

TRANSCRIPT

Date : Wednesday, May 3 2006
School : SMA Kristen Petra 2
Teacher : Teacher A
Topic : Review tenses

Teacher : Karena tidak ada “s”, jadi ini kemungkinannya adalah kata kerja beraturan.

I

Kasih contoh!

D

Cari yang Verb satu, Verb dua, dan Verb tiga -nya sama!

D

Students : Read read read

Could could could

Teacher : Hafalkan Regular Verb ya. Supaya kamu tidak terjebak.

D

I

Sampai disini ada pertanyaan?

Y-NQ

Yang tidak mengerti, please ask! Yang tidak bertanya akan tersesat.

D

I

Sampai disini siapa yang tidak mengerti?

OQ

Students : Tenses apa yang dipakai?

Teacher : Tenses yang dipakai semua. Jelas? Semua akan keluar diulangan.

CI

Perbanyak latihan kalian.

D

Dengarkan pertanyaannya, “Sshhh. the baby blank sleep. The baby blank sleep

D

for 10 hours every night”.

What is the first tense?

FQ

Students : “is sleeping”

Teacher : Kenapa “is sleeping”? Darimana kamu tahu bahwa bayinya sedang tidur?

RQ

RQ

Dari kata “Sshhh...”

I

Students : (laughing and shouting) oalah...

Teacher : Selanjutnya ”bayi tersebut titik-titik selama 10 jam setiap hari”.

S

Kalau ada “setiap hari”, “selalu”, “setiap minggu”, kamu pakai apa?

S

FQ

Students : Present

Teacher : Past?

RE

Students : Present.

Teacher : Past atau Present?

RE

Teacher : Jadi “The baby sleeps for 10 hours every night”.

R

Karena ada every night, maka pakai Present Tense.

I

Teacher : Kamu akan menggunakan present tense or continuous?

OQ

Students : Continuous

Teacher : Are you sure?

Y-NQ

“Our teacher blank not, stand right now. He blank sit on the corner of his desk”.

Perhatikan!

D

Students : Our teacher is not standing right now. He sat on the corner of his desk

Teacher : Kalau jawab seperti ini, perhatikan!, maka artinya “Guru kami tidak sedang

S

D

I

berdiri, tapi dulu duduk”.

Students : (laughing) salah!. He is sitting.

Teacher : Kalau dia tidak sedang berdiri, maka dia duduk. Good.

A

(+Eva)

Teacher : Kalau kalimat pertama pakai Present Continuous, maka kalimat kedua juga

I

pakai Present Continuous. Ngerti ya?

Y-NQ

Teacher : Yang tidak bisa Tanya sekarang! Yang tidak tanya, saya Cuma bisa berdoa.

N

I

“It blank rain, not right now. The sun blank shine and the sky blank be blue”.

Berarti jawabannya apa?

FQ
It is not raining right now. The sun ...
S IQ

Students : Is shining and the sky is blue

Teacher : Kalau general fact, maka kamu harus pakai ...
S IQ

Students : Present

Teacher : Kenapa "The sky is blue"?
RQ

Teacher : Karena konteksnya adalah sekarang, kalau sekarang tidak hujan, maka
I
matahari sedang bersinar.

Teacher : "The sky" diisi dengan apa Budi?
N

Budi : "is".

Teacher : Kenapa "is"? kenapa tidak "the sky be blue"?
OQ OQ

Students : "be" itu "to be".

Teacher : Karena "be" yang dimaksud disini adalah "-to be", maka harus diisi ...
S IQ

Students : "is"

Teacher : Sampai disini sudah ngerti?
Y-NQ

Students : Ngerti

Teacher : Saya akan loncat ke Past Continuous.
F

Teacher : Can someone help me to erase the board please?
Y-NQ

Teacher : Okay, that's enough. Thank you.
A

Students : You're welcome.

Teacher : Thank you.
A

Student : You're welcome.

Teacher : Good (the bell rings). Is it the bell?
+Eva Y-NQ

Students : Yes.

Teacher : It is not two hours?

Y-NQ

Student : No. it only takes one hour lesson.

