tense, Verb II?”
S : “Past tense.....”
ENST : “One of you come up here, when Pak Ali calls you. If I write Verb I, you must answer past tense Verb II. But only one, but only one of you but the time is one two three for you.”
S : “OK. OK.”

This category is used when students are asked to do something dealing with teacher’s command. ENST commanded the students to do what they have to do. It includes direct teacher talk.

- j) **NENST**: “OK. For the first, ya saya panggil yang lain diem.”
S : “Saya Pak Ali.....”

NENST : “OK. Elma. Silahkan jawab.”

S9 : (Came forward and answered the question on the white board by writing it down)

NENST : “Ratih”

S10 : (Came forward and answered the question on the white board by writing it down)

NENST : “And then Diah”

S11 : (Came forward and answered the question on the white board by writing it down)

NENST : “Sintia”

S12 : (Came forward and answered the question on the white board by writing it down)

NENST : “Dinda”

S13 : (Came forward and answered the question on the white board by writing it down)

ENST : “But the rest, the rest you write it down. Write!”

NENST : “Opi”

S14 : (Came forward and answered the question on the white board by writing it down)

NENST : “Haikal”

S15 : (Came forward and answered the question on the white board by writing it down)

NENST : “Aca, ayo Ca.....”

S16 : (Came forward and answered the question on the white board by writing it down)

S17 : “Miss Gi, verb II *read*? *Read*, same?”

ENST : “Ya, but it’s different in the pronunciation. It’s *read*. Ya, like the color.

NENST : “Aisyah....”

S18 : (Came forward and answered the question on the white board by writing it down)

NENST : “Ami”

S : “Sudah.....”

NENST : “Iqbal, ayo Bal.”

S : (Three students came forward and answered the question on the white board by writing it down)

NENST : “Absent 7 and 10”

S : (Two students came forward and answered the question on the white board by writing it down)

ENST : (Writing on the white board about ‘Indonesian’ and ‘Javanese. She asked the students about the meaning in Indonesian and Javanese from the verbs that they had written)

NENST : (Appointing one of the students) “Fika”

S19 : (Came forward. Writing three meanings of the verbs in Indonesian)

NENST : “Awang”

S20 : (Came forward. Writing three meanings of the verbs in Indonesian)

NENST : “Uki..”

S21 : (Came forward. Writing three meanings of the verbs in Javanese)

S : (The students were very crowded to show the meaning of Javanese of the verbs to their friends)

NENST : “Haikal”

S : (The students were laughing)

NENST : “Nggak usah didengarkan, diartikan. Artikan 3.”

S22 : (Came forward. Writing three meanings of the verbs in Javanese)

ENST : “Only two.”

NENST : “Nisa.. Ya.”

S23 : (Came forward) *Stay... eh.....*

S : “Netep... Netep...”

S24 : (Writing down the meaning of the verbs in Javanese)

ENST : “OK. Take 32 seconds! Study not Indonesian and Javanese but just Verb II Verb II, Verb I Verb I. alright. Don’t forget we play games. You must know. So, study Verb I Verb II in English and next I will erase.”

Again, ENST commanded the students to study about Verb I Verb II because they would have games. The command is belonging into direct teacher talk.

k) **NENST** : “Ya. Sekarang dipelajari Verb I Verb II aja nggak usah artinya ya..”

S : “Ya....”

NENST : “habis itu nanti you have game ya and after that we will erase ya. Do you pray sholat dhuhur? Sementara di ruangan dulu ya?”

ENST : “Alright”

S : “*Know, Knew*”

ENST : “*knew, silent key. Alright.*”

NENST : “twenty seconds”

ENST : “OK. If it is ready, I will erase. Alright, enough?”

S : “Finish....”

ENST : “OK. If you finish, I will erase.”

NENST : “Sudah?”

S : “belum....”

S23 : “Is it *brought bought*? “

ENST : “Ya, *brought, bought. Ya, this know knew ya. Alright finish?*”

S : “Not yet.....”

