

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion, implication, and suggestion

Conclusion

Considering to the observation and interview conducted, it can be concluded that the reason why informal school, especially Intensive English Course (IEC) students, are well in basic English skill regarding to these following reason:

- Instructors were definitely concerned on engaging students basic English skills. This can be seen from a number of exercises during the teaching learning process such as listening, reading, worksheet and exercise (conversation). That was why students are skilled in English.

- Supporting students' learning success, this course facilitated students with a copied book content of audio listening scripts, songs, reading materials, and worksheets. Making this book different with the textbook in formal school, this book is students' owned. They can directly answer or write everything on this book. Thus, time can be use efficiently for learning only.

- Technologies used in teaching today play as a powerful tool for the success teaching and learning of whole classroom inhabitant. They helped all could be done in instants and less of energy used.

Suggestion

Referring to the result and finding of the classroom management delivered by the instructors, there are some suggestions:

To the instructor

- Giving homework should not be eliminated. By homework students can learn how to study independently or a group study out of the class. Even it was replaced with other activities but students need to study at home.
- Success teaching is started with a good communication. During the observation, researcher found that instructor used a mixing language, Indonesian and English. Making students familiar and speak in English, instructors should invite students speak English by use English from beginning to ending the class.

To the further researcher

- Technology today is completely replace the old teaching way. It is benefit but also bring some weakness. by technology, they do not need to go somewhere else to complete their needs. As the result, they spent their time on chair only than running, walking or going to somewhere. Today's digital kids think of ICT as something akin to oxygen; they expect it, it's what they breathe and it's how they live.", John Seely Brown. Thus, researcher suggested to the further researcher to create an attractive educational game which is collaboration of technology and traditional game. So here, students still have their digital life experience and they also experience what the early generation had experienced.
- Using hidden camera is totally researcher recommended to use for the further researcher. As this research problem found that students sometimes felt dissatisfied by

having researcher in class to conduct an observation. Thus, use hidden camera and leave it in the room is very helpful. But we need to consider to the battery and its memory capacity.

APPENDIX 1

Observation Sheet

Meeting 1

Classroom management delivering		
Indicators	Instructor A	Instructor B
Teachers' Talk		
<i>1. Use English selectively and answering students' question</i>	√	√
<i>2. Give instruction</i>	√	√
<i>3. Explain homework assignment</i>	-	-
<i>4. Related an amusing story that students can comprehend</i>	-	-
<i>5. Participate in daily interpersonal, communications with students in English</i>	-	-
<i>6. Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-
Teachers' Question		
<i>1. Display question</i>	√	√
<i>2. Referential Question</i>	√	√
<i>3. Comprehension check</i>	√	-
<i>4. Confirmative Question</i>	√	√
<i>5. Clarification Check</i>	-	-

Meeting 2

Classroom management delivering		
Indicator	Instructor A	Instructor B
Teachers' Talk		
1. <i>Use English selectively and answering students' question</i>	√	-
2. <i>Give instruction</i>	√	-
3. <i>Explain homework assignment</i>	-	-
4. <i>Related an amusing story that students can comprehend</i>	-	-
5. <i>Participate in daily interpersonal, communications with students in English</i>	-	-
6. <i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-
Teachers' Question		
1. <i>Display question</i>	√	√
2. <i>Referential Question</i>	√	-
3. <i>Comprehension check</i>	√	-
4. <i>Confirmative Question</i>	√	-
5. <i>Clarification Check</i>	√	-

Meeting 3

Classroom management delivering		
Indicator	Instructor A	Instructor B
Teachers' Talk		
1. <i>Use English selectively and answering students' question</i>	√	√
2. <i>Give instruction</i>	√	√
3. <i>Explain homework assignment</i>	-	-
4. <i>Related an amusing story that students can comprehend</i>	-	-
5. <i>Participate in daily interpersonal, communications with students in English</i>	-	-
6. <i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-
Teachers' Question		
1. <i>Display question</i>	√	√
2. <i>Referential Question</i>	-	-
3. <i>Comprehension check</i>	√	√
4. <i>Confirmative Question</i>	√	√
5. <i>Clarification Check</i>	√	-

