Appendix A

Observation Sheet

Class:	
Date:	
Session/ Time:	
Number of Ss:	
Classroom Layout	

Appendix BQuestion Modification Counting Sheet

No.	Question Modification	Frequency
1	Repeating or rephrasing	
2	Narrowing	
3	Repeating with 'or-choice'	
4	Wait-time	

Uttera	nces	Question Modification	Possible reasons
T:	Okay Unit 5 now. This is word and		
	phrasal modals. So there are topics		
	you have learnt at senior high school.		
SS:	•		
T:	So we don't have to discuss it now?		
SS:	Harus Ma'am		
T:	No discussion?		
SS:	Discuss aja		
T:	No discussion and directly to quiz?		
	(giggle) Okay, now, modals what is		
	modals?		
SS:	(silence)	WT (0:05)	To get S's response
T:	D?	RR	Waiting SS to respond
S.D:	Yes, Ma'am?		
T:	What is a modal?	RR	
S.D:	(pause) A modal is a modal	WT (0:06)	To give Ss time to
T:	So, what is it, St?	RR	think
S.St:	Modals is for business, right?		
T:	Ya, that is modal ya. In English you		
	say it you call it capital. Money		
	capital. Not money modal. So words		
	can have the same meaning or it can		
	have different meaning in different		
	languages. Okay? Right Ya, so	RR	To get Ss' response
	what is a modal?(pause)Y?	WT (0:04)	To get SS response
S.Y:	· · · · · · · · · · · · · · · · · · ·		
	Ya, can could how do we use that?	N	To check SS'
S.Y:	Offeringoffering something?	22	understanding
T:	No, grammatically in a sentence. Yes?	RR	To give S clues
S.Y:	(silence)	(WT 3 0:06)	To give S time to think
T:	In a sentence how do you use that?	RR	
S.Y:	(open book)	(WT 4 0:04)	
T:	Don't open your book, Y. Just as you		
C.V.	remember.		
S.Y:	Ehmmm, 'can' in a form of sentence?	N	To give C' alua
T:	Ya, can you make a sentence with 'can'?	N	To give S' clue
S.Y:	'Can you open the door?'		
3. I . T:	Positive. That is a request. If it is in	N	To get a response the
1.	positive?	11	teacher wants.
S.Y:	'I can read' 'I can read well.'		teacher wants.
T:			
1.	board). So you see here, 'I' is a?	N	
SS:	Subject	11	
T:	Subject here you have?	N	To check SS'
SS:	Modal	11	understanding
T:	Modal, 'can', then? Reach, Verb. So	N	
1.	you have modal with?		
SS:	· ·		
T:	Once again. Modal and?	RR	
<u> </u>		_ · -	1

SS: V	71		
			T- 1-1- C11
	Once again. Why are you so doubtful		To help S comprehend
	about it? What is it? Subject ,modal	RR	the concept
	olus?		
SS: Y	V1		
T: \	Verb what?	RR	
S: V	V1.		
	V1. Once again.		
	Subject, Modal plus V1		
	• •		
	Once again.		
	Subject, Modal plus V1		
	Like preschool students. (giggle). Nah,		
	Subject. I want to draw your attention		
	to this to the pattern here. These are		
ı	not new materials for you. So I don't		
1	want to explain from the very		
l l	peginning. But the pattern, once		
8	again? Subject?	RR	
	Subject, modals		To check SS'
	Modals plus???	RR	understanding
S: V	-	KK	understanding
	Okay, your example is 'I can read		
	well.' I want to change, emm, the		
	subject to 'he'. H?		
	He can read well.'		
T: '	S'nya dimana? Once again.	N	To check SS'
S.H: '	He can reads well.'		understanding
T: I	Do you think it is correct or wrong?	RO	To help SS analyze the
SS: 1	nmmmm	WT (0:07)	problem
T: V	What is it? what do you mean by		To give SS' time to
	nmm? I, he? he	WT (0:08)	think
	can?readwellYa. Don't be	= (0000)	Waiting for SS to
	doubtful. So you're right. So 'he can		respond
	read well'. There's no 's' here. So, it		respond
	means that the modal a modal is	N	To check Ss'
		IN	
	followed by?		understanding
SS: Y		D.D.	T 1 1 C 1
	You've said that. Yah . you've said	RR	To check Ss'
	that, modal plus V1. So all modals		understanding
S	should be followed by?		
	V1		
T: Y	V1. Okay, some of you aren't listening		
t	to me. Okay say it again. 'All modals		
	are followed by V1.'		
	All modals are followed by V1.'		
	Can you say it again?		
	All modals are followed by V1		
	Very good, don't forget that.		
	Okay ma'am		
	Okay now please open focus 1. We		
	have a lot to learn today. Focus 1.		
1 -	Many one-word modals correspond to		

	phrasal modal with similar meaning.		
	-		
	Correspond means yah They have		
	synonyms in a form of phrasal modals,		
	okay. But now take a look at the		
	first column from top to bottom		
	Okay you have one word modal and		
	you have phrasal modals with be Are		
	you following?		
SS:	Yes		
T:	and phrasal modals without be.		
	Okay now Yes, read the column		
	from top to bottom. Jadi 1 kolom itu,		
	<u> </u>		
	ya. One word modal: 'can, could, may,		
G	might'		
S:	,		
T:	One word modal consisting only one		
	word. But they have different		
	meanings, right? Different meaning so		
	you choose either one because of the		
	meaning and other purpose. You use		
	okay. And remember 'they will be'	N	To check SS'
	followed by?		understanding
SS:	V1		
T:	Okay very good. Now please go on,		
	Phrasal modals with be.		
S:	(read the book; wrong section)		
T:	Which part do you read? Do you have		
1.	this one?		
S:	Oh, yes Ma'am. (read the book again)		
T:	Okay go on. Oh, stop, so you se here		
	in the first group you have one word		
	modal, okay? But then you have		
	phrasal modals 'be allowed to', 'be'		
	, with 'be' all. 'Be' if you use it		
	in a sentence it will always 'be' and of	N	
	course not 'be', but it can 'be' 'is',		To check SS'
	what else?		understanding
SS:	'am', 'are'		-T assumes that SS
T:	'am', 'are', what else?	N	should have the
S:	'was', 'were'		knowledge about 'be'
T:	Ya, 'was', 'were', then what else?	N	forms
S:	'had'.		
T:	Apa? (giggle) langsung berdiri saya be		To get SS' response
	kok had. Yes, what is it, M? One	RR;WT (0:03)	Waiting for SS to
	more?	, , ,	respond
S:	been		1
	Yes, been.		To check SS
	'Is', 'am', 'are', 'was', 'were', and?	RR	understanding
SS:	'been'		0.0000000000000000000000000000000000000
T:	T: okay. And also 'be', Juga bisa. 'Can		
1.	be' okay now this is what I said in		
	the beginning that many one word		
	the organisms that many one word		

		T	T
	modal corresponds to one or more		
	phrasal modal with similar meaning.		
	Similar meaning, for example		
	'can'. 'Can' has a similar meaning with		
	<u> </u>		
~~	be able to Once again?		
SS:	Can has a similar meaning with be		
	able to.		
T:	Okay, okay. 'Can' has a similar		
_,	meaning with 'be able to'. Do you		
	understand that? Yes? E. Can has a		
			T 1 1 002
	similar meaning with be able to, okay?		To check SS'
	Now, 'will' has a similar meaning	N	understanding
	with?		
S.E:	'be going to'		
T:	'be going to', very good. Next. Go on		
1	please, A. Phrasal modals without be.		
G .	(reading the book)		
	Ya, so there are 2, and then? Used to.		
T:	What else, A?		
	(reading the book)		To check SS'
S.A:	Ya, so you see here 'must' has a	N	understanding
T:	similar meaning with?		s
1.	'have to'		
00			T 1 1 CC
SS:	, <u>, , , , , , , , , , , , , , , , , , </u>		To check SS
T:	'be'. So 'must' has a similar meaning	RR	understanding
	to?		
SS:	'have to'		
T:	Just like that. Okay? 'Used to', what		
	does it mean? Yah, nanti saja		
	contohnya. Okay, now, please read the		
	• • • • • • • • • • • • • • • • • • •		
	examples, please read a b c d. yahh, I		
	want one students to read a, b, c, d and		
	then listen to me, and then the		
	next students will read k.l,m, okay.		
	First, second students then the other		
	student will read okay, will read		
	n,o,p. An		
C 1	, 1		
S.An:	'Bob can speak Chinese.'		
T:	Ya, this one is similar with Y's. Next?		
S.An:	(reading book point A,B,C,D)		
T:	So you ask me questions at that time		
	about making negative and question.		
	So you see here, you have the positive,		
	you have the negative, and you have		To check SS'
	<u> </u>	N	
	the question, okay? So when you	TA	understanding
	have a positive statement you can		
	always make it into negative and		
	questions by moving what?		
S:	'can.'		
T:	Ya, by moving one word in the		
	predicate to the front. Ya kan? Ya,		
	then the others still stay in their places.		
	men the others still stay ill their places.		

	01 27 27		T
	Okay. Next. M		
S.M:	(Reading point K,L,M)		
T:	H, ya? yang mana td? Oh, K,L,M.		
S.M:	(continues reading point K,L,M)		
T:	Ookay, now you see here, was able		
	to was able to. It consists of how	N	To help SS analyze the
	many words? The modals?		problem
SS:	3		
T:	3, what is it?	N	
SS:	'was, able, to'		
T:	'was, able, to'. If you have three words		
	here, so one word can can move,		
	can be moved. Okay, is it right? The		
	other can still remain in the original		
	place. Okay, so you see here it can		
	move and it can also help us to make		
	negative, like: 'he wasn't', ya So you		
	put 'not' at first. You don't put it after		
	'able' but after the first because this is		
	the helper, okay. This is the helper in		
	grammar, ya, in the function. And then		
	also when you make it into questions,		
	it becomes was atau is, 'was he'		
	'was' here is moved to the front ,okay.		
	Next, who is it? Ar		
S.Ar:			
T:	Okay, ya, 'has to' consist of two		
	words. But be careful ya, it doesn't		
	have any helper, ya. It doesn't have		
	any helper. Has to, what is the helper?		
	What is the helper, oh where? Salah		
	lagi ya. So where is the helper? You		
	see ini ya. You when you need help it		
	will come out. Okay, and it will		
	become? (writing on the board)Ya		
	kan? Ya, also if you need to make		
	negative, okay. Does here will		
	(wirting on the board) Do you		
	understand that?		
	The 's' here is used here, okay.		
	Understand that? It's like coffee 3 in 1.		
	You cannot see the helper, okay. But if		
	you need help, kalau kopi sudah		
	dicampur ya tidak bisa dikeluarkan		
	creamernya. Mungkin orang kimia		
	bisa, but here you can take out the 's',		
	depends on the nouns. Now, if it is not		
	'have' but it is 'have to' because I,		
	the subject is I, or you or they, okay?		
	Then, what is the helper here? What is		To help SS analyze the
	the helper here? 'Has' the helper is	N	problem
	does, 'have' the helper is?	± 1	proorein
	does, have the helper is!		