Teacher : Kemarin saya sudah buat sebagian besar soal.

I

Jadi kalian harus benar-benar sungguh-sungguh.

D

Students : Okay sir!

TEACHER INITIATES :

1. ELICIT (El) :
 - Display Question (DQ) :
 - Factual Question (FQ) : 3
 - Yes-No Question (Y-NQ) : 8
 - Reasoning Question (RQ) : 3
 - Explanation Question (EQ) : -
 - Genuine Question (GQ) :
 - Opining Question (OQ) : 4
 - Information Question (IQ) : 3
 - Restating Elicit (RE) : 1
2. DIRECT (D) : 9
3. NOMINATE (N) : 2
4. INFORM (I) : 9
5. RECAPITULATE (R) : 1
6. FRAME (F) : 1
7. CHECK (Ch) : -
8. STARTER (S) : 6

TEACHER RESPONSES :

1. EVALUATE (Eva) :
 - Positive Evaluation (+Eva) : 2
 - Negative Evaluation (-Eva) : -
2. ACCEPT (A) : 3
3. COMMENT (C) : -
4. CLUE (CL) : 1

TRANSCRIPT

Date : Wednesday, May 10 2006
School : SMA Kristen Petra 2
Teacher : Teacher A
Topic : Grammar (Question Tag)

Teacher : Hari ini adalah hari terakhir, jadi saya fokuskan ke Ulangan Umum

F

Kalau tidak mengerti segera tanya karena ini hari terakhir

I

To be itu apa saja?

RQ

Students : am, is, are, was, were

Teacher : Kalau dalam Question Tag ada subject, ada to be, tidak peduli di belakangnya

I

ada apa, perkecualian untuk “am”, selain dari “am”, She is....., jawabannya

pasti langsung “isn’t she”.

Kalau tidak ada keterangan waktu? Bagaimana membedakan Verb satu, Verb

S

RQ

dua, Verb tiga?

Verb tiga tidak akan berdiri sendiri dalam sebuah kalimat, pasti ada have, has

I

atau had. Kalau tidak ada ketiga ini, maka pasti bukan Verb tiga.

I

Kalau ada have atau has pasti diikuti Verb tiga.

I

Sekarang kemungkinannya adalah Verb satu atau Verb dua.

R

Students : Verb dua

Teacher : Kenapa Verb dua?

RQ

Karena kalau Verb satu, Simple Present harus apa?

S

FQ

Verb ditambah “s” atau “es’.

I

Kalau disini tidak ada “s”, maka dipastikan ini bukan Simple Present Tense

Lho, yang biasanya kan ada “ed”, ini kok nggak ada?

Karena yang disebut dengan kata kerja beraturan, jadi Verb satu, Verb dua,

Verb tiga sama.

Contoh, “cut cut cut”, “hit hit hit”.

Kalau misalnya kamu tahu itu Verb satu, apa yang harus kamu lakukan?

I swim everyday. Jawabannya adalah

Students : don't I

Teacher : Karena dalam Tag, perkataan positif Tag-nya harus.....

Students : negatif

Teacher : Perkataan negatif, Tag-nya harus positif. Kalau “am” jadi apa? I am a student.....

Student : aren't I

Teacher : Pinter! I am not a student, am I?

Jangan berpikiran I am a student, aren't I? Lalu I am not a student, are I?

Jangan ya!

Yang pakai “do” apa?

Student : I, you, they, we

Teacher : Jebakan yang sering muncul apa?

She has had a breakfast this morning. Question Tag-nya apa?

Student : hasn't she

Teacher : Kenapa nggak “had”? Karena “had” adalah Verb tiga, akibat dari apa?

Student : Has

Teacher : Herman had a big red dictionary. Tag-nya apa?

Teacher : He.
CI

Teacher : Kalau disalahkan bilang saja “mana tahu kalau dokternya perempuan”.
I

Harus hati-hati kalau muncul “He has a new girlfriend”.

Coba, Ronny! Pakai tenses apa?
I

N

Ronny : Present

Teacher : Kalau ada “has” kemungkinan ada 2, Satu ini present, satunya present
I

perfect.