Meeting 4

Classroom management delivering		
Indicator	Instructor A	Instructor B
Teachers' Talk		
1. <i>Use English selectively and answering students' question</i>	√	√
2. <i>Give instruction</i>	√	√
3. <i>Explain homework assignment</i>	-	-
4. <i>Related an amusing story that students can comprehend</i>	-	-
5. <i>Participate in daily interpersonal, communications with students in English</i>	-	-
6. <i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-
Teachers' Question		
1. <i>Display question</i>	√	√
2. <i>Referential Question</i>	√	√
3. <i>Comprehension check</i>	√	√
4. <i>Confirmative Question</i>	√	-
5. <i>Clarification Check</i>	√	-

Meeting 5

Classroom management delivering		
Indicator	Instructor A	Instructor B
Teachers' Talk		
1. <i>Use English selectively and answering students' question</i>	√	√
2. <i>Give instruction</i>	√	√
3. <i>Explain homework assignment</i>	-	-
4. <i>Related an amusing story that students can comprehend</i>	-	-
5. <i>Participate in daily interpersonal, communications with students in English</i>	-	-
6. <i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-
Teachers' Question		
1. <i>Display question</i>	√	√
2. <i>Referential Question</i>	√	√
3. <i>Comprehension check</i>	√	√
4. <i>Confirmative Question</i>	√	-
5. <i>Clarification Check</i>	√	-

APPENDIX 2

Video Observation Transcript

Instructor A

MEETING 1

Tutor : okay open the page 55. What is the title of the unit?

student : "is there book store around here?"!

Tutor : okay. Do you know what does it in Indonesian mean?

Student : "apakah ada toko buku di sekitar sini?"

It was continued by asking students' activities which they commonly do in public places. Then Instructor A instructed the students to do a worksheet

Tutor : okay, you have to match the places with the pictures and write its explanation. I already taught you in last meeting about public places, isn't it?

Student : yes

Tutor : can you mention the public places we have learned before?

Student : Hospital

Tutor : okay, Hospital. Afra!

Student : Restaurant

Tutor : okay, Dito!

Student : Museum

Tutor : okay good. Syamil!

Student : Bank

Tutor : okay good.. what's else?

Student : School

Tutor : School? It is not public place.. I mean the public place all of people can be there.. okay. Inside your book there are some places and its name, such as Bank in number H.

Instructor A explained to the students what is a public place actually is. Then she gave a display question to the students related to the job for each occupation in the textbooks. After that, Instructor A gave an instruction to students to do a worksheet"

Tutor : you do the rest number!. I give 15 minutes to finished. No additional times!

After working, students collected their works to be corrected by instructor A. Instructor corrected students' work then continued to the next material

Tutor : do you still remember "turn left" mean in previous listening meeting?

Student : left, turn left

Tutor : What is it in Indonesian?

Student : "belok kanan kiri"

Tutor : Answer correctly, Syamil!

Student : "belok kiri"

Tutor : good. How about turn right?

BCDE : "belok kanan!"

Tutor : what is opposite?
 Student : “berhadapan”
 Tutor : corner?
 Student : “ujung”, eh.. “sudut”
 Tutor : how about “round above”?
 Student : “tikungan”
 Tutor : how about “putar balik”?
 Student : “turn around”
 Tutor : good. Now, in part B you will do a conversation. The pictures here show some directions, such as go down, go up, turn right, and turn left.

Instructor A lead her students to understand example of directions from conversation in the textbook. After that students were instructed to listen to the audio in unit 7 then students do a pair conversation

Tutor : now, you do a conversation I in pair!. Because you all are four so Syamil with Dito. Dito will be the woman and Syamil will be the tourist
 “Students did a conversation”

Student : how to read St. Ms?

Tutor : you can read S.T or street
 “Students continued the conversation”

Tutor : okay, next the woman will be Afra and of course Syamil will be the tourist.
 “Students do a conversation”

Tutor : okay I will play once again the audio for making sure is it street
 “Students were listening to the audio”

Tutor : from the conversation what word that you do not know the meaning? You can write them all on whiteboard!

“Students wrote one buy one on the whiteboard the words that they did’t know the meaning ”

Tutor : in the audio, there is a Cathedral. Do you know what does it mean?