C.C.	D		
SS:	Do		
T:	Ya, very easy, here inside. So that		
	formwhen you explain to young kid		
	you can also use this. So there's		
	something here, if you need helper,		
	take her out, ya, okay? Any questions		
	here?		Waiting for SS'
SS:	(silence)	WT (0:04)	response
		W 1 (0.04)	response
1.	Nah, what about this. Have got to		
	had better, which is different from the		
	other. Okay. I want to focus your		
	attention I want you to focus your		
	attention to had better and ought to,		
	okay ya, used to, diberi tanda ya,		
	merah atau centang, used to, okay,		
	because has and had it's same ya, but		
	used to, okay, and then has got to,		
	have got to, had better and ought to,		
	okay. And then the example there,		
	used to It will become like this		
	also, 'he didn't use to speak English',		
	didn't the helper comes up when you		
	make it into negative. When you make		
	it into a question then helper also		
	comes out. 'did' the past form of 'do',		
	did. Jadi he used to speak English		
	now he didn't. now what about have		
	got to? In the example ya. He's got to		
	speak English at homeokay? Ya.		
	Now,'he had better not', nah,		
	'speak Spanish in class'. 'He ought		
	to try speaking English at home' look		
	at the explanation there. This		
	modals'had got to, had better and		
	ought to,' okay, which are also modal,		
	ya, juga modals itu ya. This modals do		
	not usually appear in questions, okay.		
	Do not usually appear in questions or		
	negative. Okay. One word modals are		
	used instead. Okay. Have got to, have		
	to saja yang dipake. Had better, it		
	becomes ini ya, what is the	N	To check SS'
	synonym of 'had better'?One word		understanding
	modal which is not really the same	RR	To check SS'
	meaning but you can use it? yes?	144	understanding
SS:	'should'		understanding
33. T:		N	To give alue
1.	'should'.'ought to' the synonym is	N	To give clue
gg	also?		
SS:	'should'		
T:	Ya, okay. So you know them. I don't		
	have to explain, very good. Ya. Okay,		
	any questions so far? So now please		

	do exercise 1 'The forms of the		
	modals in the sentences are incorrect.		
	Identify the problem and write the		
	sentences. For example: Does peter		
	has to speak English? does peter has to		
	speak English?" (reading from the		
	book) I want you to recall, now let's		
	see number 2, number 2, number		
	4, 5 and 6 and 8. Ya, okay, 2,4,5,6,and		
	8. Now do it quickly, please, oh 9, 9		
	also.		
	(S do the exercise)		
T:	Kita akan berhenti di jam 10 kurang		
1.	10, then we do the quiz. Starting from		
	· · · · · · · · · · · · · · · · · · ·		
	F. you are number 2, F. please correct		
Q.E.	the question. What's wrong here, F?		
S.F:	1		
T:	Lho kok 'has', 'able' itu	NT	Tr. 1
C.F.	gandengannya dengan apa?	N	To give clue
	'does'		
T:	Lho have you checked here?	RR	To give clue
S.F:	ini pake emmm, 'is able' 'is		
	victor able to speak Spanish at home?'		
T:	Ya, once again please so that all your		
	friends can hear you?		
S.F:	'Is victor able to speak Spanish at		
	home?'		
T	Ya, with 'is', because you have be		
	there in the box. So you don't have to		
	take out something from the verb		
	because you already have 'is' there. So		
	it is different from here, have-has.		
	Okay. Number 4, A.		
S.A:	'Where is he allowed to speak		
5.71.	Spanish?'		
T:	1		
1.	pattern, okay. Where's he allowed to		
	1 , 2		
CD.	speak Spanish? Number 5, R		
S.R:	3	N	To aive -1
T:	<i>y E</i> ,	N	To give clue
Q.D	'Why'?		
S.R:	2	NT.	T 1 00 1
T:	Itu kenapa dikeluarkan does-nya? Kalo	N	To make SS analyze
	masi ada pemikirna itu hati2 lho ya.		the problem
	Cant, cannot. Is this a matter of one		
	word or a matter of word modal. Harus	RO	To give clue
	dikeluarkan apanya atau sentence		
	pattern bagaimana? Which one is the	RR	To get S's response
	problem. S?		
S.S:	Apa ma'am?		
T:	Lho kok apa ma'am. Number 5.		
S.S:	'Why can he speak Spanish at school?'		
L	v 1 1	ı	ı

T	41:: 44 6 44 1		
T:	ya, this is a matter of patterns only, ya,		
	very good, you can do it.		
S.S:	Almost no no no, I can answer it		
	'Answer' not 'answer'		
	(pronunciation). So what is the		
	4		
	sentence again? Why can't can't he		
	speak Spanish at school?		
	so remember my explanation about		
	making a questions, 'that', okay that		
	action verbs is the enemy of the		
	subject, okay? It means that they		
	cannot stay side by side. So there		
	should be something here. So why		
	can't, subject. Ya, do you understand		
	that? Do you remember that? Yes. Nah		
	'not'-nya kok katut? 'not'-nya katut di		
	'can't' betul? Can we: say 'why can he		
	not speak Spanish at school?' You		
	should try. Sometimes I meet that		
	sentence because it's not common. It's		
	not efficient anyway. So I will say		
	why can't you 'why can't we go		
	home now, mom?' Ya, kan? Biasanya		
	kalau anak2 begitu. 'Why can't we go		
	home now? Why can't we eat the ice		
	cream now?' Ya. So this is just a		
	matter of sentence pattern, okay,		
	not it is different from this. Okay,		
	6.		
S:	"Should Victor to speak Spanish at		
υ.	school?'		
T:	Once again?		
S:	'Should Victor to speak Spanish at		
_	school?'		
T:	Do you need 'to' for should? Nah if	N	To give clue
	you have should number?		
SS:	Number 6 ma'am		
T:	Yes I know. If you have 'should' than	N	To check SS'
	it should be followed by?		understanding
SS:	V1		
T:	V1. Nah if you have 'ought to', 'to' is		
1.	attached to 'ought'. So 'ought to' that		
	<u> </u>		
	also V1. So you say: Should victor		
	speak Spanish at school?' It is said		
	that this modal, on page emmm 67,		
	they are not common to appear, it is		
	not common to appear in questions		
	and negative. So use one word modal		
	instead. Jadi diganti dengan modals		
	lain yang artinya hampir sama. Okay		
	jelas? Ev? Ya, now. Number 8, next.		
S.Ev:	'Did victor use to speak Spanish?'		
υ. ν.	Dia victor ase to speak spanish:		

T:	Ya, because 'use', although it is a		
	modal but it is emmm, it seems like		
	real verb then,the main verb, so it		
	cannot walk here and there. You		
	cannot move it. so in that form you		
		N	To check SS'
	need the helper. The helper of 'used'	IN	
~	is?		understanding
S:			
T:	'did'. Kelihatan ya itu ya. You have –		
	ed there. So the helper is 'did'. So that		
	form use did. 'Victor use' or 'used'?	N	To check SS'
SS:	use		understanding
T:	With ed or without –ed?	RO	To check S's
SS:	Without	10	understanding
T:	Very good, without –ed. 9		understanding
	• •		
S:	'Is victor allowed to speak Spanish at		
	school?"No, he is not allowed."		
T:	Ya, tidak ada 'He doesn't allowed'.		
	Social use. Now please compare focus		
	9, oh focus 2 and focus 3. Focus 3 is		
	on page 73. Okay. Focus 2 social uses		
	of one word and phrasal modal. Social		
	usage, please underline the term social		
	uses. Digaris bawahi ini ya, social		
	uses. And then in, focus 3 Okay,		
	yang digaris bawahi adalah social		
	interaction for focus 2, modals, the		
	small typing there. 'Modals are		
	commonly used for social interaction.'		
	You underline the word social		
	interaction. Ya, ada focus 2. Under		
	the title. Okay, have you got it F? ya,		
	now focus 3, under the title also, the		
	small letters there, modals are used to		
	express important meanings, ya,		
	important meanings. Okay. To me, this		
	is the general meaning of modals,		
	okay. But social use is for		
	communication, more for dialogues.		
	· · · · · · · · · · · · · · · · · · ·		
	Okay, now have a look there. There		
	are 8 social uses of modals, okay? The		
	first I will read it for you so you can		
	follow. Making request, asking for,		
	giving or denying permission, can you		
	follow me?		
SS:	yes		
T:	And then also giving invitations,		
	making offers, and then and then		
	making promises or expressing		
	intention okay; and then making		
	suggestion and expressing advice, and		
	then obligation and necessity and		
	men oonganon and necessity and		

	prohibition, okay. So this is the social		
	usage of the modals. Okay. Is it		
aa	confusing?		
SS:	no		
T:	now, next let's look at focus 3 which		
	the important meaning like emmm it's		
	more formal, it is not about formality,		
	in fact. But it's the meaning, there not		
	about relationship between speaker		
	and listener ya. This is what I can say,		
	important meaning. Expressing general possibility. This is not about		
	social uses, not about inviting, not		
	about offering or making request.		
	Okay. Beda ya.		
SS:	Ya		
T:	Ini artiapa ya, arti aslinya.		
1.	Expressing general possibility,		
	describing future abilities, this is the		
	formal usethe formal meaning,		
	making logical emmm, making logical		
	inferences, describing abilities,		
	describing habitual actions in the past.		
	Habis. So there are 1,2,3,4,5,6,7 of		
	important meaning and 8 social uses.		
	Okay. What is request?		
SS:	Permintaan		
T:	Permintaan, yes. Ask for, and giving		
gg.	what is deny?		
SS: T:	Menolak	N	To give clue
SS:	Hmmm, deny a permission? Menolak	IN .	To give clue
T:	Ya, menolak permintaan ijin. Okay.		
1.	Invitation, you know. Making		
SS:	offers?Penawaran		
	Penawaran, okay. If you want to make		
	an offer. Making promises?		
SS:	Janji		
T:	Yes, expressing intention?		To give SS time to
SS:	(Silence)	WT (0:04)	think
T:	What is it M? 'I intend to'?okay	RR; N	To get SS response
S:	Bermaksud		To give clue
T:	Yes, bermaksud, I heard someone said		
	that. Bermaksud. Okay. Making		
gg.	suggestion?		
SS:	Saran		
T: SS:	Saran. Asking advice? Memberi nasihat		
33. T:	Small difference between saran and		
1.	nasihat. But you use different modals		
	there. And then obligation?		
S:	Patuh, kepatuhan		
	/ 1	I.	

T:	Wajib. Yes. Necessity and		
aa	prohibition?		
SS:	Kebutuhan		
T:	Obligation and must and must not		
	nah if you pay attention now on the		
	modal use Okay, the next column		
	to the right. Now you see here that for		
	example making request, you can use		
	'would, could, will, can'. Does it mean	N	T- 1-1- 001
gg.	that 'would' here is the past of will?	N	To help SS analyze a
SS:	No		problem
T:	No, but it is modal of polite. Now you		
	see you have 'will' and 'would'. But it		
	is not always that 'would' here is a		
	past of 'will'. It depends on the		
	meaning. Bentuknya, ya. It 'will' and then it becomes 'would'. Ya, kan?		
	Pasangannya. Perhaps in you senior		
	high school and junior high school		
	your teacher said that past form of		
	'will' is 'would', always like that.		
	Okay? But it fact it not always like		
	that. 'Would' can have, well, not		
	similar meaning, but it's more formal.		
	Then it is more polite than 'will'. Do		
	you understand that?		
SS:	Yes		
T:	And also 'could' not always the past		
	of 'can' and also the other modals,		
	okay? 'Might' is not always the past		
	form of 'may'. When you express		
	possibility: can you come to my house		
	tomorrow? And then, I might.It means		
	that the possibility is?	N	To check SS'
S:	50:50		understanding
T:	Oh 50:50 that's good. If I say: I may		
	come. The possibility is bigger than		
	you say might, okay. So when I invite		
	you to my party, I have to pay		
	expensive for the table and then I ask		
	you, emmm 'are you going to come,		
	D?''I will' 'I may', for example. 'I		
	may come. 'Sudah saya hitung		
	mejanya. But if you say I might, okay sudah forget it, ya, tidak saya hitung,		
	masuk di meja cadangan saja. So this		
	is my example to you can remember.		
	That is in meaning. Now you have		
	that in focus 2, the column for one-		
	word modals. But you also have		
	another the column for phrasal modals,		
	are you following?		
	, ,		ı

SS: Yes

T: MG, you said yes kok lihat saya. Lihat sini, okay. Not all, eemm, one word modals for that meaning.. for that use had the phrasal modals. Like For example, would you open the window, you don't have the phrasal modal for that. But 'may I come in?', 'may I come in?' 'Am I allowed to come in?' okay. You're not allowed to come in. jelas ya?

SS: Yes

T: Jadi ada verb yang ada phrasal modals nya ada yang tidak. Okay. 'You can't smoke here." You can't smoke here, 'You're not allowed to smoke here.' Okay. Tadi dibelakang ada ya mengapa digunakan not allowed to. va.. at the end of this unit. I'll do the dishes, okay? Would you like to do the dished? I would like, yes. And also... apa lagi yang punya? Will, for making promises and expressing intention. You have be going to, but making suggestion shall could may might you don't have phrasal modal for all of that, for all of them, and so on, okay. You can read them there. Ya. Contoh2nya juga ada. Okay, lets go on... exercise 2, almost finish, let's go on. One word or phrasal modals for important meanings, focus 3, exercisenya gak usah dulu ya. The case is also the same that one word modal has similar phrasal modals with similar meaning.. okay, ya. Will for example you can use be going to, be about to, what is the difference between be going to and be about to? Be about to you have it in the first the first box here?Oh ya ini kan ada also. I'm about to the airport ehmm sorry, I'm about to leave before the airport. Can you get it?