Kalau “has” diikuti kata benda pasti Simple Present Tense.
I

Kalau Simple Present Tense pakai “doesn’t he”.
I

Kalau ada Present Perfect yang muncul di pikiranmu harus Verb tiga.
I

Jadi kalau “He has a new girlfriend”, jawabannya adalah
I

S

FQ

Student : doesn’t he

Teacher : Kalau ada “There was an apple on the table.” Question Tag-nya apa?
S FQ

Ingat rumus satu, kalau ada to be, maka langsung to be ditambah not
I

Kalau disini ada to be ditambah not, just close your eyes dan hilangkan “not”,
I

kecuali “am”. Tidak berlaku untuk “am”.
I

Ini keseluruhan Question Tag-nya
I

Ada satu lagi, “It was impossible”. Question Tag-nya apa?
S FQ

Student : Was

Teacher : Karena “im” disini berarti negative. Jadi kalau dia bermakna negatif “ini
I I

nggak mungkin”. Kalau misalnya “I can hardly believe him”. “Saya hampir
S

tidak bisa percaya dia”. Ada negatifnya tidak?
Y-NQ

Student : Ada

Teacher : Jadi Question Tag-nya apa?

FQ

Student : Can I

Teacher : Sudah ngerti sampai disini?
Y-NQ

Teacher : Look! Someone falls from the building. Benar atau salah? Ikhsan?
S FQ N

Ikhsan : Salah.

Teacher : Kenapa kok salah?
RQ

Students : Someone is falling from the building

Teacher : Kalau tiba-tiba ada, "Sshh... I blab la bla listen to the radio".
S FQ

Student : am listening

Teacher : Karena ada "Sshh..."
I

Untuk setiap kalimat perintah, Question Tag-nya "will you". Sekalipun ini
I I

positif. Kalau pakai "won't you" artinya apa? ada sesuatu yang emergency,
S FQ I

mendesak. Tapi kalau "will you", "Run five times, will you?" ini perintah.
I

Kalau ada "let us", otomatis jadinya "shall we".
I

Ada yang bingung bagaimana menggunakan "since and for"?
Y-NQ

Siapa yang bingung?
OQ

Student : For

Teacher : For atau since? "For" itu artinya apa? Apa beda "ince and for"?
OQ FQ FQ

Since itu "sejak". For itu "selama". Jadi "since atau for?"
I I OQ

Student : Since

Teacher : Two hours. For two hours atau since two hours?
S FQ

Student : For

Teacher : Kalau nineteen eighty five. Since atau for?
S FQ

Student : Since

TRANSCRIPT

Date : Thursday, April 27 2006
School : SMA Kristen Petra 2
Teacher : Teacher B
Topic : Speaking (Making a monolog using anecdote)

Teacher : Re-arrange your chair and work in pairs.

D

Today we are going to learn about “Making monolog using anecdote”.

F

Okay, now we have three questions, you can read my questions by yourself.

I

D

Close your book. I will read an anecdote, try to find the answer for the three

D

F

D

questions. I’m going to go on with the reading. Okay, listen carefully.

F

Ch

D

(Reading) *It is often very difficult these days to find someone to come and fix your television set*

One day, Mrs. Harris

Teacher : Okay, why did Mrs. Harris need a plumber?

RQ

Teacher : Because... his part of bla bla bla was leaking.

CI

Students : Because part of the bathroom was leaking.

Teacher : Number 2, “Why was Mrs. Harris angry to the plumber?”.

RQ

Students : Because he was lazy.

Teacher : What was the plumber’s reaction? Anyone?

FQ

N

Students : He took it easy.

Teacher : Why do you call it an anecdote?

RQ

Because it is an amusing experience.

I

Teacher : Okay, that's the characteristic of an anecdote, right?

I

Ch

At the beginning of the story, "It is often very difficult these days to find

I

someone to come and fix your television set." What part of an anecdote is it?

FQ

Students : Abstract.

Teacher : What's the structure of an anecdote?

FQ

"It is often very difficult these days to find someone to come and fix you

television set." According to your friend, it is "abstract". So, what is abstract?

I

R

Does it have a relationship with the story?