Student : crutch

Tutor : correct!. Crutch is for Christian and cathedral is for Catholic. I also find a word Priest. If i’m not mistaken priest in Indonesia means pastur. So, St. Patrick is a name of a priest. It seems like a Mosque in Muslim which is named by human name. Can you find a mosque named with a human name around here?

Student : yes

Tutor : what?

Student : Magfira!

Tutor : Eem, No. It is not what I mean.

Student : Ridha!

Tutor : Ha ha.., no Syamil. In Muslim, the masque named using Arabic. But, in catholic, the Cathedral named with its priest.

In the next section, students learned on how to ask and give direction to someone

Tutor : A place you can find a medicine. It is a drugstore. It is in aposite. What is opposite in Indonesian?

Student : “berhadapan”

Tutor : where I can buy a postcard. Asking of where I can buy something. Where is it?

Student : Post Office
 Tutor : where I can buy sun flower?
 Student : Florist
 Tutor : where I can buy some cakes?
 Student : Bakery
 Tutor : Syamil.. where can I get gas?
 Student : Gas Station
 Tutor : Good. Dito, where I can get noodle?
 Student : Restaurant
 Tutor : Dito, where I can get fish?
 Student : Market
 Tutor : good, market. Now, could you tell me how to get the bookstore? Turn left on nepal street then turn to?
 Student : left
 Tutor : on what street?
 Student : Nepal Street.
 Tutor : okay, now I ask you to make a conversation 15 minutes starts from now!

After making the conversation, the class was closed and instructor A gave a dollar (money toy) as reward for the active students during teaching process

MEETING 2

Waiting for the rest students came to the class, starting this meeting two instructor A instructed her students to read a paragraph. After reading instructor A delivered a display questions asking of what the vocabularies in the story mean

Tutor : what is green grass in Indonesian?
 student : “rumput hijau”
 Tutor : how about grew?
 Student : eem
 Tutor : it is the base word “grow”
 Student : “tinggi”
 Student : “tumbuh”
 Tutor : good. the green grass grew around we can replied into Indonesian with “rumput yang hijau tumbuh disekitar”. Do you have a ceremony on 17th August?
 Student : no, we don't
 Tutor : well. Where is Rio? Why does he take so long?.I n the middle of the ground. What is middle?
 Student : “tengah”

Finally the student came into the class. Then instructor asked him taking turn to read the paragraph. After that, it was continued to listening section

Tutor : now, we move to listening section. you repeat for the cage word!

Audio was played for twice

Tutor : okay repeat. What does repeat means?

Student : “ulangi”

Tutor : it is singing section so please singing!

“While the students were singing suddently blackout around 3 minutes”

Tutor : repeat?

Student : yes

Tutor : I want to hear your voice, Rio. This is a singing section so please singing. Stand up!

“After singing instructor asked to the students some vocabularies in the story. After that, they were instructed to do a conversation”

Tutor : now, I ask you to do a conversation!. If Nathan is the interviewer so Rio answers the question. You can answer with yes or no.

Student : can I ask anything?

Tutor : the conversation is already there! Nathan and Rio you can do the first conversation!

Student : I’m wearing white shoes.

Tutor : you check Nathan! Yes or No?

Student : yes

Tutor : no!

Student : ups, no!

Tutor : you can answer “no” and?

Student : no or not

Tutor : no, you aren’t. How many personal pronouns do you know?

Student : eem

“Students weree invited to come in front to write the 7 personal pronouns”

Tutor : go on!

“Instructor recalled the students’ memory on the previous lesson”

Tutor : you forgot then. How many personal pronouns?

Student : eem

Tutor : first one is “I”, then?

Student : we, you

Tutor : then?

Student : they

Tutor : then? There are seven and you mentioned only six. Personal pronoun of boys?

Student : she

Tutor : pardon?

Student : he

Tutor : good. Girls?

Student : she

Tutor : how about personal pronoun chair or car?

Student : it

Tutor : good job!

“Students were invited to use personal pronoun combined with to be (are, am and is) in negative

statement. They wrote all on whiteboard”

Tutor : well, you got it. Now, if I ask you to open your book! I’m listening to the music. So the answer is No. how to answer it in complete?

Student : no, you aren’t

Tutor : why aren’t?