SS: Yes

T: So what is the meaning of that?

SS: (silence)

T: Sudah hampir..... berangkat kok masih disuru cuci piring. Do it yourself, gitu ya. I'm about to leave for the airport, okay. So the meaning is different from 'I'm going to leave for N WT (0:03) To check SS' understanding
To give SS time to think

the airport.' That is neutral. But 'I'm about to...' jaraknya sudah dekat, taxinya sudah datang. Yes. And also the other modals, making prediction. Let say an example of making prediction then: 'I might be on time.' okay.. If I have an example here 'I may be on time' or 'I might be on time' the possibility of being ontime is bigger with may. 'I have to work late.''I have to work over time today until 12 midnight so I might be on time.' it means there is a small possibility, okay, for your prediction, because you cannot... you cannot come early because you come home at 12. It happens if you work in Jakarta. Okay, you can be on the street for 6 hours just because of the traffic jams.

SS: Wow

- T: Ya, jadi kalau mau membuat penelitian psikologi menelitinya di Jakarta kan sudah ada datanya bahwa stress... what is it... being stress there is common. Ada yang menikah sudah punya anak tiap hari pulang sampai rumah jam 12 berangkat jam 4. I don't want to live there. It's not worth do. So when you finish just go home. When you finish, go home. When you finish you study, go home and do the homework. Okay, and all of us will visit you.
- S: You should prepare some food
- T: Okay... ya...(giggle) I think we need to discuss about this later. Now, let's do the quiz.

Notes:

RR: Repeating or Rephrasing RO: Repeating with 'Or-Choice' T: Teacher S.X: student

N: Narrowing WT: Wait time SS: class

Utteran	ices	Question Modification	Possible Reason
T:	Ya, okay good news or bad news?		
SS:	Bad news first, please		
T:	Bad news. I actually want us to discuss		
	gerund and to-infinitive today due to the		
	UTS plan. But as a matter of fact, no		
	gerund and to-infinitive include.		
SS:	C		
T:	Yeah, that's the bad news. (laughing).		
	The good news is we're having quiz, it's		
	ready Okay, this coming Thursday.		
	Please take notes for those who's just		
	come, please write down in your agenda		
	we're having quiz this Thursday. Ehm,		
	how many units, then? Six units all		
	together, right? So this will be Verb		
	system up to adverb, yes?		
G W	W, do you bring your book?		
S.W:	(nod)		
T:	Yes? Could you help me check unit 3 is		
C.	adverb, yes or no? Wait		
	Yes? Is unit 3 about adverb? Yes ma'am.		
T:	And what is Unit 2 about? (pause) Yeah,		
1.	unit 2 is still about tenses, especially the		
	simple progressive and perfect. Unit 1 is		
	still about tenses time Which is		
	going to be discussed today. make sure		
	that your internet works. We'll try to		
	discuss some important points for you		
	quiz and your mid-test. Have you all		
	complete the first note?		
SS:	Yes		
T:	Yeah? Huh? (pause)		
	F, are you with me? Please repeat the		
	material for quiz next Thursday are		
	you with me?		
SS:	Wait ma'am		
	Have you finished talking?		
	Not yet, Ma'am.		
	Not yet. Okay, wait for your friends.		
S.1. T:	Wait a minute ya. I, it seems that you're happier in my		
1.	structure class rather than in my		
	yesterday speaking class.		
S:			
	Done with this? Ya, remember, six units.		
**	Six units for quiz. And more bonus on		
	mid-test.		
l		ı	ı

students complete the notes

- T: Cukup? You can move F, C, come on.... B, come on Captain, can you connect to the Internet?
- S: Ma'am, ndak bisa computernya
- T: Ganti computer, maybe you can switch to the next computer, other computer, at least you found a partner..... You two can work together. Open your computer......

 Okay let's do the review. Because today is the 13th meeting and we're having quiz. And then we will have your.. when is it? When is the UTS? First week or second week, for structure?
- SS: First week
- T: Really? For structure? Okay, First week. There will be like about 100 questions.. 100 here.
- S: How
- T: It's a combination so we will give you the complete test on UTS. Which material that we want to focus today?
- S: All of it
- T: Yes? sorry?
- SS: Clauses ma'am
- T: Clauses?
- SS: Adverb aja, adverb
 - T: Adverb. You mean 10?
- SS: 8 and 10
- T: 10. It's 10? Is 10 in the quiz? Take a look. Adverbial phrases and clauses will it be in the quiz? Check. Where's your book, H?ayo chapter 3 itu tentang apa? Mau yang mana? Atau mungkin ada yang adverbial phrases and clauses atau mungkin ada yang masih kurang kuat di passive voice. Ini juga ada di 2 units baik di grammar dimension 2 dan 3 semuanya ada passive voice, betul? Jadi walaupun disini tidak ditulis Unit 4, ya, tapi passive voice ada di buku 2. Jadi tetap terikutkan di dalam mid-test...... Come on, you pick. Because it's your discussion.
- SS: 10
- T: 10? Okay? Don't agree? Adverbial phrases and clauses will be in both quiz and mid-test. Ini termasuk dalam quiz kamis sama UTS minggu depan. It's next week ya, time does fly. Everybody

	1 1		
	has a partner to discuss things together		
	with, ya? IN, you join the girls?		
	Who's joining you? Oh Jensen, ya		
	Okay, unit 10 I mean point 10 go back		
	here. Remember our sweet memory with		
	adverbial clause and phrases. Masih		
	ingat ini? Okay remember your Unit 3,		
	there are: adverbs, adverbial phrase,		
	adverbial clause. What page is it?		
	Halaman berapa itu, MT?		
S:	30		
T:	33? Oh, page 30. Ini sudah di highlight		
	ini. Dilihat halaman 30 31 apa bedanya		
	dengan adverbial sendiri. 5 menit		
	dibaca. Harus ngerti. Kalo gak ada		
	pertanyaan, saya yang tanya. Diskusi		
	dengan partner.		
	(SS discuss 5')		
	Ya, questions?		
SS:	(no response)	WT (0:04)	To give SS time to
T:	L, has a partner to discuss with?		think
S.L:	(nod; point at her partner)		
	(SS discuss 2')		
T:	Your computer, the internet is off, H?		
	What computer is it?		
S:	11		
	(Ss disucss 3')		
	Only one question from G?	RR	To get SS' response
	No response	(WT 0:03)	Waiting for SS to
T:	Only one questions from G? and one	RR	respond
	question from me too?		
SS:	No response	(WT 0:04)	Waiting for SS to
T:	Okay, let's discuss it together; maybe		respond
	while discussing we may find out new		
	items. Okay, everybody please go to		
	page 33. Okay. Nobody ask about page		
	33 point E so far? So I assumed that		
	everyone has understand about the topic,		
	I assumed. Okay, lets see. Page 33 point		
a F	E. F, could you read what point E said?		
S.F:	Lenstone often goes on strange diet.		
T:	Often goes on strange diet. 'often' is	NDO	T 1 1 002
	bold, meaning it's signifies for?	N;RO	To check SS"
	Adverbial phrase or adverb of		understanding
aa	frequency?		
SS:	Adverb of frequency		
T:	Adverb of? Frequency. Remember your		
	high school. if you studied in Indonesia		
	you're probably familiar with this		
	adverb of frequency. It's usually divided		
	into three, oh not three, six major steps.		

the bottom? S: never T: Who can come forward and fill in the blanks? Those who studied in Indonesian high school must be able to continue. Come on, captain choose next. Make it fast, number is fine. S: 15 T: Number 15 M. Was your high school in Indonesia, M? Well in Japan perhaps. Come on. (SS laugh) S: Dulu dari kelas IPA atau bahasa IPA, Ma'am. *class help M** (discussion) T: What about occasionally? Please look up occasionally, in your Cambridge. O C C good. SS: Sometimes but not often, jadi kayak usually. T: 'sometimes but not often, jadi kayak usually. T: 'sometimes but not often' berarti apa? Sckali-sckali, where is it? SJ: Jarang ya? Berarti diatasnya seldom, diatasnya sometimes. Jadi dimana? SM: Di bawahnya sometimes. Sometimes itu. bisa berkali tapi jarang. T: Kadang2? Ok tapi sering tidak? SM: Ndak sering T: Not often. Berarti? Tidak sering Lalu dimana posisinya? Kalau katanya definisinya mengatakan apa? Sometimes but not often. Berarti di posisinya usually? S: Ya T: Lalu apa bedanya? MT sudah masuk posisinya shaking her head. Apakah sometimes sama dengan usually? Occasionally? What is usually? Check your Cambridge. SM: most often happens. T: usually apa? Most often happens.In Indonesian? SB Biasanya. T: disasanya. Occasionally bukan biasanya? S: Sama dengan sometimes T: Ya? S: Sama dengan sometimes		T 1 (1 (* (1		
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T: Ya? SS: Sama dengan sometimes			N	To give SS clue
SS: Sama dengan sometimes				
and the state of t	SS:			
T: 'occasionally' sama dengan sometimes? N To give SS clue	T:	'occasionally' sama dengan sometimes?	N	To give SS clue
SS: Hampir mirip sama sometimes.	SS:	Hampir mirip sama sometimes.		

S.C:	Tp lebih sering ini dari pada		
	'sometimes'		
T:	Tadi sudah ada yg bilang 'occasionally'.		
	Occasionally I have a piece of chocolate,		
	but it's very rare. Jadi agak sering, gitu?		
S:	ya		
	Ya? Tapi jarang. Berarti occasionally?	N	To help SS analyze the
S:	Dibawahnya sometimes, di bawahnya		problem
	seldom		
T:	Diatasnya seldom?	N	To help SS analyze the
	Ya, dibawahnya sometimes.		problem
T:	Tolong diberi tanda saja meylan pakai		
	tinta yang lain. Kasi titik. Diantara		
	seldom dan?		
S.M:	(6)		
T:	Belom2, jangan ditulis dulu. Anda sudah		
	punya Td siapa yang bilang antara		
G	sometimes dan often anyone?		
	Gak jadi, Ma'am	DD	T 1 1 00 1 41
1:	Lho gak apa apa. 'Occasionally', sesekali	RR	To help SS analyze the
	dimana posisinya? Diantara seldom dan		problem
	sometimes?		
	Kalau sometimes itu kadang-kadang.	N	To check SS'
g.	Kalau occasionally?	IN .	
	Lebih kurang dari pada kadang Lebih kurang daripada		understanding
1.	kadang.Indonesian?	RR	To check SS'
S:		KK	understanding
T:	ya? antara sometimes dan usually tolong		understanding
1.	di beri tanda. Ya silahkan, M.		
S:	(writing on the board)		
T:	oh disitu? Kalo rarely??	N	To give clue
S.M	hampir tidak pernah		
T:	Seldom?	N	To give clue
S:	Jarang		
T:	'Ocasionally' berarti di bawahnya		
	seldom. Occasionally. Ini pendapatnya		
	Ms. Meylan. Pendapatnya Ms. Feli naik		
	diatasnya. Ms. Malta naik lagi diatasnya.		
	Yang mana berarti 'occasionally'.		
	'Occasion' 'occasion' itu berarti ya?	N	To help SS analyze the
	Yang atas.		problem
T:	Yang atas. Menurut Meylan Someone		
	check occasional.		
	Occasional not happening or done		
	regularly	D.O.	TD : 1
	Regularly. Tidak terjadi sering atau	RO	To give clue
g.	Sara?		
	Berkala		
T:	Okay. Tapi masih lebih sering daripada		
	seldom kalau seldom sudah jarang.		