ENST : “OK. Finish?”

S : “Not yet...”

ENST : “Wait! Alright. You know two people are in one time. Two people stand. I say like this. (Writing on white board)

Alright. So I will give you Verb I. I would give you Verb I, you must say Verb II. Alright so fast. Two students answer first, win. One of the students lose.

NENST : “OK. Example-example ya. Both of you, I will say ‘go’.”

S : “Went”

NENST : “Kamu ngomong apa?” (While asking one of the students)

S21 : “Went”

NENST : “Ya. Bareng. And then, eh.. ‘drink’ “

S25 : “Drunk”

S24 : “Drank

(Both two students said together in the same time)

NENST : “Drank, bukan Drunk. Kalo Drunk Verb III ya. Kamu kalah, kamu duduk. Ini berdiri sama belakangnya.

ENST : “Alright. So.”

NENST : “Ya, start from her. Silahkan stand up, ya. OK. Ssstttttt. Silent ya. OK.

ENST : “Alright, ready? ‘go’.”

S : “Went” (Two students said together in one time)

ENST : “Ya. Good. OK. ‘Drink’

When ENST did game with the students, she always praised the students because the student’s answer was correct. It belongs to indirect teacher talk.

1) S : “Drunk, Drank” (Two students said together in one time)

ENST : “Drank” (While appointing the student whose answer was correct)

You sit, you stand up. Ready? You are ready too? OK. ‘See’ “

S : “Saw” (Just one of the students answer fast)

ENST : “You, Great. Ready? ‘buy’ “

S : “Bought”

ENST : “Good. *Bought. Buy Bought.* Ready? ‘fly’ “

Here, ENST used praised and used student’s idea. Those are belonging into indirect teacher talk.

m) S : “*Fley, Flew.*” (One of the students answered *fley*, one of the students answered *flew*)

ENST : “Flew. (Appointing the student whose answer was correct)

Alright. Ready? ‘*call*’

S ; “Called, Called” (Two students answered in the same time but they said in different pronunciation)

ENST : “Called. (ENST appointed the student whose pronunciation was correct).

“Alright. Ready? ‘*Drink*’ ?

S : “Drank, Drank” (One of the students answered first, another student answered then)

ENST : “Drank. Good. (Appointing the student who answered first)

“Alright. Ready? ‘*fall*’ ?

S : “Fell, Eh..... (One of the students answered *fell*, one of the students still thought)

ENST : “Fell. OK. You sit. You stand up. (Asking another students)

Alright. ‘*buy*’? buy, buy

S : ”Bought” (Both students answered together in the same time)

ENST : “Bought ya. Again, again. *Buy Bought.* Silent ‘g’. OK. ‘*get*’?”

S : “Got” (Just one of the students answered)

ENST : “*Got. Good. Got. OK. You, ready? ‘make’* “

S : “*Make, Made.*” (Both two students answered, but just one of them was correct)

ENST : “*Made. Ya. OK. ‘send’* “

S : “*Sended, Stood*”

ENST : “No, ‘send’.

“ ‘Send’... ‘send’... ok ‘send sent’. Ya, ‘I send a letter’. ‘I sent a letter’. Ya good. Again, again. ‘wear’ . I wear

Next, ENST gave direction to the students. One of the students thought that ENST said a word that was stand. The student was misunderstanding. So, ENST gave direction by giving example. It includes direct teacher talk.

- n) **S** : “wore” (Just one of the students answered because another student was still thinking)
- ENST** : “ ‘wore’. Good. Alright, ‘run’?”
- S** : “*Ran, Run*” (Both students answered in the same time but they answered in the different answer)
- ENST** : “ ‘Ran’. Good. (Appointing the students whose answer was correct)
- “OK. ‘Say’?”
- S** : “Said” (Both two students, just one of the students answered)
- ENST** : “ ‘Said’. God.
- S** : “Masya Allah Maya. Maya... Maya... Maya.... (The students gave support to Maya because she always won the game)
- ENST** : “Ready? ‘walk’?”
- S** : “”Walked” (Both two students just one of the students answered)
- ENST** : “ ‘Walked’. Good. “
- S** : “Kok Maya terus seng iso?”