Student : because... #confused

Tutor : because “are” is to be for the personal pronoun You. why not?

Student : because you is plural

Tutor : no! Because here is a negative sentence. How if the sentence is in positive?

Student : yes, you are.

Tutor : why do you use are?

Student : eem #confused

Tutor : because the answer is in positive form. If I say “I’m wearing white shoes!” so it is Yes or No? Nathan?

Student : no!

Tutor : answer in complete sentence!

Student : no, you aren’t.

Tutor : good. number two. My teacher wears black shoes. Rio?

Student : yes.

Tutor : answer in complete sentence!

Student : yes, you are.

Tutor : if the teacher is a woman?

Student : yes, she is

Tutor : correct!. Yes she is. Numer 3, Nathan.. I’m teaching a match to Rio?

Student : no

Tutor : answer in complete sentence!

Student : no, you aren’t

Tutor : okay. number 4, “I’m sitting next to two boys!”. Yes or no?

Student : no, you aren’t

Then, instructor A delivered some display questions to the students inviting them display their knowledge. After this section, instructor asked students taking turn to read a story in front of the class.

Tutor : so a rabbit in this story is a wild rabbit. It lives in the jungle and absolutely different with your pet. Next, Rio’s turn!

The instructor A read the story and explained the vocabularies mean to students. While explaining, a student suddenly gave a question.

Student : excuse me, what is while mean?

Tutor : afterwhile is “sementara itu”. So what the rabbit does next?

Student : The rabbit runs

Tutor : where does the rabbit run?

Student : under a tree

Tutor : which tree?
 Student : in a thick tree
 Tutor : good. Then the rabbit takes a nap. What is taking a nap?
 Student : “istirahat”
 Tutor : then he run as he could?. What does this sentence mean?
 Student : emm #confused
 Tutor : so what we learn from this story?
 Student : as human being we must be a humble
 Tutor : no bullying!
 Student : what is bullying?
 Tutor : it is same like mocking. What else can you learn from the story?
 Student : if we find a friend that is not smarter than us so we are not allowed to be arrogant
 Tutor : good
 Student : no mocking him!
 Tutor : so what you must do then?.
 Student : teach him
 Tutor : good

In next sections, students were instructed to answer the questions related to the short story. Students were announced to clean up and tidy the room before going home. For the students who were active during the class, were given a dollar (money toy) as a reward

MEETING 3

In early meeting, instructor A greeted the students than it was followed by delivering some referential questions asking on their life and activity they did in morning before going to the course. Then it went to the listening section. The audio told about “whose puppies is it?”. It taught students on how to use possessive pronoun asking on whose puppies.

Tutor : so? Whose puppy?
 Student : pardon?
 Tutor : whose puppy? so after the song the audio will ask “whose puppy is it?”. Okay, we will guess whose puppy is that?. In the last dialog you will know whose the owner for the puppy. Oke listen carefully!
 “Playing the audio for twice”
 Tutor : whose puppy?
 Student : his puppy
 Tutor : “his” is refers to?
 Student : boys’
 Tutor : okay. How about my puppy?
 Student : mine
 Tutor : yes. My puppy or mine. How about her puppy?
 Student : it refers to women’s or girls’
 Tutor : how about our puppy?
 Student : it is “ours”

Tutor : how about their?

Student : “theirs”

Tutor : okay, it is finished. Now we will move to the unit 3. You listen to me and you repeat!

On the next section, instructor A lead her students understanding the use of progressive form. After that, she instructed her students to read a paragraph. The paragraph topic was about a funny story. That was a girl who has a chicken as her pet

Tutor : the text is funny, isn't it?. As usual, people have a pet in their home, such as cat. What else?

Student : snake

Tutor : ha? (shocking). It's dangerous. Not all of the people. What else?

Student : turtle

Tutor : good. What else?

Student : fish

Tutor : fish. good. Then?

Student : chicken

Tutor : chicken? okay. I think it is not a pet. It is farming. But it's okay. Then?

Student : emm

Tutor : how about animal always tweetring? cuit cuit cuit!

Student : chicken?

Tutor : bird! then?

Student : cuit cuit cuit..?

Tutor : it is a bird. So people commonly take care a dog and a cat as pet.