	Okay, apakah kira2 diatasnya 'seldom'		
	atau diatasnya 'sometimes'?		
S:	Diatasnya seldom		
T:	Diatasnya seldom, tapi tidak sampe		
	sometimes. Nah okay		
S.S:	Jadi intisarinya apa?		
T:	Intisarinya apa? That's the discussion.		
	Ayo apa berarti? M?		
	(chatting)	WT 0:15	To get SS' response
	Apakah tidak sama dengan	N	To help SS analyze the
	'sometimes'?'Sometimes' it kadang-		problem
	kadang. Mt?	RR	To get SS' response
S·	Kalo occasionnya berulang kali jadi		10 get 22 Tesponse
~ .	sometimes.		
Т·	Kalo occasionally happens menjadi?	N	To check SS'
S:	Di hari-hari penting aja. Tapi kalau		understanding
~ .	terjadi tiap hari jadi sometimes.		
T:	Berarti diatasnya atau dibawahnya? Feel	RO	To give SS clue
	the sentence. Rasakan kalimat ini. I		
	sometimes pray. I occasionally pray.		
S:	Lebih parah yg occasionally.		
T:	Lebih parah yang occasionally, ya		
	because it's only during event. Cuma		
	berdoa waktu uts uas. Lebih apa lebih		
	rendah frekuensinya karena dilihat		
	berdasarkan event biasanya. Ya okay.		
	Jadi sometimes sedikit dibawahnya		
	occasionally. Ya. Ehh, Occasionally		
	sedikit dibawahnya sometimes. Okay.		
	Sampai sini? Ok kembali ke		
	pertanyaanya G. Sekarang		
	pertanyaannya G yang halaman 33 itu.		
	Which one is that, gaby? Oh ini.		
	Lenstone on strange diet. Kalau often	N	To check SS'
	tadi katanya adverbial adverb	WT (0:03)	understanding
	of?(pause) Adverb of?		To give SS time to
S :	Frequecy		think
T:	Frequency. Maka on strange diet itu	N	To check SS'
	apa?Apakah termasuk adverb itu atau	RO	understanding
	apa lagi pertanyaannya gaby termasuk		To give clue
	adverb atau bukan?(pause)Yuk. Ayo	WT (0:06)	To get SS response
	lihat sini semua jangan menghindari		
	tatapan mata saya malah saya tanyain.		To give SS time to
	(murmur)	WT (0:04)	think
	Often, subject, verb. Lalu on strange diet	RR	To get SS' response
~	itu apa?	WITE (O. O.C.)	Tr. 4 CC
S:	(murmur)	WT (0:03)	To get SS response
T:	Activity? Apa, C?		
	Purpose of		
T:	Purpose of I, halaman berapa		
	referencenya? Which one?		

Yang diatasnya (discussion). Okay lihat kotak yang atas, input dari I. Baca yg keras, W kotak yg halaman 33 yang tengah. Most adverbial information (reading the book) T: Ya, lalu, some other variations are possible. Ini menunjukkan tentang posisi-posisi adverb yang kemarin kita bahas. Biasanya adverb itu menjawab wh- questions tertentu. Misalkan menjawab apa? SS: How, when T: Okay, how often, kalau misalkan hmmm, ahh ini. Figuresly menjawab apa? SS: How T: At the gym menjawab apa? SS: Where T: Rarely? SS: Where T: Rarely? SS: When T: On strange diet kira2 menjawab apa? SWhat T: What? kalau itu menjawab apa? SI: What T: What? kalau itu menjawab what' apakah itu termasuk adverb? SY Verb phrase. Mulai dari? SS: '.goes on strange diet, adverb, sorry, verb phrase. Okay, saya punyal soal silahkan buka halaman 30 Silahkan buka dihalaman 30. Soalnya sama persis. 'An unidentified man in a blue sky mask has been robbing the city banks for months.' (typing the question on the computer Ayo ada berapa phrases disana? S: 4 S: 5 T: Okay kita coba ada berapa phrases disana. 37 Diidentifikasi dulu. Yang N To help SS analyze the To help SS a				
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disana. 3? Diidentifikasi dulu. Yang N To help SS analyze the	S:	5		
disana. 3? Diidentifikasi dulu. Yang N To help SS analyze the	T:	Okay kita coba ada berapa phrases		
			N	To help SS analyze the
utama? problem		_		-
SS: Unidentified man.	SS:	Unidentified man.		
T: Apa ini? Sampai sini saja?	T:	Apa ini? Sampai sini saja?	N	To check SS'
SS: Ya, noun phrase understanding		- · ·		understanding
T: Lalu?	T:	Lalu?		
SS: 'The ski mask'	SS:	'The ski mask'		

T	1 ::0	NT.	T 1 1 CC2
T:	Apa ini?	N	To check SS'
SS:	(pause) prepositional phrase	WT (0:03)	understanding
	Prepositional phrase. Okay. Lalu?		To give SS time to
SS:	Has been robbing		think
	city banks?	N	To check SS
S:	tidak, robbing tok.		understanding
T:	city banks-nya?	RR	To get SS' response
S:	(chatting)		
T:	City banks-nya? Apa city bank-nya?	RR;N	To check SS"
	Warna? Noun phrase warna?		understanding
S:	Kuning		To give SS' clue
T:	Okay J, kenapa 'citibanks'-nya sy warna		
	kuning? J saja		
S.J:	Place adverb of place.		
	Wahh, ngantuk ini. Ayo. Kenapa ini	RR	To get SS' response
	diwarna kuning? An unidentified man		8
	and city banks.		
S.J.	Oh, noun phrase		
	Karena menunjukkan? noun phrase. Stay	RR	To check SS'
1.	with us, J. Kalau terlalu cepat di	Tut	understanding
	hentikan. Okay, next.		understanding
S:	adverbial		
T:	apa ini? (point)	N	To check SS'
S:	Adverbial prepositional	11	understanding
T:	apa?		understanding
	Prepositional phrase		
T:	Bukan ini kalau anda katakan	N	To give clue
1.		11	To give ciue
	prepositional phrase phrase berarti 'inblue ski mask' dengan, sorry ini		
	(point), harusnya sama dong?		
C E.	u //		
	Adverbial prepositional phrase		
T:	Ya betul, F. Adverbial prepositional		
	phrase. Di garis bawahi. Dilihat yang in	N	T11- CC2
	blue ski mask. Itubukankah tetep	N	To check SS'
	prepositional phrase hanya beda		understanding
G	kategori, yaitu?		
	Adjective		
1:	Yes. ada yg bisa menemukan kalimat		
	Adjective prepositional phrase dengan		T
G C	adverbial prepositional phrase?	W.T. (0, 0, 4)	To give SS time to
	(chatting)	WT (0:04)	think
T:	Tadi ada yang bilang 4 phrase, benar?	N	To check SS'
	Tadi malah ada yg mengatakan 5. Ayo		understanding
~	yg mana?		
	Lho tp warnanya cuma 3		
T:	Kalau menurut warna memang cuma 3.		m 1 1 22
	Jumlahnya?	N	To check SS's
	5		understanding
T:	5, yang pertama? Kuning2? Noun	3.7	m 1 1 22
	phrase, setuju?Kok bisa noun phrase	N	To check SS'
	tahu dari mana?		understanding

S: T:	Soalnya collection of words Ya, karena collections of word.		
1.	Kumpulan kata. Gampang kan?		
	Unidentified man dengan city banks.		
	Kalau city banks mau dibuat bukan		
	phrase maka dibuang, dibuang city-nya.		
	Okay, yg biru dulu, verb phrase. Sesuai		
	dengan halaman 30, point?	N	To check SS'
SS:	В		understanding
	Point B, good. Item B halaman 30, ya.		
	Sekarang yang prep phrase. Ada 2. Anda		
	kalau lihat prep phrase yang ada di c and		
	d, beda apa? Ayo, beda apa? Dibaca I.		
	yang C		
S.C:	J 1 1 E		
	more information about nouns		
T:	Uh hm. Which		
	Which ask about adjective phrases		
T:			
S.C:			
T:	phrases give more information about		
	verbs. (reading the book) TA: sudah jelas? Berarti mereka itu		
	berada di payung yang sama, yaitu		
	prepositional phrase. Yuk, apa itu		
	preposition? Sebutkan 2 preposition	N	To help SS" analyze
	yang ada dikalimat ini.		the problem
S:	in sama for		1
S.G	S.G: berarti kalau ada prepositionnya		
	jadi prepositional phrase?		
T:	TA: Okay ini ada pertanyaan dari G.		
	Mohon dijawab. Apakah kalo ada	N	To help SS's analyze
	preposition misalkan kalo ada 'in' dan		the problem
	'or' atau yang lain2nya bisa disebut		
	prepositional phrase? Kalau diikuti	N	To check SS
aa	oleh? (pause)Frasa.	WT (0:03)	understanding
SS:	Berati intinya harus ada prepositionnya?		To give SS time to
T:	Okay coba ya. Sekarang coba dilihat		think
	yang ini. Semua setuju ya hijau itu prep phrase, kalau yang iniadjective karena		
	dia menerangkan noun (point). Apa	N	To check SS'
	nounnya?	-1	understanding
S:	man		
T:	man. Itu (point)adverbial verb phrase	N	To check SS'
	karena itu menerangkan?		understanding
SS:	Verbnya		
T:	Verbnya, good, robbing-nya.		
	Menerangkan robbingnya, sudah berapa		
	lama dia merapok. Sekarang misal, saya		
	cuma mengunderline ini saja, blue ski	N	To check SS'
	mask. Masuk apa?		understanding

C.	Nous shraga		
	Noun phrase		
T:	Good, noun phrase. Begitu ada 'in' ganti		
	nama dia. Piece of cake, isn't it? Sudah		
	sebetulnya cuma itu.		
S:	Terus bedanya adverb sama adverbial?		
T:	Adverb sama?		
S:	Adverbial		
T:	Halaman?		
S:	33		
T:	Tanya harus ada dasarnya halaman		
1.	berapa?		
S:	33		
3. T:			
1.	Kayaknya diskusi kita yang minggu lalu		
a	bukannya		
S:	Masih belum ngerti		
T:	Sampai sini sampai sini sudah? berapa	N	To check SS'
	phrase?		understanding
S:	3		
T:	3. Dengan yang phrase terakhir menjadi		
	2. Ya ini sekedar nama teknis supaya		
	anda tahu nama teknisnya. Tp yang lebih		
	penting kalian bisa membuat kalimatnya		
	tidak sekedar mengunderline dan		
	mengidentifikasi. Ya? Maju halaman 33.		
	Ayo, H maju. Ini masih Oh ini		
	• •		
	tentang position ya kemain. Ya, okay,		
	gpp. Halaman 33 apa kesulitannya?		
	Adverbs, adverbial place, adverbial		
	clause. Apa bedanya phrase dan clause	N	To check SS'
	kemarin? (pause) Ya HE?	WT (0:01)	understanding
S.HE:	Collection of words. clause itu ada		To give SS time to
	subject sama verb		think
T:	Predicate. Ya okay. A phrase's just a		
	collection of words. How many words	N	To check SS'
	are minimum?		understanding
SS:	2		2
T:	2, good. For example, Contohnya,	N	To give clue
1.	seperti yg barusan?	- 1	10 8110 0100
SS:	City banks.		
33. T:	Good. A pen, phrase?	N	To check SS'
	1 7 1	11	
S:	ya C. I. C. I. I. I. I. I. I. I. I.	NT.	understanding
T:	Cause, berarti harus ada subject and?	N	
SS:	Predicate		
T:	Predikat. Okay. Sekarang dilihat yang		
	contoh A, B, C. Kalau itu dikatakan		
	nomor 1: 'Will never goes down town		
	anymore.'Adverbs pake 's', berarti ada	N	To help SS analyze the
	berapa?		problem
S:	2		-
T:	At least? Ya at least 2, or maybe 3 or	N	To check SS'
	maybe 4. Adverbsnya apa aja?		understanding
	ing of initareloon, a upu uju.		