ENST : “Eat?”

S : “ ‘ate, at’.” (Both two students answered in the same time but they said in different pronunciation for each student)

ENST : “ ‘ate’ . Good.”

S : “Huhhhhh..... Maya.....”

ENST : “ ‘meet’? “

S : “met” (Both two students, just one student answered)

ENST : “ ‘met’ . Good.”

ENST always praised the students when they answered correctly. The praise is belonging into indirect teacher talk.

o) **S** : “Maya, come on Maya...”

ENST : “OK. ‘stay’?”

S : “Stayed” (Both two students answered in the same time but in different pronunciation)

ENST : “Never say ‘stayed’ but ‘steid’ . Alright. ‘drive’?”

S : “Drove” (Both students could answer correctly in the same time)

ENST : “Come?”

S : “Came” (Again, both students could answer correctly in the same time)

ENST : “Bring?”

S : “Brought” (Both students answered but their pronunciation was wrong)

ENST : “Practice it. *Brought*. Silent ‘g’ . alright. ‘write’?”

Here, ENST commanded her students. She wanted her students to practice in their pronunciation in order their pronunciation would be good. It includes direct teacher talk.

- p) S : “Wrote” (Just one student answered the question)
 (The students yelled very loudly to their friend)
- ENST** : “Ready? ‘find’ “
- S : “Found, Found” (Both students answered correctly but not in the same time)
- ENST** : (ENST chose the student who answered first)
 “Alright. ‘feel’? “
- S : “Felt” (Both two students, just one of the students answered)
- ENST** : “Alright. ‘keep’? “
- S : “Kept” (Only one student answered)
- ENST** : “Ya. Alright. ‘leave’? “
- S : “Left” 9Again, only one student answered)
- ENST** : “Left. Ya. ‘steal’? “
- S : “*Stole, stole*” (Both two students answered but each of them answered in different pronunciation)
- ENST** : “Stole. (ENST chose the student whose answer was correct)
 OK. ‘write’? “
- S : “Wrote” (Only one student answered so the student continued with another friend)
- ENST** : “OK. ‘Understand’? “
- S : “Understood” (Just one student answered correctly)
- ENST** : “Sit?”
- S : “Sat” (Again, only one student could answer the question)
- ENST** : “Jump?”
- S : “Jumped” (Still the same student answered the question fast)
- S : “Keren yo maya.”
- ENST** : “Call?”

S : “Called. Hu.....” (Still one student answered Verb II fast than other)

ENST : “Don’t sit down! Again. Now, I say Verb II you must say Verb I. so, opposite, ya.”

Again, ENST gave command to her students. It includes direct teacher talk.

q) S : “Ok”

ENST : “OK. Again. Stand! OK. You can stand and ready? You know I say verb II you must say verb I. OK? ‘waited’?”

S : “Wait” (Only one student could answer fast and correctly in the form of past tense)

S : (Laughing)

ENST : “Drank?”

S : “Drink” (Still the same student could answer)

ENST : “OK. ‘Bought’?”

S : “Buy” (Again still the same student could answer)

ENST : “OK. ‘Took’?”

S : “Take” (Only one student answered the question)

ENST : “Read”?

S : “Read” (Both students answered fast and said in the same time)

ENST : “ ‘Read’. Good. ‘Caught’?”

S : “Catch” (Only one student answered the question)

ENST : “Alright. ‘Fell’?”

S : “Fall” (the student named Maya still could answer the question)

ENST : “Alright. Ready? ‘Sit’?”

S : “Sit” (that was very great. Maya still the only student who answered the question fast)

ENST : “Knew?”

S : “Know (Both two students could answer fast in the same time)

ENST : “Right. Good. ‘Made’?”