Y-NQ

Students : Yes.

Teacher : Does it mention about Mrs. Harris and the plumber?

Y-NQ

Students : No.

Teacher : Abstract is a part of an anecdote which gives a review to the audience about

I

the anecdote.

After "abstract", what is it?

S

FQ

Students : Orientation.

Teacher : What do you get in orientation?

OQ

Students : Opening to the story to understand the whole story.

Teacher : After orientation, what else?

S

FQ

Students : Crisis.

Teacher : Crisis is the part of the anecdote which discuss about the incident.

I

The incident here is a misunderstanding between the plumber and Mrs. Harris.

I

Then the last one is the reaction of the plumber to Mrs. Harris.

I

We've found the structure of an anecdote. There are also grammatical features
I I
of the anecdote.

We can use Past Tense. Besides Past Tense, what other grammatical
I S FQ
features?

Rhetorical Question.

I

When we want to connect the sentences, we can use adverb.

I

Have you ever told an anecdote to your friend?

Y-NQ

Students : Yes.

Teacher : Remember that you have to use the correct structure when you tell about
I
monolog.

Okay, I will show you a picture. You can do it together first.

F N

Are you familiar with the comic strip?

Y-NQ

Okay, start from the first. Anyone? What do you think of the first picture?
N OQ

Students : There is a customer complaining because the food is awful.

Teacher : What about the second picture?

OQ

Students : The waiter tells the chef about the complaint.

Teacher : What about the third picture?

OQ

Students : The customer is shocked.

Teacher : What about the fourth picture?

OQ

Students : The customer is shocked because the chef is very big and brings a knife with
him.

Teacher : What kind of abstract can be used on this picture?

OQ

Does abstract optional?

Y-NQ

Students : Yes.

Teacher : Okay, I will give you pictures, so that you can make a monolog using

F

anecdote.

Make an anecdote and tell it your partner!

N

TEACHER INITIATES :

1. ELICIT (El) :
 - Display Question (DQ) :
 - Factual Question (FQ) : 6
 - Yes-No Question (Y-NQ) : 5
 - Reasoning Question (RQ) : 3
 - Explanation Question (EQ) : -
 - Genuine Question (GQ) :
 - Opining Question (OQ) : 6
 - Information Question (IQ) : -
 - Restating Elicit (RE) :
2. DIRECT (D) : 5
3. NOMINATE (N) : 4
4. INFORM (I) : 15
5. RECAPITULATE (R) : 1
6. FRAME (F) : 5
7. CHECK (Ch) : 2
8. STARTER (S) : 3

TEACHER RESPONSES :

1. EVALUATE (Eva) :
 - Positive Evaluation (+Eva) : -
 - Negative Evaluation (-Eva) : -
2. ACCEPT (A) : -
3. COMMENT (C) : -
4. CLUE (CL) : 1

TRANSCRIPT

Date : Friday, April 28 2006
School : SMA Kristen Petra 2
Teacher : Teacher B
Topic : Grammar (Future Tense)

Teacher : We are going to continue unit 15 about "Future Tense".

F

Have you learned about Future Tense?

Y-NQ

Students : Yes.

Teacher : What is the use of Future Tense? What for?

FQ

FQ

Students : (No Response)

Teacher : We use future tense to tell about...

IQ

Students : To tell about plan

Teacher : To tell about...? Other occasions. What else?

IQ

CI

FQ

Teacher : It can also be used to tell about forecast or to make a...

I

IQ

Students : Prediction

Students : To tell about prophecy

Teacher : Okay. Good. What else?

+Eva

FQ

Teacher : Later, we are going practice about making a prophecy. What else?

F

FQ

Students : Action?

Teacher : No.
- Eva

Teacher : Future Tense can be used to tell about plan, forecast, prediction and
I
spontaneous decision. Decision made at the time of speaking.

I
Can anybody give me an example of the use of, em..., Future Tense as a plan?

Y-NQ
What is your plan in the future, Handoko?

IQ N

Students : He is going to get married

Handoko: I'm not going to get married.

Teacher : Okay, that is not your plan. So what are you going to do?
A R

Handoko: I don't know.