A student told his experience with his dog when he was hiking in a hill. While telling his experience a student came in class without knocking the door first”

Tutor : ya Allah! (shocked). Whose is outside? You probably knock the door first before coming. Okay open your book Arief. Page 58. Emm put your hat on please! what is bathtub Arief?

Student : bathtub? Emm, I forgot

Tutor : it is a tub for taking a bath or submerging our body

After asking students related to the story, then instructor A gave flash carda content of noun and action (picture) then invites students to combine the cards and to compose a simple sentence.

Tutor : I give you two type cards. This is a verb and this is a noun. Verb means everything you do like jumping, eating and so on. And this is noun or thing. Next, you match these two card to compose a correct sentence. Example: I am going to frying?

Student : chicken

Tutor : but you have to use “I am going to frying”!

Student : is it a must use “I am going to”

Tutor : yes.

Student : Ms, may I use a same noun or verb for a different sentence?

Tutor : let me give you another example. How to say it?

Student : I am going to fry the corn

Tutor : good
 Student : I see
 Student : so, I choose the right noun and verb
 Tutor : exactly. It is a matching cards.
 Student : how to say “memarut” in English?
 Tutor : matching card first then say!
 Student : I got it!
 Tutor : that is a verb. Match the blue and red!
 Student : is it a clip or?
 Tutor : no!. it is fried paper. So, you can compose a funny sentence. It can be a fry a chicken or a fish.
 Student : may I say fry a chicken!.
 Tutor : yes. Make a funny sentence use “I am going to”!
 After playing with the flash cards, instructor asked students to tidy up before going home.

MEETING 4

In this fourth meeting, instructor A taught the students on how to use “to be is, am, are” a present and progresive form, and to be “was were” in simple past.

Tutor : it is a grammar point of summarizing from the previous meetings. Do you study “to be” in school?
 Student : no
 Tutor : I forgot. You don’t have an English subject, isn’t it?
 Student : no, we have.
 Tutor : oh, how many times in a week?
 Student : twice
 Tutor : how about Arabic?
 Student : in my school is only once
 Tutor : okay. Now, we will study auxialary verb with be. Auxialary verb is a linked verb. Have you learned it in school before?
 Student : no, we haven’t
 Tutor : I see. In your book, there are two examples. First example is “I’m a doctor” . What does it mean?
 Student : I am a doctor
 Tutor : good. Where is the auxiliary verb here?
 Student : “am”
 Tutor : how about you?
 Student : “a”
 Tutor : you?
 Student : “a”
 Tutor : okay the correct answer is “am”. “a” here is an article. Did you still remember other auxiliary verbs?
 Student : eem #confused
 Tutor : they are three. First is “am” and what else?

Student : “was”
 Tutor : no, two left come on!
 Student : eem #thinking
 Tutor : the two left is “is” and “are”
 Student : ooh.. I see.
 Tutor : to be “is, am, and are” used for explaining a verb which is doing while the speaker is talking.
 Student : oh...

After explaining the use to be is, am are in progressive form, instructor A taught the students the use to be was and were

Tutor : let’s take a look at the examples in the book. “I was sick yesterday” and “they were at home”
 Student : which one?
 Tutor : for the to be is, am, are section, the examples are in the bottom. Well, “I was sick yesterday!”. What does it in Indonesian mean?
 Student : Saya sakit kemarin
 Tutor : correct! How about “they were at home?”
 Student : “mereka ada dirumah”
 Tutor : okay. Why it is not “I am sick yesterday”
 Student : the event is past
 Tutor : good. It used “was, and were” because?
 Student : He has been recovered from his sick!
 Tutor : ha ha ha. That is also correct!
 Student : if he is still being sick now so we use..
 Student : “am”
 Tutor : so, why do we use “I was sick yesterday? And do not use “I am sick yesterday”?
 Student : it is a past event
 Tutor : good
 Student : so yesterday means “kemarin?”.
 Tutor : yes. I was sick yesterday. This sentence is clear tells a past event

After teaching to be “was and were” telling a past event, instructor A then taught the students about regular and irregular verbs in English

Tutor : in English, verb divided into two. Regular and irregular. What is the differences?
 Student : the second form of irregular verb is not same as the first form
 Tutor : give me the example!
 Student : go, went, gone
 Tutor : regular in Indonesian means “beraturan”. How about Irregular?
 Student : “tidak beraturan”
 Tutor : yup, irregular means arranged and irregular means unarranged. See its changed!
 Student : for the verb “ate” is?
 Tutor : it is same
 Student : how about sleep?