ENST praised the students continuously when they answered the question correctly. It was done to give honor to the students. It includes indirect teacher talk.

r) **S** : “Make”

(Only one student could answer the question fast but this time, Maya lost. She could be defeated her friend. All of the students yelled)

ENST : “Ready? ‘Stood’?”

S : “Stand” (Only one student answered the question)

ENST : “Alright. ‘sang’?”

S : “Sing” (Only one student answered the question)

ENST : “Walked?”

S : “Walk” (Both students could answer)

ENST : “Sit”

S : “Sit” (Again, both students could answer)

ENST : “OK. ‘Asked’?”

S : “Ask” (Just one of the students could answer)

ENST : “Ran?”

S : “Run” (Both boy and girl students could answer but the boy was the first)

ENST : “Ready? ‘Came’?”

S : “Come” (Just one of the students could answer)

ENST : “OK. I asked for the last time, ‘saw’?”

S : “See” (Only one of students could answer fast)

ENST : “Alright”

NENST : “Sek bentar, tak panggil ya, Alfi terus Tiyas, Maya terus Dhiru, Sintia, Jojo. Ayo Maya, Sintia. One, two, three, four, five, six, seven. Ya, count ya, count number.
Example, after English must be Indonesia.

S : “Bosen.. Bosen..”

NENST : “OK. Dimulai dari awal, terserah. OK.”

S one : “satu”

S two : “two”

S three : “tiga”

S four : “four”

S five : “lima”

S six : “six”

S seven : “tujuh”

S one : “eight”

S two : “sembilan

S three : “ten”

S four : “sebelas”

S five : “twelve”

S six : “tigabelas”

S seven : “fourteen”

S one : “limabelas

S two : “sixteen”

S three : “tujuhbelas”

S four : “eighteen”

S five : “Sembilan belas”

S six : “duapuluh”

(Student six failed because the student said same form number in Indonesia so the total number of the students was six. After that, the students did it again and at the number 98 one of the students failed again because student four said the same form in English

before her and then the students counted again from number one then at number tigabelas student one failed because she also did the same mistake with her other friends. So the total number of the students in front of the class was four. The students did it again until the number of the students in front of the class was two.

S : “Yes.. Yes....

NENST : (Writing Zip Zap Zoom)

“Contoh.

(NENST gave example Zip Zap Zoom Game with one of the students. Zip Zap zoom game was a game that two palm of hands close each other and then the hand move to go forward and go back)

Zip.”

S one : “Zap”

NENST : “Zoom”

S one : “Zip”

NENST : “Zap”

S one : “Zoom”

NENST : “Zip”

S one : “Zap”

NENST : “Zoom”

S one : “Zoom”

NENST : (Laughing because his student failed)

S one : “Bingung Mr... bingung

NENST : “Gak popo.. gak popo. Jadi yang cowok dulu.”

S two : “Pertama harus Zip ta?

NENST : “Ya”

S two : “Zip”

S one : “Zap”

S two : “Zoom”

S one : “Zip”

S two : “Zap”

S one : “Zoom”

S two : “Zip”

S one : “Zap”

S two : “Zoom”

S one : “Mr.. Capek loh mister...”

NENST : “He, waktunya loh, tak kasih 1 menit. Jadi dua-dua nya menang.”

S : “Ya allah...’

NENST : “Sedikit lagi”

S two : “Zip”

S one : “Zap”

S two : “Zoom”

S one : “Zip”

S two : “Zap”

S one : “Zoom”

S two : “Zip”

S one : “Zap”

S two : “Zoom”

S one : “Zip”

S two : “Zap”

S one : “Zoom”

S two : “Zip”

S one : “Zip”

(All of the students were shouted because the girl student was looser. The two students had long time for game only. The game was over and the winner was the boy student)

NENST : “OK. Thank you ya.”

S : “You are welcome”

NENST : “Good bye.....”

S : “Good bye.....”