Teacher : Kevin, what is your plan?
N

Kevin : I think I will go to Australia.

Students : (laughing and shouting) boo...

Teacher : I will show the weather forecast. Can you see the picture?
F Y-NQ

Now what will the weather be like in, let say Manado?
FQ

Students : It will rain.

Teacher : Okay. Good.
+ Eva

Teacher : How about the example of, em..., spontaneous decision?
RQ

Students : I'm going to buy a car. I'm going to go to the canteen.

Teacher : "Will you go to the canteen after this?" Is that a spontaneous decision?
S Y-NQ

Yes. At the time I ask the question, you say "No, I won't go".
I

How about the pattern? Is it correct?
RQ Y-NQ

How many tenses are commonly used to make Future Tense?
OQ

Students : Two

Teacher : What are they?

FQ

Students : “Will” and “Be going to”

Teacher : So, to tell about plan, we use “Will” and “Be going to”. Okay?

R

Ch

Teacher : To tell about plan that have already been made we use be going to.

I

Example “I’m going to study; I’m going to clean my bedroom”.

I

How about telling, em..., forecast or prediction? Which one will we use?

OQ

FQ

“Will” or “Be going to”?

OQ

To tell about prediction, we can use “Be going to”.

I

Example “It is going to be lovely day”.

I

In spontaneous decision remember that there’s a decision at the moment of

I

speaking

Example a “It’s getting cold, I’ll close the window”.

I

Example b “The phone is ringing, I’ll get it”.

I

So the decision is made at the moment of speaking.

R

Any questions before we continue?

Y-NQ

Students : No.

Teacher : If you have 1 million dollars, what are you going to do with the money?

S

OQ

Students : wussss...

Students : I’m going to buy a car, I’m going to buy a house, I’m going to travel around

the world.

Teacher : Okay, that’s “plan”.

(C)

Now, how about “forecast”?

OQ

How about Toli-Toli? What is the weather?

OQ

RE

Students : It will be sunny in Toli-Toli

Teacher : How about Palu?

OQ

Students : It will be cloudy in Palu

Teacher : Very good. How about Kendari? What will the weather be like in Kendari?

+Eva

OQ

RE

Students : It will be cloudy

Teacher : Now, you can practice make your own prediction.

F

You are a fortune teller. Tell your friend's future. I would like you to make a

N

N

N

prophecy of your friend's future. Your friend next to you.

N

Teacher : Okay, now Kevin. Tell Andrew's future!

N

Kevin : I think...Um...Andrew... in about 10 years or so. I think he will walk to Euro

trip.

Teacher : I think I don't understand what you mean.

C

Students : (laugh)

Teacher : Do you mean he will have a trip in Europe?

Y-NQ

Kevin : Yes.

Teacher : Okay that's good.

A

Okay, we've learned about making prediction. Now, "spontaneous decision".

S

D

How to make a spontaneous decision?

OQ

Students : Use "will".

Teacher : Good. Now make a spontaneous decision!

+Eva

D

(the bell rings)

Teacher : Okay, please do page 16 for your homework. Ok?

D

Ch

TEACHER INITIATES :

1. ELICIT (E1) :

- Display Question (DQ) :

- Factual Question (FQ) : 8

- Yes-No Question (Y-NQ) : 7

- Reasoning Question (RQ) : 2
- Explanation Question (EQ) : -
- Genuine Question (GQ) :
- Opining Question (OQ) : 9
- Information Question (IQ) : 4
- Restating Elicit (RE) : 2
- 2. DIRECT (D) : 3
- 3. NOMINATE (N) : 7
- 4. INFORM (I) : 11
- 5. RECAPITULATE (R) : 3
- 6. FRAME (F) : 4
- 7. CHECK (Ch) : 2
- 8. STARTER (S) : 3

TEACHER RESPONSES :

- 1. EVALUATE (Eva) :
 - Positive Evaluation (+Eva) : 4
 - Negative Evaluation (-Eva) : 1
- 2. ACCEPT (A) : 2
- 3. COMMENT (C) : 2
- 4. CLUE (CL) : 1