_		1	T
	Never goes downtown anymore	27	
T:	Ya.1?	N	
S:	'never'		
T:	'never'. 2?	N	To check SS'
SS:	'downtown'		understanding
T:	'downtown', 3?	N	
SS:	Anymore		
TA:	'Anymore'. 'Never' menjawab adverb	N	
	of?		To check SS'
SS:	Frequency		understanding
	Atau dalam kata tanyanya?	N	
	How often		
T:	How often, Good. Berapa sering.		
1.	Downtown menjawab adverb of?	N	
g.	Place	11	To check SS'
		N	
	Place? Place. Kata tanyanya?	IN .	understanding
	Where		
T:	Where. Jensen saja. 'Anymore'		
~	menjawab adverb of?		
S:	1 5		
T:	Adverb of frequency? Never goes	N	To give clue
	downtown anymore. Betul? Hmmm?		
SS:	no		
T:	salah ya? Apa dong?	N	To help SS' analyze
SS:	Manner	WT (0:06)	the problem
T:	Manner?	N	-To give SS time to
S:	Manner. how(low voice)	WT (0:09)	think
T:	Apa? Adverb ya? Kalau memang adverb	N	-waiting for SS
	menerangkan apanya? verbnya,bukan?		response
SS.	(pause)ya	WT (0:03)	To give clue
T:	Ya, 'anymore' itu menerangkan goes-	(0.03)	To give SS time to
1.	nya atau menerangkan never-nya?	RO	think
SS:	Goes	RO	To help SS' analyze
T:	'Anymore' itu menerangkan?	N	the problem
	•	IN .	1
SS:		N	To help SS' analyze
T:	'Anymore' itu artinya apa sih?	N WT (0.06)	the problem
SS:	4 /	WT (0:06)	To check SS'
T:	Tidak lagi. Tidak lagi apa?	N	understanding
S:	no more going there		To give SS time to
S:	2		think
T:	Ya? Ya?goes-nya?		
	(T writes on the board)		
	Kalau ini misalkan menerangkan		
	anymore, maka? Seperti ini misalkan		
	'Bill never anymore.'Bisa? Tidak	N	To help SS analyze the
	bisa?		problem; To give SS
SS:	(discuss) tidak bisa, harus ada	WT (0:14)	time to think
	Harus? Harus ada?	N	To give clue
	Verbnya		
T:		N	To give clue
S:	Tidak bisa. Never sama anymore tidak		3
<u> </u>	Trank Olda. 110 vol ballia allylliolo tidak	1	l .

	bisa dipisah mereka memang jodoh.		
T:	Jadi adverb of?	N	To check SS
		IN .	
	Frequency		understanding
	Lho berarti disini adverbnya ada 2?	3.7	T. 1 1 CC.
	Dua apa? Dua macam atau dua jenis?	N	To check SS'
S:	Kalau jenisnya kan dua. Kalau		understanding
	jumlahnya?		
T:	Never anymore itu kan sebenarnya kalau		
	dipisah iya. Adverbial phrase. Kenapa	N	To check SS'
	disebut phrase?(pause)Ya?	WT (0:04)	understanding
S:	Kalau misalkan 'I never love you		Waiting for SS
	anyway.'.		response
T:	Okay, good. Apa tadi?		1
	I never love you anyway		To check SS
T:	Beda? I love you anyway. Apa itu	N	understanding
	anyway?		To give SS time to
S:	(murmur)	WT (0:13)	think
	'Anyway'?	RR	To get SS' response
	'after all'	Tut	To get 55 Tesponse
	'after all'?		
	'afterall' kan lagipula		
T:	Okay, anyway?sama dengan	RR; N	To get SS' response;
1.	anyhow?	ICIX, IX	To give clue
SS:	(murmur)	WT (0:17)	To give time for SS to
T:		W 1 (0.17)	think
	Bukan yang point 3 ya. Point?		UIIIIK
S:	point 1?		
T:	1. Point nomor?		
S:	3. Eh, 2 kayaknya ma'am	».T	T 1 1 002
T:	Dia menjelaskan?	N	To check SS'
S:	'I love you.'		understanding
T:	Okay, menjelaskan 'I love you'-nya		
	kalau written translation, seru sekali.		
	Boleh sekali2 masuk written translation		
	saya besok 10.40.		
S:	(murmur)	WT (0:09)	To get SS response
T:	TA: apa ya? Anyway sini artinya apa?1	N; RR	To help SS analyze the
	atau 2?		problem; check
SS:	1		understanding
T:	LE? Sakit perut? 1. Artinya? Apa artinya	N	To check SS'
	nomor 1?		understanding
	(SS discuss)	WT (0:04)	To give SS time to
T:	Coba lihat yg ini. 'Her parents opposed		think
	to her giving up her course, but she did it		
	anyway'. Berarti 'anyway' ini	N	To give clue
	menjelaskan apa?		<i>S</i>
SS:	itu course		
T:	Menjelaskan giving up her		
1.	coursenya.Kalau disini? Menjelaskan	N	To give clue
	ini?	-1	10 8110 0100
S:	no		To help SS analyze the
T:	Kalau ini? (point)	N	problem
1.	ixaiaa iii: (poiiii)	11	problem

SS: Never love, never T: TA: aku tidak pernah I never love you anyway, I divorced you, I never love you anyway, I divorced you, I never love you anyway, dia menjelaskan apa? S: Never love T: H, karena anda taruh never disini otomatis ini sudah berubah. Ini sudah bukan lagi menjadi love tp menjadi l kata, yak an? Kan tetep menjelaskan verbnya. Okay? Sampai disini. Adverbnya lho gampang sedikit. Yang saya kuatirkan justru sebentar ya I have to take this call. t answered her phone T: Okay please pay attention to Hei structure I, I mean, structure II, going to be 3 hopefully. Pay attention to number 5 here because you need to memorized it. S: (reading on the slide) T: Untuk yg passive voice kalau grammar anda kurang kuat, ini bisa stress.I planed to give it to you this Thursday but since Bu Santi plans another quiz my quiz can hold. Okay. point B. berapa adverbial phrase? S: 3 T: 3. Yang pertama? S: As soon as possible. T: Okay.jenisnya? S: Time; frequency. T: Frequency. Lalu 'at the gym?' S: At the gym sama Saturday, place. T: Place. Saturday? S: Time T: On Saturdays, tidak bisa kuning? disetiap hari Sabtu? S: Bisa
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disetiap hari Sabtu? understanding
S. Bisa
T: Time bisa? Di frequency tidak? N To help SS analyze the
S: (discussion) frequency WT (0:09) problem
T: hayo apa? RR To give SS time to
S: Frequency think
T: Coba dibanding dengan yg halaman 36
S: Lho tp ada
T Iya sebentar belum diputusin, sebentar
SS: chatting WT (0:19) To get SS' response
T: Ya, kalau bingung lihat lagi halaman 33.
Apakah itu adverb of frequency atau
adverb of time harus dihubungkan
dengan ya, harus dihubungkan dengan
question wordnya. Kalau misalkan

	'frequency', question wordnya apa?	N	To give clue
SS:			
T:	how often. Kalau time, berarti question	N	To give clue
~~	wordnya apa?		
SS:	'when'		
T:	'when'. Ada dihalaman 33 anda. Maka	3.7	T 1 1 22 1 1
~~	'on Saturdays'?	N	To help SS analyze the
SS:	On Saturdays, 'when'. time		problem
T:	Apa? Time? 'When'? Jenis katanya		
	berarti? Bisa masuk frequency?Kuning	N;RO	To check SS'
	atau beda?Preposition?(pause)#teacher	WT (0:16)	understanding
~	laugh		To give clue
S:	Ada on-nya, prepositional		Waiting for SS to
T:	D, kita sedang bicara adverb		response
S.D:	Oh,mangkanya sy ketinggalan		
TA:	Kita sedang bicara adverb. Kalau	D 0	
	misalnya on Saturdays dibuat kalimat	RO	To give SS clue
	tanyanya anda menjawab blablabla		
	apanya on Saturdays, anda		
aa	menggunakan when atau how often?		
	'When'	NT.	T 1 1 CC 1 1
T:	When does Bill exercise?	N	To help SS analyze the
SS:	on Saturdays; how often		problem
T:	Okay sebentar, ini pertanyaannya bisa		
	begini, ini jawabannya adalah (pause)		
	okay, when does Bill always exercise?		
G	Gini to? Lalu yang B?		
	Lho kalau how often itu every Saturday		
T:	Sebentar, H.		
T:	(students chat)		
1.	So are you on page 33? Halaman 33? Kolom itu? Kalau misalnya when does		
	nanana goes on Saturdays, ya atau tidak?		
	When? Kapan biasanya bill olahraga?		
	Kan gitu		
SS:	Kan habit mam		
T:	kalau yang B, seberapa sering bill	N	To help SS analyze the
1.	exercise?		problem
SS.	As long as possible		proofem
	Kalau misalkan saya pakai	N	To give clue
1.	'when',masuk tidak?		10 give elde
S:	Tidak		
T:	Tidak, berdasarkan I. 'Maka kalau on	RO	To check SS'
1.	Saturdays' mau dikategorikan masuk		understanding
	adverb of frequency atau adverb time?		55
S:	time		
T:	Sudah. Kalau anda mau melacak dengan		
	jembatan keledainya begitu. Pakai		
	question word apa. Kalau uts gak kayak		
	gitu.		
S:	Pingin nangis aku		
		•	

Т·	Don't cry. (giggle) Up to here? Sampai		To check SS'
1.	sini. Adverbs, masi bingung?	RR	understanding
SS:			_
	(murmur)	WT (0:05)	To give time SS to
T:	Positions. Halaman?		think
S:	36		
T:	Oh ya, itu harus anda kontraskan dengan		
	halaman 38		
SS:	(chatting)		
T:	Ini ada exercise yang agakunik ya.		
	Coba kita lihat exercise 7, halaman 38		
	itu nanti ada hubungannya dengan oh		
	sorry 39, 39. 39, pojok kanan atas itu		
	nanti ada hubungannya dengan catatan		
	halaman 38 bawah kiri. Kan belum		
	pernah membahas contoh2 seperti		
	dihalaman 39 ex 7.		
	[S doing exercise]		
T:	Exercisenya di 39, catatannya di 38 kiri		
	bawah.(pause) Siapa yang di SMA		
	pernah menemukan bentuk ini?		
S:	±		
T:	Ini		
1.	[S doing exercise]		
T:	Okay. Discuss things with your		
1.	neighbor, partnerOkay, sebentar, Kalau		
	dikatakan more emphatic, berarti	N	To give SS clue
	kalimatnya harus diarahkan menjadi	14	To give 55 cide
	lebih?(pause)Berarti kalimatnya menjadi	WT (0:01); RR	To get SS response
	lebih apa?Kalo ini, kan mengubah	W 1 (0.01),KK	To get 55 response
	kalimat yang biasa, adverbs dengan		
	adverbs yang ditengah atau yang		
	, , , , , ,	N.WT (0.02)	To holp SS analyza the
	dibelakang, lalu adverbsnya dipindahkan	N;WT (0:02)	To help SS analyze the
gg.	ke?(pause)		problem To got SS response
SS:	Depan		To get SS response
T:	Kalau dipindahkan ke depan dikatakan		
	sensenya beda. Rasanya more emphatic.	3.7	T
99	More emphatic itu berarti lebih?	N	To give SS clue
SS:	Deep		
T:	Lebih ada?Ya, lebih adapenekanan,		
	ada emphasis-nya. Captain, who's your		
	partner? Kerja dengan siapa dengan B		
	atau A? Siap-siap ya nanti ada undi-undi		
	dan pimpin discussion as usual. When		
	the long strikes 3. Jarum panjang di 3.		
	[Students were having discussion]		
T:	, 1		
	google anda di inversion, ketik saja		
	inversion. Lihat contoh2nya, atau bisa		
	begini emphatic sentence atau pilih		
	yang inversion. Ada 1 exercise yang bisa		
	anda lihat disini ada answer keynya, ya.		