APPENDIX 5

Interview Sheet to the English Native Speaking Teacher at MAN Gresik

1. How do you ask your students to express their feelings?

Answer:

- ❖ Usually when I open a class, I ask the students how they are doing. However, in Indonesia most students always answer “I’m fine,” no matter how they are feeling. Often, I ask the students about their plans after school or on the next free day, or I ask about what they did on the previous holiday. Sometimes, it is easier for me to understand how the students are feeling by asking them questions about other things. When I talk with them it is easy to see if they are tired or energetic, excited about the class or dreading it.

2. What do you do if your students are doing what is expected?

Answer:

- ❖ I praise students who are focused and trying, and I always end the class by thanking them for their attention and hard work. I think it is important to acknowledge that the students work hard in class, and to let them know that I appreciate their cooperation and enthusiasm.

3. What do you do if your students present ideas during the learning process?

Answer:

- ❖ I try to encourage my students to actively participate in class activities by giving their own ideas. If a student presents an idea in class by speaking, I try to always acknowledge the idea. Often, we do activities in the class where the students are asked to give their ideas orally, and I

write them on the white board. This helps the other students benefit from their friends ideas, and allows the students to see that I have noticed and value their participation. If the student presents an idea by speaking and makes a grammatical mistake or uses some inappropriate vocabulary I will usually not correct the student, but I will try to model the correct form for the student by summarizing what they have said.

4. What do you do if your students do not participate or do not give a good response in class?

Answer:

- ❖ If a student or many students are not participating, I always begin by asking myself, what the cause is. Maybe the students are tired, or bored, or confused. Then I ask myself how I can help the student to participate successfully. If there is just one student or a few students who have difficulties participating, I think they are usually confused by the lesson. Consequently, after explaining the lesson to the whole class, I will go to the students who are not participating or seemed confused, and give them more explanation. Sometimes I must use Indonesian to explain the activity or the lesson, which is alright. I know that some students understand spoken English more easily than others, and if sometimes they need something explained in their own language that is fine and good.

5. What do you do if you want to give information to the students?

Answer:

- ❖ I do many things to help me communicate effectively with the students. Often, I make my own materials to use in the class. I try to use vocabulary that the students are already familiar with and if I think a concept is very difficult to explain in English I will write it in

Indonesian. I try to make materials that guide the students step by step through the language tasks that they are supposed to complete. I always write our agenda for the day on the board so students know what is expected of them.

6. What do you do if your students get confused in understanding your explanation?

Answer:

- ❖ If most of the class is confused by my explanation, I will usually try to explain the lesson in a different (simpler) way. I will also sometimes translate into Indonesian, or ask my co-teacher (Pak Hamid in X-1) to help me explain the lesson in Indonesian. If a few students are confused I will go over to them while the rest of the class works and provide more explanation in English or Indonesian.

7. What do you do to ask the students to follow specific instructions from the teacher?

Answer:

- ❖ I always write the agenda on the board at the beginning of class, and I begin the class by explaining the agenda. Usually, after I greet the students, I will say, “today, we are learning about... First, we will... Then we will...” so that the students know what is expected of them. If I want the students to write on the board I will tell them that they will be sharing their answers on the board, and then I will choose a student and give him or her the board marker. Sometimes I give the board marker to students who are quiet in the class, to make sure they are paying attention. Sometimes I will ask the student to give the marker to a friend to do the next task on the board.

8. What do you do if the students' behavior in class becomes unacceptable?

Answer:

- ❖ The most common problems I face are students not doing their work or not paying attention. If students are not doing their work, I start by going over to them and explaining the assignment again, in case they are confused. After that I will check in with the students frequently, to make sure they are on task. If a student is not paying attention during a whole class activity, I will usually ask that student to speak or write on the board. Sometimes the students do not pay attention when their classmates are presenting in front of the class. Now I require all the students to turn in summaries of their classmates' presentations at the end of the class, for their participation score. I also ask the groups of presenting students to ask some questions about the material they presented to their classmates.

APPENDIX 6

Interview Sheet to the English Native Speaking Teacher at SMA 1

Muhammadiyah Gresik

1. How do you ask your students to express their feelings?

Answer:

- ❖ If the students are tired, I start or end the class with a game (no English used) like Zip Zap Zoom or attack, or oh no slash.

2. What do you do if your students are doing what is expected?

Answer:

- ❖ I try to give students positive reinforcement (praise, encouragement) when they do well in class or on an assignment. I also reward them with stickers at the end of each month for consistent participation in class.

3. What do you do if your students present ideas during the learning process?

Answer:

- ❖ If they answer correctly or even in correctly, I always say “good”, “awesome”, etc to encourage them to continue speaking.

4. What do you do if your students do not participate or do not give a good response in class?

Answer:

- ❖ I realized that only a portion of students in every class would participate so I decided to make a seating chart and award students. I point every time that they took notes, asked or answered a question. I will ask

students that have not been involved in the lesson to answer a question.

5. What do you do if you want to give information to the students?

Answer:

- ❖ I do my best to write down the material on the white board so that the students can see the spelling and so that visual learners can see the written vocabulary or grammar concept. I also try to say it out loud to practice pronunciation and help audio learners. Lastly, I never ask my students to sit for the length of the lesson. I try to include activities and games that allow them to be active physically while also applying the information that I have taught in a practice way.

6. What do you do if your students get confused in understanding your explanation?

Answer:

- ❖ If they are confused, I try to explain the material in a different way. I also use many examples to show how the material is used in context. I also have relied on my co-teacher and strong student to translate into Indonesian if I am unable to explain it myself successfully.

7. What do you do to ask the students to follow specific instructions from the teacher?

Answer:

- ❖ In following my instruction, I ask my students to come forward in front of the class. I also ask my students to do assignment individually or group.

8. What do you do if the students' behavior in class becomes unacceptable?

Answer:

- ❖ The seating chart that I use has been very helpful in class management because I have been able to separate disruptive students. I also try to move around the room and spend time speaking with each student so that they are more engaged in the lesson.

APPENDIX 7

Observation Sheet of Teacher Talk by English Native Speaking Teacher at MAN Gresik

NO	CATEGORY OF TEACHER TALK	VERBAL ACCOUNT
1	Indirect teacher Talk (Deals with Feelings)	<i>“kalau ikut OSIS mungkin nggak datang, Ok dimulai!”</i> (Appendix 1, c)
2	Indirect teacher Talk (Praises or Encourages)	<i>“Wonderful!”</i> (Appendix 1, k)
3	Indirect teacher Talk (Uses Ideas of Students)	<i>“<u>Food</u>, ‘delicious’ is food but people are not delicious.”</i> (Appendix 1, h)
4	Indirect teacher Talk (Asks Questions)	<i>“No, where?”</i> (Appendix 1, g)
5	Direct Teacher Talk (Gives Information or Explanation)	<i>“Ok. Today Pak Hamid has explained we have two groups which have not yet presented. I want to remind both groups about what you would be great in on, about fluency, pronunciation, eye-contact, loud and clear but if I can’t hear you, I can’t grade you, team work, every body speaks.”</i> (Appendix 1, b)
6	Direct Teacher Talk (Gives Command)	<i>“OK. So, can someone please summarize the story quickly? You can read. It’s OK.”</i> (Appendix 2, b)
7	Direct Teacher Talk (Criticizes Student Behavior)	<i>“OK everyone, can I have your attention?”</i> (Appendix 1, a)

APPENDIX 8

Observation Sheet of Teacher Talk by English Native Speaking Teacher at SMA 1 Muhammadiyah Gresik