	Ini contohnya anda dpt pdfnya, bisa		
	dicopy nanti. Kapan dipake? Hanya pada		
	saat stylist writing. Jadi bentuknya bisa		
	seperti ini: On the door is her father',		
	jadi tidak mengikuti bentuk subject		
G.	predikat lagi kan?		
	Bagus ya		
1:	Iya, memang bagus, stylist. Gaya kan.		
	Rarely had he seen. Kalau soal aslinya		
~	jaman smp gimana?		
S:	He had seen lho terus itu dipake		
	waktu kapan?		
T:	, e		
S:	Novel2 gitu?		
S:	, , , ,		
	seen seennya itu tetep bentuk V3		
T:	V3, past tense yes		
S:	Tp dicontohnya yang halaman 38		
	soalnya lose. Lose-nya awalnya loses		
	hilang		
T:	Karena sudah ada does.		
S:	Lha kalau soal yang nomer 1 ini,		
	Ma'am, Exercise 7		
T:	Ya dijawab dong #giggle. Dicoba dulu.		
	Saya lebih suka anda membuat		
	kesalahan.		
S:	Kalau negative, Ma'am, disitu ada?		
T:	Ya okay inversion ini sedikit terlalu		
	jauh. Ini sekedar anda tahu, mengulang		
	jaman2 sma. Anda bisa copy soft		
	copynya disini.		
SS	(murmur)		
S:	Ma'am kalo 'Should you have contact		
	me by e-mail'?		
T:	Biasanya saya pakai di email. Should		
	you have any question, don't hesitate to		
	ask me, gitu. Oh sudah selesai 5 menit.		
	Today is march $10.10 + 3?$ Okay MY,		
	lead the discussion. Did you work with a		
	partner or alone? Okay call one of the		
	partners. Here.		
	#S lead the discussion		
S:	I am singing itu masuk apa, Ma'am?		
T:	I am singing?		
S:	Kalau gak pakai I-nya brati verb phrase		
	ya Ma'am?		
T:	Ya, kalau dengan 'I' clause		
S:	Soalnya ada subjectnya ya Ma'am?		
T:	'Holly is singing.' is singing'?	N	To check SS'
SS:	verb phrase		understanding
T:	kalau dengan Holly-nya?	N	

SS:	Clause		
T:	Soalnya ada subject.		
1.	#Students continue their discussion		
T:	Ya ini dulu tentang inversion. Nah,		
1.	pertama kali kan?		
SS:	Ya Ma'am.		
33. T:	Don't worry, it won't be in your test. Ini		
1.	tidak akan keluar di test. Kalau anda		
	pingin belajan lagi soal inversion, habis		
g.	UTS minggu tenang.		
S:	UAS-nya tapi ada ya Ma'am? Yang ini		
т.	ndak usah deh Ma'am.(laughing)		
T:	,		
	bagaimana pakenya. Ternyata bisa		
	macem-macem. Verbnya keluar duluan,		
	atau bisa auxiliary verb-nya keluar		
	duluan Yang bawa FD bisa di copy		
C.	nanti.		
	What about number 4 and 6?		
T:	I want to proceed to position adverbial		
	clause, ini ada yang belum di bahas. Toh		
aa	inversion nanti g keluar kan di ujian.		
SS:	Okay Ma'am		
T:	Yang ini hmm ada berapa ya, 10 soal		
	mungkin, tentang adverbial clause. Ini		
	kemarin belum sempat kita bahas sampe		
	kesana kemarin (pause). Okay ya tolong		
	ini agak panjang. Kalau yang sekarang		T 1 1 00 1 41
	halamn 39 point 5, itu harap	NT	To help SS analyze the
	dikontraskan dengan focus 3. Beda apa?	N	problem
	Hanya 1 kata yang membedakan. Kata	D.D.	To help SS analyze the
C.	apa yang membedakan?	RR	problem To give time to think
S:	(discussion; T waits) phrases sama	WT (0:04)	To give time to think
т.	clauses	DD. M	T44 CC2
T:	Ya, good. Beda apa?Kalau yang di 5	RR; N	To get the SS'
C.	tadi?		response; To give clue
S:	Clauses	N	T- 1-1- CC1 41-
T:	Kalau yang di 3?	N	To help SS analyze the
SS: T:	Phrases Clauses. Sama-sama bicara soal		problem
1.			
	position. Coba di bolak balik halaman	N	To check SS'
	39 dan 36. Apa bedanya? Kalau yang 3 kemarin phrases berdasarkan	IN	understanding
	*	RO	_
	apa?Mulai dari yang pendek atau yang panjang dulu?	KU	To give clue
SS:	Pendek		
33: T:		N	To check SS'
	Yang pendek di mana?	11	
SS: T:	Depan Yang panjang di belakang. Sekarang		understanding
1.	kalau yang focus 4. Adverbial phrase		
	, ,		
	ditaruh di depan sendiri, bukan		

	berurutan. Didepan sendiri dan diberi		
	koma. Sekarang kalau clause. Kapan	N	To check SS'
	ditaruh depan?		understanding
SS:	(silence)	WT (0:09)	To get SS response
	5 menit diskusi dengan tetangga.		Service super
	#SS discuss with partner		
T:	Okay, let's run a little bit So page 39		
	and 40. It's about position Position of		
	clauses. Okay are you with me?		
SS:	yes		
T:	Okay, I would like to invite your		
	group's ideas, what have you found		
	from 2 pages discussion and sharing. So		
	the position of adverbial clauses are		
	considered due to several factors. Ada		
	beberapa factor yang mempengaruhi	N	To check SS'
	kenapa adverbial clause bisa diposisikan		understanding
	di?		
SS:	After		
T:	Ya, depan. In the beginning atau at?		
SS:	The end		
T:	At the end of a sentence.		
	Kelompoknya siapa ya J dulu.		To check SS'
	Posisi adverbial clause itu bergantung	N	understanding
	pada apa misalnya?		To give SS time to
SS:	hmmm	WT (0:04)	think
T:	Dari halaman itu?	RR	To get SS' response
	The emphasis of		
	Very good. The emphasis of		
	The adverb clause.		
T:	Penekanan pada adverbial clause.		
	Berarti kalau di depan itu justru penting	N	To check SS'
~	atau tidak?		understanding
	Penting. Yang menekankan.		
Τ:	Uh um. Okay, next, in the beginning		
	ya As it is more important. Okay		
	next, in the beginning ya. Okay, terus?		
	apa lagi? To establish, kata lain apa	DD	To cot 99?
g.	maksudnya, I?Apa establish itu?	RR	To get SS' response
S: S:	Ehmmm biasanya baju2 gitu. Didirikan		
S: T:	To establish, apa, S?	RR	To get SS' response
S.S:	To discover	IXIX	TO get as Tesponse
	Ya?	RR	To get SS' response
S:	S: start builddevelopment	THE	10 Per pp. Teshouse
T:	TA: to develop. Jadi misalnya ada		
1.	contextnya (typing). Okay, apa yang,		
	siapa yang bisa membantu menjelaskan		
	point 2? (pause)Ayo, FL.	WT (0:10)	To give SS time to
S.FL:	Supaya rapi Ma'am	()	think
T:	Supaya?		
	. ·		

S FL:	Rapi		
S: S:			
5.	Topic dari 1 paragraph itu kan kalimat		
	utamanya diatas yang lainnya cuma		
	sekedar penjelas		
T:	Ya, contoh seperti kalimat yang mana?	N	To check SS'
	D itu ya?		understanding
SS:	ya		
	'Whenever' kapanpun John berpikir		
	tentang Marie, he felt guilty.		
	Seandainya, yang mulai whenever		
	sampai Marie itu kita pindah, gimana		
	begitu karena kan he-nya menjadi John,		
	bener kan ya. John began to feel guilty		
	yaa, gak enak katanya H. whenever		
_	he		
S:	2		
T:	Jadinya?		
S:	2 2		
T:	Seperti topic sentence.		
S:	3		
T:	Ya, ide utamanya karena itu dikatakan		
	untuk meng-establish context. Jadi sebaiknya dia didepan karena menjadi		
	main topic atau main idea dari detail		
	sentence yang dibelakangnya. Ingat,	N	To check SS'
	bahwa ini clause berarti ada subject ada?		understanding
SS:	•		wind of state of the state of t
	Predicate.		
S:	Ma'am, tanya. Ini kan yang C until that		
	Jeff moves to San Francisco kan ada		
	koma ma'am, lha yang D itu gak pake		
	comma, Ma'am. Apa bedanya ma'am		
	kapan kita pakai comma kapan tidak.		
T:	1		
S:	1 2		
	coma yang D g ada.		
T:	Good. That's a very good question. Ada		
	pertanyan kritis dari C and D, tolong		
	dijawab kalau mau pulang. Kalau tadi ME menemukan comma di C, tidak ada		
	di D. Anda kan ngambil writing I juga		
	kan punctuation?		
S:	-		
S:			
T:	Hayo, kenapa tidak ada koma seletah		
	Marie atau kenapa ada comma setelah	N	To help SS analyze the
	Franciso?Harusnya bagaimana?.		problem
S:	Soalnya yang C bisa dipindah		-
	dibelakang Ma'am		
T:	Soalnya yang C bisa dipindah		

	411-1-1	N.T.	T- 1-1- CC1 41-
	dibelakang?Lho kenapa yang D g bisa	N	To help SS analyze the
G.	dipindah dibelakang? Bisa juga.		problem
	Tapi gak enak Ma'am		
	Bisa, ma'am, sama	N	Ti1
T:	Kalau C dipindah, bagaimana? He has never seen the ocean until Jeff moved to	N	To give clue
	San Francisco, gitu? Kan sama aja.		
Ç.	Tapi gak enak ma'am.		
3. T:	Subjective ya berdasarkan penilaian		
1.	subjective ya berdasarkan pennalan subjective berarti. Hayo kenapa itu g ada	RR	To get SS response
	komadi D?	KK	To get 33 Tesponse
	Anak kalimat induk kalimat		
T:	W, ayo. One of the highest scores		
	achiever. One more idea please. And I'll		
	let you know the idea. 1 ide lagi kenapa		
~	D gak ada koma.		
S:	5		
T:	j (1 / E E/	WT (0:10)	To give SS time to
S:	Soalnya yang whenever itu sebab artinya.		think
T:	Sebab? Bukan sebab akibat, bukan cause		
	effect. Itu jawabanya captain tadi.		
S:	Yang C menunjukkan sequence?		
T:	You said something about comma.		
S:	H, Ma'am, yang bilang.		
T:	What did you say, H? Alasannya		
	gampang, itu karena memang yang D		
	itu commanya ketinggalan. Tolong		
	ditambahi, diedit bukunya ditambahkan		
	comma. Do not trust your books 100		
	percent.		
	Kita terlau kritis		
T:	Do you want to stay one more minute?		
~	(chuckle)		
S:			
T:	Okay. See you for the quiz.		

Notes:

RR: Repeating or Rephrasing N: Narrowing RO: Repeating with 'Or-Choice' WT: Wait Time SS: students T: Teacher S.X: student

Utterances		Question Modification	Possible reason(s)
T:	Shall we continue?		
SS:	Yes		
T:	Okay, open your book please. We will skip		
	unit 10 because it's quite easy. So for unit		
	10 we will discuss this on our additional		
	classes. So open your book page umm,		
	what page unit 11. Page 82, yes. So, I		
	hope we can finish 2 units today, so unit 11		
	and unit 12, because unit 12 is about		
	relative, relative clauses, the adjective		
	clause—the one you learned in IC classes		
	and also in structure I and our structure II		
	class before the mid-term test and so about		
	the connectors. First of all, you have to		
	know about sentences and clause.		
	Ehmm, have I told you about types of		
	sentences?		
SS:	(silence)	WT (0:04)	To get SS response
T:	Last Friday, oh last wednesday, sudah	RR	To get the students'
	ngomongin tentang types of sentences		respond
a a	belum?		
SS:	No		
T:	No, so in sentences we have what we	NI	
gg.	called simple sentence, what else?	N	To about CC?
SS:	Complex	N	To check SS'
T:	Compound sentence, how about my writing class? we have complex sentence	IN .	understanding
SS:	and the last we have?	N	
T:	(silence)	WT (0:03)	Waiting Ss' response
S:	The last is the combination of?	RR	To get Ss' response
T:	Compound and complex	1111	10 get 22 10spense
1	Compound and complex sentence. Lho		
	Miss, apa hubungannya connectors and the		
	sentence? Ya because those connectors,		
	ehm, you're familiar with the term		
	conjunction? Conjunction? Do you know		
	conjuction? That's the same as connectors,		
	ehm, thatdefine the sentence that what		
	makes the sentence compound or complex		
	or compound complex. Ya, sentence		
	Something is called a sentence if it has a?	N	To check Ss'
S:	verb (uncertain)	WT (0:02)	understanding
T:	It has a?	RR	W
S:	*mumble* adjective	WT (0:02)	Waiting SS response
T:	It has a what?	RR	To get SS response
SS:	verb (uncertain)	WT (0:03)	
T:	It has a? What? What?	RR	
SS:	verb		

	Appendix E: The Transcrip	t of Teacher C	
T:	Verb and? Before the verb?	N	To give clue
SS:	Subject.		
T:	Ya, so we have the subject and the		
	predicate. Ya, so something that has a	N	To check Ss'
	subject and predicate is called?		understanding
S:	Sentence		
T:	Sentence. Subject is always in the form of?	N	To check Ss'
S:	Noun		understanding
T:	Noun, ya. Whether it is noun, only one		
	noun or whether it is noun phrase. Noun		To check Ss'
	phrase is?	N	understanding
SS:	(silence)	WT (0:08)	Waiting for Ss' response
T:	Noun phrase is? [pause]Tak coret semua	RR; WT	To check Ss'
1.	lho ya ini ya.	(0:06)	understanding
SS:	(giggle)	(0.00)	To give SS time to think
T:	Noun phrase is?(TC waits)	RR; WT	To give 55 time to timik
S:	Combination of nouns	(0:03)	To check Ss'
T:	Combination of nouns, okay. So, that	N	understanding
1.	consist of?	14	understanding
SS:	(mumble)	WT (0:02)	To get Ss' response
T:	modifier and? (silence; giggle) modifier	RR	To give Ss time to think
SS:	and a noun	WT (0:07)	
T:	Modifier and a noun, ya. The modifier can	N	To check Ss'
	be in a form of?		understanding
SS:	(silence)	WT (0:03)	-To give Ss time to think
T:	Adjective, yes Adverb, iya		-Waiting for Ss'
S:	(silence)	WT (0:07)	response
T:	Ya apa ya menjelaskannya		
SS:	*giggle*		
T:	Masa Miss harus ulang2 terus? A beautiful		
	long hair girl who is sitting in front of me.		
	Is it a sentence?	N	To check Ss'
SS:	Yes		understanding
T:	Is it a sentence?	RR	
SS:	Yes no		
T:	Is it a sentence?	RR	To give clue
SS:	Be patient Ms, be patient		
T:	Verbnya yang mana? Which one is the	N	
	verb?		To give clue
SS:	No		
T:	This is a phrase, ya. Yang dijelaskan yang	N	
	mana? Which one is the head?		
SS:	Girl		
T:	Girl yang apa?	N	To check SS'
SS:	Yang beautiful,		understanding
T:	Beautiful,		
SS	Long hair,		
T:	Long hair, ya. Girl yang beautiful yang	N	
	long hair yang apa? Who is sitting?		
SS:	Who is sitting in front of me.		
T:	Ya, so in noun phrase you have the head.		
	Head is always?	N	To check SS'

	Appendix E: The Transcript	t of Teacher C	
SS:	One		understanding
T:	One, ya. Of course ya head-nya pasti noun		
	wong namanya aja noun phrase. Ya Noun		
	phrase yang dijelaskan the noun. Kalau		
	adjective phrase, which one is being		
	explained? Ya the adjective. Ya, the	N	
	modifier in front is called the?		To check SS'
S:	Main		understanding
T:	Main modifiernya. That can be in a form of		
	adjectives, ya terus an internet	N	
	connection, which one is the head?		To check SS'
S:	Connection		understanding
	Connection. So, which one is the modifier?	N	
	Internet, is it? What part of speech?		
SS:	Noun		
T:	Noun. After the head is the what	N	
1.	modifier?	11	To check SS'
S:	Post		understanding
T:	Post modifier, that can be in a form of	N	understanding
1.	what is it called?	11	
S:	Adjective clause		
T:	Adjective clause. It can also in a form of?	N	To check SS'
SS	(silence)	WT (0:04)	understanding
T:	Noun phrase, ya. So it is prepositional	W 1 (0.04)	Waiting for Ss' response
1.	phrase or participle phrase. So in structure		waiting for 35 Tesponse
	III you gonna learn about that phrases.		
	Participle phrase, prepositional phrase,		
	ehm apa ya, appositive phrase, ya.		
	Okay. Next back to this one. Predicate is	N	To check SS'
	always in a form of?	11	understanding
S:	Verb		understanding
T:	Verb. Good. How about this one? [Writing	N	To test Ss
1.	on the board] Is it a sentence?	11	10 test 55
SS:	Noyes		
T:	Is it a sentence?	RR	To get SS' response
SS:	Yes	Tere	To get as Tesponse
T:	Yes or no?	RO	To get SS' response
SS:	Yes.		Section 124
T:	Okay. Emm, what kind of sentence?	N	
S:	Imperative		To check SS'
T:	Imperative. So where's the subject?	N	understanding
S:	no idea		
T:	where'sthe subject?	RR	To get SS' rensponse
SS:	No		
T:	Katanya tadi sentence always has a subject.		
	Where's the subject?(pause)	RR; WT	T waits to get the answer
S:	nobody (low voice)	(0:03)	wanted from Ss
T:	Subjectnya siapa?(pause)	RR; WT	
S:	anybody (low voice)	(0:06)	
T:	subjectnya? [Giggle] Close the door. What		
	kind of sentence? Sentence kan ada we	N; WT	To check SS'
	have declarative, ya, kalimat?(pause)	(0:02)	understanding

	Appendix E: The Transcript	t of Teacher C	
	Kalimat apa declarative?(pause)		
	kalimat perintah kalimat perintah. We have	RR; WT	T waits for Ss' response
SS:	also the interrogative you can see the	(0:02)	T was fer as Tespense
T:	question marks. We have also imperative	(0.02)	
1.	<u>.</u>		
	that using the, apa tadi, exclamatory mark.	NT	T 1 1 CC2
~~	And we have also the?	N	To check SS'
SS:	(silence)	WT (0:08)	understanding;T waits
T:	Declarative, interrogative, imperative,	N;WT (0:08)	for Ss to respond
	and?(pause)		T give clue
S:	jargon appendix (low-voice)		
T:	huh? *Writing on the board: 'exclamatory'		
	exclamatory		
	Close the door, masuk yang mana?	N	To check Ss'
SS:	imperative	11	understanding
T:	ya, kalimat apa?	RR	To ask SS repeat the
SS:		KK	•
			answer
T:	seru atau perintah? Ini hampir sama lho		
	ya,sama-sama pake exclamatory mark.		
	Kalo imperative emm bisa cuma: wow!		
	What a beautiful view. Yang seru yang		To check Ss'
	mana? Ini *point. Kalau exclamation?	N	understanding
SS:	Perintah		
T:	perintah. Kalimat perintah the subject is	N	To test Ss
	always?		
SS:	(silence)	WT (0:05)	Waiting SS response
T:	yang disuruh biasanya siapa?	RR	To give clue
SS:	the man	Tere	To give cide
T:	yang kamu ajak bicara kan?	N	To check Ss'
SS:		11	understanding
			understanding
T:	yang kamu ajak bicara itu the second	NT	T 1 1 C 2
G	person kan? The second person is?	N	To check Ss'
S:	subject you		Understanding
T:	ya, so in exclamation sentence emmm		
	subjectnya itu you. But it is omitted, di		
	hilangkan. Karena sudah pasti yang		
	disuruh itu depannya, kamu pasti. Okay,		
	good? okay? That's a simple sentence. Jadi		
	cuma ada subject and a verb. Nah, now we		
	have the compound sentence. Compound		
	sentence, emm, that's using the connectors,		
	or conjunction. Tapi connectors yang apa?		
	Connectors that we called coordinating		
	connectors or conjunctionscoordinating		
	<u> </u>		
	conjunctions itu yang mana? The one that		
	we called a (writing on the board		
_	FANBOYS)		
T:	f is?		
SS:	for		
T:	for, a?		
SS:	and, nor		
T:	nor, b?		
SS:	but		

	Appendix E: The Transcript	t of Teacher C	
T:	but, o?		
SS:	or		
T:	or, y?		
SS:	yet		
T:	yet, s?		
SS:	SO SO		
T:	so. So the outside of this is another		
	connectors that we are going discuss after		
	this. Ya, jadi fanboys is a coordinating		
	conjunction. So if the sentence has these		
	FANBOYS, that sentence is a?	N	To check SS'
SS:		11	understanding
T:	compound sentence. Ya. Compound		understanding
1.	sentence consist of dependent clause and		
	independent clause. Jadi dependent clause		
	digabungkan sama independent clause.		
	Trus connectorsnya coordinating		
	connectors. Ehmm what is the difference	N	To make CC analyze the
		19	To make SS analyze the
	between independent clause and dependent?		problem
SS:	1	WT (0:13)	T gives CC time to think
33. T:	[murmur]	W 1 (0.13)	T gives SS time to think
1.	uhmmm. I went to the mall and my mother		
	went to the office, ya. (writing on the		
	board) yang ini tu disebut independent		
	clause. Why is it called independent		
	clause? Because if it's only this, I went		
	to the mall, it's still understood. Jadi masi		
	bisa dimengerti walaupun belakangnya gak		
	ada. I went to the mall. Mengerti? Tapi		
	kalau, ehmmm, (writing on the board)		
	kalau yang ini: because my bf left me, ada		
	connectorsnya, trus ada sentencenya:		
	because my bf left me, kalau yang		
	depannya dihapus, because my bf left me,		
	it is a dependent clause. Kenapa kok		
	dependent clause? Karena kalimatnya gak,		
	gak lengkap, ya. It depends on the other		
	sentence, ya. Kalo yang ini, because my		
	boyfriend left me, trus so what? Gak		
	lengkap kalimatnya. That's a dependent		
	clause. Jadi pokoknya intinya clause		
	harus ada independent clause yang		
	ditambah connectors, connectors selain ini		
	lho, fanboys become a dependent clause.		
	So I went to the mall and my mother went		
	to the office, it is a compound sentence,		
	because it has the coordinating connectors		
	and. And the subject my mother and I. But,		
	ehm, it's not always showing this 'and'		
	is not always showing compound sentence		
	because 'and' can also ehmm		
	connecting the word and words. For		

	Appendix E: The Transcript	t of Teacher C	
	example. (writing on the board). Kan ada		
	'and'-nya. But this 'and' is connecting I		
	and my mother. So it is still simple		
	sentence. Ngerti? Lagi. (writing on the		
	board). Ada 'and'nya ya? Ada		
	connectorsnya, ya, trus bukan words		
	between words. But, Ini kan kayak		
	sentence dan juga sentence. But it is still		
	called a simple sentence. Why? Because		
	the subject is only one. Subjectnya cuma		
	my mother. One disini bukan maksudnya 1		
	orang. No, ya tetep misalnya my mother		
	and I, misalnya, ehmm simple sentence.		
	Karena apa? Karena after the connectors		
	there's no subject. Jadi ini gak ada		
	subjectnya. So it's still called?	N	To check SS'
SS:	simple sentence		understanding
T:	A simple sentence. You get the idea?		
SS:	yes		
T:	yes? So that's the compound sentence. So		
	you have to memorize that fanboys. Now		
	we have a complex sentence. Tadi kan kalo		
	compound sentence, ehmm, using the		
	coordinating connectors. Kalo complex		
	sentence using what we called		
	subordinating connectors. Apa aja		
	subordinating connectors? Because, when,		
	if, ehmm, that, although, pokoknya diluar		
	fanboys that's the subordinating		
	connectors. Nah, masih inget kan, Ms. tadi		
	bilang kalo sentence ditambah		
	subordinating conncetors dia jadi		
	dependent clause. Jadi yang ini adalah		
	ehmm, complex sentence. In other words,		
	complex sentence consists of one		
	independent clause and one dependent		
	clause. Kalo yang ini kan independent		
	clause plus independent clause. Plusnya?		
	Fanboys tadi. Ya. Okay. Subordinating		
	connectorsnya gakgak disebut. Why?		
	Because it's already included in the		
	dependent clause. So compound sentence		
	independent clause and independent		
	clause, and complex sentence independent		
	clause and dependent clause. Can you		
	make one example besides'I was crying		
	because my boyfriend left me'? Ayo apa?		
SS:	(silence)	WT (0:08)	To give SS time to think
T:	Even though it's raining, I(writing on		
	the board) lho ms yg itu ada commanya		
	kok yg itu g ada? That's because if you		
	start the sentence with the dependent		