NO	CATEGORY OF TEACHER TALK	VERBAL ACCOUNT
1	Indirect teacher Talk (Deals with Feelings)	-
2	Indirect teacher Talk (Praises or Encourages)	<i>“Good.”</i> (Appendix 3, d)
3	Indirect teacher Talk (Uses Ideas of Students)	<i>“OK. You are teaching.”</i> (Appendix 3, c)
4	Indirect teacher Talk (Asks Questions)	<i>“They. About we?”</i> (Appendix 3, b)
5	Direct Teacher Talk (Gives Information or Explanation)	<i>“Alright so, if you want to know what people are doing this, OK. ‘What people are doing’. So, what about? ‘What + Verb to be + Subject + ing Verb.”</i> (Appendix 3, a)
6	Direct Teacher Talk (Gives direction or command)	<i>“If you are still confused with this worksheet, you know there is a picture in each questions. So, ‘what is he doing?’ He is bla.. bla.. bla... If ‘is he bla.. bla.. bla..?So, ‘yes, he is bla.. bla.. bla..’ or ‘no, bla.. bla.. bla..”</i> (Appendix 3, f)
7	Direct Teacher Talk (Criticizes Student Behavior)	<i>“Alright. Quite please!”</i> (Appendix 3, f)

APPENDIX 9

Observation Sheet of Language Use by English Native Speaking Teacher at MAN Gresik

NO	VERBAL ACCOUNT	CATEGORY LANGUAGE USE
1	<p>“What is it about? <i>Tentang apa?</i> Two facts, Would you like to visit? <i>Ingin ke sana atau tidak?</i> Why? I do not make a worksheet today because we only have two groups. Ok, we have limited time. So, let’s start. Who will go first? Ok, <i>siapa harus presentasi hari ini?</i> (while putting her hand up). Ok, <i>siapa lain?</i> <i>Ada tujuh orang</i> or seven people. Hands up! Oh, good. Ok. <i>Jadi presentasi empat empat.</i> <i>OK. Memilih tangan, kiri atau kanan.</i>”</p> <p style="text-align: center;">(Appendix 1, b)</p>	<p>Mix language</p>
2	<p>“Who? OK. Right hand. Second, OK. <i>Kelompok ke-2.</i> OK. Switch your hand. Which hand? <i>Kiri atau kanan?</i> OK. Dita. Right or left?</p> <p style="text-align: center;">(Appendix 1, c)</p>	
3	<p>“Remember! Last week, we agreed with agreement in the listening. <i>Artinya selama teman-teman ada di depan kelas berbicara, anda sekalian mendengarkan dengan bagus dan buat nota-nota nya.</i> Take notes!”</p> <p style="text-align: center;">(Appendix 1, e)</p>	
4	<p>“Just two people, <i>kalo sudah ada saja ya, silahkan semua presentasi. Kalo belum masuk pikiran ya boleh membaca. OK. Jadi otomatis kurang sedikit, tapi</i> OK. Today, we have vocabulary because we haven’t read. We don’t learn vocabulary in this class but you do not worry. <i>Jangan khawatir</i> because I think most of you know most of these words.</p> <p style="text-align: center;">(Appendix 1, f)</p>	

APPENDIX 10

Biography of English Native Speaking Teacher at Man Gresik

Name : Natasha Kristina Wright

Address : 240 Patricia ln.
Corralitos, CA 95076
USA

Graduated from : Reed College,
Portland OR
BA in Political Science

Experience in teaching English : 1. About two years of experience teaching
ESL in the USA.
2.About two years teaching EFL in MAN
Gresik with Peace Corps USA

APPENDIX 11

Biography of English Native Speaking Teacher at SMA 1 Muhammadiyah

Gresik

Name : Gretchen Karin Knoth

Address : Portland, Maine USA

Graduated from : Bryn Mawr College
Bryn Mawr, Pennsylvania USA

Experience in teaching English : 1. About two years experience taught English to Elementary students in Italy.

2. About one year experience prepared for the TOEFL exam with Italian university students in the Engineering department.

3. About nine months teaching ESL in SMA Muhammadiyah 1 Gresik with Fulbright or AMINEF.