	Appendix E: The Transcrip	t of Teacher C	
	clause, kalo dependent clausenya didepan		
	harus comma independent clause. Tapi		
	kalo independent clausenya dulu so you		
	don't need to put comma. Okay? Any		
	question?		
SS:	[silence]	WT (0:05)	TO check wheter SS
T:	any question?	RR	have any question to ask
SS:	[silence]	WT (0:05)	T waits for SS' response
T:		W 1 (0.03)	_
1.	No? okay. The last is compound complex.	N	To give SS time to think To check SS'
	Ya namanya aja compound complex	N	
aa	berarti it consists of?	W/E (0.02)	understanding
SS:	[silence]	WT (0:02)	To give SS time to think
T:	compound sentence and complex sentence,		
	ya. Berarti ada paling gak 2 connectors.		
	The first one is the coordinating		
	connectors, the second one is the		
	subordinating connectors. Can you make		
	an example of compound complex? C?		Waiting for S.C to make
	compound complex?		compound complex
S.C:	(silence)	WT (0:08)	sentence
T:	M?		-Waiting for S.M to
S.M:	(silence)	WT (0:13)	make compound
T:	compound complex.	RR	complex sentence
SS:	(murmur)	WT (0:06)	-T is waiting for a
T:	it should have a coordinating connector	(3733)	sentence example from
	and a subordinating connector. Tapi bukan		Ss
	yang ini lho ya, bukan yang connectors		
	yang ini lho (point on the board). A?		Asking S.A to make
S.A:	,	RR	compound complex
T:	I was hungry and	WT (0:06)	sentence
S.A:	my mum cooked me some meal	(0.00)	To give time to think
T:	I was hungry so, ya kan? So, my mom		To give time to timik
1.	cooked my some meal for me trus?		
S.A:	aku maune ngomong gini ms, I was hungry		
S.A.	and my mum		
T:	Okay,I was hungry and my mom cooked		
1.	me some meal		
C A.			
S.A:	eemmm because my mom		
T:	because my mom		
	ehmm knew that I was hungry.		
SS:	(laugh out loud)		
T:	okay, ya. So, ini kan independent clause,		
	so this is the connectors. Trus ini juga		
	independent clause. This one is dependent		
	clause, this one also dependent clause. So		
	it's a compound complex even though that		
	ehmm the meaning is not pragmatically		
	correct but grammatically correct. Okay?		
	Another sentence that is pragmatically		
	correct?		
SS	silence	WT (0:03)	To get SS' response
T:	G? tuh kan harusnya bisa kan? My mom		

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	cooked me some meal because I was		
	hungry. Cuma 1, ya kan? Artinya sama		
	kan? Tapi dia cuma jadi complex sentence.		
	H?		
S.H:	what?		
T:	Compound complex(pause)	RR; WT	To get SS response
S.H:	I'm still confused about this	(0:03)	To give time to think
T:	okay first make a compound sentence.		
	Then make a complex sentence. Then		
	combine those.		
SS:	silence	WT (0:10)	To wait for SS' response
T:	ayo. Compound complex. Kan ms sudah		
	kasi contoh yang compound dan complex.		
	Skarang tinggal dijadiin 1.		
SS:	murmur	WT (0:15)	To wait for SS' response
T:	ayo C	WT (0:03)	
	(pause) 'Stephanie went to'		
T:	Stephanie went to		
S.C:	campus. To the atau to campus, ms?		
T:	to the campus		
S.C:	but		
T:	but		
S.C:	cindy didn't go to the campus		
T:	cindy didn't go to the campus		
S.C:	because		
T:	because		
S.C:	she was sick.		
T:	she was sick, ya. Walaupun harusnya		
	ehmm, terlalu diulang2ya. Stephanie went		
	to the campus but cindy didn't because she		
	was sick. Ya, jadi gak mesti kalo kalimat		
	itu panjang dan complicated is a correct sentence dan ehmm, beautiful. Biasanya		
	kalo anak2 smester bawah kan kalau		
	writing bikin kalimatnya yang panjang biar		
	kelihatan canggih.		
SS:	laugh		
T:	padahal artinya ya malah kalian bingung.		
1.	Which one is the subject, which one is the		
	verb? Ya. Okay. Ya nanti next week you		
	gonna learn about sentence writing in		
	writing workshop. Okay. Any question?		
SS:	no		
T:	any question?	RR	To make sure if there is
SS:	no		anything to ask
T:	no? okay, take a look your book page		
	184 184. 1 bab sudah ms jelaskan cuman		
	2 papan tok ya, padahal ada banyak. Okay,		
	ehmm. Ya ini kan ada coordinating		
	conjunction and subordinating conjunction.		
	Satu lagi namanya, sentence connector.		
	Kalau coordinating conjunction, ehmm,		

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	can connect the sentence dan phrases or		
	words. Ya, kalau coordinating conjuction.		
	Subordinating juga. Connect, ehmm, the		
	dependent noun clause or gerund phrase.		
	Kalau sentence connectors dia		
	menggabungkan sentence dengan sentence.		
	Maksudnya sentence dengan sentence?		
	Sentence sebelumnya. Jadi udah di titik		
	ditambahi sentence connector. Contohnya		
	however, in addition, apparently, besides,		
	nah, that's sentence connector. Contohnya		
	disini, Matt grew up in Texas, titik.		
	However, ehmm, he now lives in San		
	Francisco. However ini menggabungkan		
	Matt grew in Texas dengan he now lives in		
	San Francisco. Ehm, can you change those	N	To give clue
	two sentences into one sentence? Bisa gak	11	To check SS'
	however-nya diganti? Tanpa changing the		understanding
		NI	understanding
aa	meaning? However itu artinya apa?	N	
SS	1		
T	1 , 5 &		
	Tapi but g bisa berdiri sendiri, gak boleh		
	diawal kalimat ya. Yang writingnya ms		
	coret2 but-nya didepan, gak boleh. Butt-		
	mu kan pasti dibelakan iya kan? (giggle)		
	Ngigetnya gitu aja, yak an? Jadi kalo terus		
	two sentences ehmm is, are combined into		
	one become: Matt grew up in Texas, but he		
	now lives in San Francisco. Ya? Kalau		
	mau dijadikan 1 kalimat. Tapi kalau pake		
	however, dia bisa dengan arti yang sama		
	dengan but, but in front of the sentence.		
	Ngerti ya? Jadi itu sentence connectors.		
	Contoh lain: Bambang misses his family.		
	In addition, he wishes that a few friends		
	were in America with him. Nah in addition		
	itu juga, ehmm, connecting Bambang		
	misses his family and he wishes that a few		
	friends were in America with him. Jadi		
	bisa dari depan dan bisa berdiri sendiri,		
	nggak gabungin kalimat yang ini dijadikan		
	1 jadi 1 kalimat enggak. Tapi yang udah		
	titik, gabungin.that's in addition. Kalau	N	To check SS'
	dijadikan 1 in additionnya di ganti apa?		understanding
SS	(silence)	WT (0:16)	-T waits for Ss' answer,
T			giving them time to
	wishes that a few friends were in America		think
	with him. Ngerti? Masi bingung? Okay.		
	Nanti di baca2 lagi ya di in your next		
	page 185 and 186,ehmm, the meaning, and		
	then the conjunction—coordinating		
	conjunctions, sentence connectors, and		
	junious, someones comisectors, and	İ	İ

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	subordinating conjunctions. Okay. If im		
	not mistaken last time uhmm, I've asked		
	you to find the connectors kan? Bener gak?		
	Okay. Let's move to the exercise. Coba		
	langsung exercise ya. Uhm, page 193		
	exercise 5 Exercise 5 so you have to		
	combine two sentences using these		
	conjunctions. For example 193 Jeff		
	lives in San Francisco, Matt lives in San		
	Francisco. Then, Jeff lives in San		
	Francisco and so that Matt. Both Jeff and		
	Matt live in San Francisco. Ya. Jadi kalian		
	jadikan 1, but remember, kalau verbnya		
	sama dan the meaning is the same, ya g		
	usah diulang-ulang. Jadi langsubg ke		
	bawahnya, both Jeff and Matt live in San		
	Francisco. Kalo yang pertama you're using	NT.	T 1 1 C 2
_	the 'and so does Matt', apa itu namanya?	N	To check Ss'
S:	1 2		understanding
T:	di cari namanya. Number 1 up to 8 please.		
	[Ss doing exercise]		
T:	finished?		
SS:	not yet		
	[Ss doing exercise]		
T:	okay shall we discuss it?		
SS:	·		
T:	number 1. Jeff likes cleaning, Matt doesn't		
1.	like cleaning.		
G.	•		
S:	Jeff likes cleaning and Matt doesn't like		
-	cleaning	3.7	T. 1 1 GG.
T:	Jeff likes cleaning but Matt doesn't. so,	N	To check SS'
	ehmm, should we write down again 'likes		understanding
	cleaning'?		
SS:	No		
T:	no because it's the same. So you don't		
	need to rewrite it again. Number 2 Jeff		
S:	Jeff makes room but		
S:	kalau pake either sama neither itu gimana		
]	ms?		
т.			
T:	If you're using either or neither both of the		
	sentence must be in negative, yak an?		
	Kalau dua duanya negative so jeff doesn't		
	like cleaning matt doesn't like cleaning.		
	Neither Jeff neither Jeff? [pause]	WT (0:02)	To check SS'
	Pake apa menggabungkannya? Pake and	N	understanding
	atau?		Waiting for SS response
SS:	nor		_
T:	neither jeff not matt likes cleaning. Kenapa		
	kok gak pake doesn't lagi? Because		
	neither is already negative. Kalau pake		
	either: Either jeff or matt doesn't like		
	cleaning. Tetep pake doesn't. Okay.		

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	Number 2. Jeff may go home for a visit on		
	his vacation. Jeff may travel to France on		
	his vacation.		
S.	Jeff may go home		
T:	Yang sama yang mana? Which one is the	N	To make SS analyze the
1.		11	_
G	same?		problem
S:	Jeff		
T:	Jeff and his vacation. So		
S:	Jeff may go home for a visit on his		
	vacation or he may travel to France on his		
	vacation		
T:	Can you repeat it?		
S:	Jeff may go home for a visit or may travel		
	to France on his vacation.		
T:	Jeff may go home or travel to France		
S:	, ,		
T:			
1.	On his vacation. Or, you can also use		
	either. Jeff may either go home for a visit		
	or travel to France on his vacation. Ya? Ini		
	arti either yang berbeda dengan neither		
	tadi. How about number 3?		
S:	both Matt and Jeff plan to		
T:	you cannot use both ehmm in a negative	N	To check SS'
	sentence. So, it should be?		understanding
S:	neither.		
T:	neither. So neither		
SS:			
	return		
T:	kalau pake neither it's already negative, so	N	To check SS'
1.	you don't need to use?	11	understanding
SS:	doesn't.		understanding
T:	doesn't. so neither		
S:	neither matt nor jeff plan to		
T:	plans, tetep plans. Karena or, jadi		
	subjectnya harusnya 1, ya. Kecuali kalau		
	both. Kan neither atau either itu artinya		
	salah 1. Jadi verbnya harus ngikut salah 1,		
	tetep pake		
SS:	plans		
T:	plans, ya. So Neither matt nor jeff plans		
S:	neither matt nor jeff plansplans, ya, to		
T:	to return to his hometown		
S:	to leave. Number 4.		
T:	Jeff likes getting up early but matt doesn't		
S:	jeff likes getting up early but		
T:	matt doesn't		
S:	good. Number 5.		
T:			
S:	ya bisa. Both jeff and matt wanted to have		
T:	a dog. Or?	N	To check SS'
	jeff always wanted a dog and so does		understanding
S:	and so?	N	

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T:	does		
S:	and so?	RR	To give clue
T:	does.		3
S:	and so does matt? Wanted?	RR; N	To give clue
T:	did did	,	
	and so did matt. Atau matt did too.		
	Remember ya, ndak mesti pake does lho.		
1.	Depends on the tenses. Kalo past tense ya		
	you have to use did. 6 ehm sorry ya 6.		
	both		
	ya, both matt and jeff		
99.	might take		
	might take the dog to the park this		
	afternoon. Or you can use either. Either		
	matt or jeff might take the dog to the park		
1.	this afternoon. Okay, 7?		
	matt likes dancing and meeting friends at		
	the night club		
S:	ya, matt likes dancing and nightuhmmm		
J.	matt likes dancing and		
T:	meeting friend at the night club		
1.	meeting friends at night club. Kalo gitu		
S:	jadi simple sentence atau compound	RO	To check Ss'
T:	sentence?	110	understanding
1.	simple		understanding
	Simple, because the subject is only?	N	To check Ss'
SS:	one		understanding
T:	okay last number 8?		
	murmur		
T:	both matt		
S:	lhooo		
T:	tapi kan sama sama ada small townnya,		
S:	yak an? Jadi kan bisa. Both matt and jeff		
T:	both matt and jeff comes from		
	Comes from small towns in Kansas and		
	Wisconsin. Harusnya ditambahin		
SS:	respectively. Respectively artinya salah		
T:	satu dari itu, ya? Any question		
	Ms, nomer 3 kalau mau jawab matt doesn't		
	plan to return to his hometown to live and		
	neither does jeff.		
S:	ya, comma ya. Okay we don't have time to		
	ehmm, discuss the relative clause. But		
	we're gonna discuss it on Wednesday.		
T:	Okay I'll see you after this for those who		
	choose the additional classes.		

RR: Repeating and/or Rephrasing RO: Repeating with 'or-choice' N: Narrowing WT: wait-time

T: teacher S.X: student SS: students