Tutor : regular or irregular? What is its second form? Sleep, slept slept. Its form can be easily classified as past or present form

Student : are they same?

Tutor : yes. Regular means arranged. We can identify is the word regular or irregular from its form. The regular is always added by D or ED. Example is open, opened, opened.

Student : Ms, how about read? Are they regular?

Tutor : write them on whiteboard!

Student : it is regular

Student : I don't know

Tutor : it's okay. Write it on the whiteboard!

Student : how about in point D?

Tutor : finished? Are you sure with your answer?

Student : I just little bit peeking on AL's paper, Ms.

Tutor : okay. It is correct!

Student : eat, ate, eaten

Tutor : write on the whiteboard, Syamil!

Tutor : the regular is easy to be identified its changed for each form but it is not for the irregular

Instructor A taught the students regular and irregular in English including its changed from the base to its changed form. Then, it was continued by lessoning the use of Do and Does

Tutor : now we move to the next section. We will learn about Do and Does. Why don't you use Do and Does in previous sentence?

Student : because it is a verb

Tutor : you can use Do and Does if the sentence is in negative form

Student : I found that in my book

Tutor : the negative form is signed with "not"

Student : "no"

Tutor : good. So, negative sentences always use "no or not". Example is I don't like jazz".
How to compose sentences?

Student : I know it! put "Do" and added with "Not", Don't !

Student : he don't speak jerman

Tutor : wait!. We learned before, is, am, are can be matched with personal pronoun, so do and Does neither. Do can be matched with?

Student : "does"

Tutor : no, what is its matched?

Student : ha ha ha

Student : I with Do!

Tutor : good. We?

Student : we-does!. Eem.. I don't know

Student : I think that we-does

Tutor : Syamil? What is the personal pronoun for "We"?

Student : does

Tutor : we-do!

Student : ooo..

Tutor : how about you?
 Student : do!
 Tutor : correct!. How about She?
 Student : do
 Student : she-does
 Student : do
 Tutor : focus!
 Student : she-do
 Tutor : what's your answer?
 Student : do
 Tutor : do? Okay. She is matched with "does". How about "He", Syamil?
 Student : pardon?
 Tutor : she?
 Student : she-Does
 Tutor : good. How about it?
 Student : does!
 Tutor : you?
 Student : do!
 Tutor : correct!
 Student : yes!

This section became the last activity of this meeting. Then, instructor instructed students to tidy up and go home

MEETING 5

Instructor B started class in this meeting five by giving direction on what student will learn. For interacting to the student, Instructor A delivered referential questions asking about students' favorite, such as "do you like an ice cream?"

Tutor : can you make a sentence if I may Ask you?
 Student : no!
 Tutor : the explanation above uses is, am, are. But, what is its different, Rio?
 Student : emm (confused)
 Tutor : is "are" for plural subject?
 Student : yes. It is for plural
 Tutor : how about "is"?
 Student : singular subject
 Tutor : how many subjects?
 Student : one
 Tutor : correct. Let find a thing around this room which is only one?
 Student : emm (searching)
 Tutor : it is beside you
 Student : a cup!
 Tutor : yes. A cup. Can you make a sentence from this Indonesian sentence "ada sebuah cangkir didalam kelas". Will you use there is or there are?

Student : "is"

Tutor : it means for a thing in a room, on means above, so it should be "there is a cup in the classroom". What things here that we may use "there are"?

Student : for plural subjects?

Tutor : yes

Student : emm, tables?

Tutor : tables? Okay

Student : how about any?

Tutor : any is for a negative form. Because your sentence is positive so replace any with some!

Student : sang?

Tutor : some! not sang. S-O-M-E. Some!

Student : some, there are..

Tutor : put "s" for the plural noun table

Student : tables

Tutor : so, there are some tables. If the sentence use to be is it will be there is a cup in the classroom. How to use to be "is" in question?

Student : is there a cup in the classroom?

Tutor : correct! is there a cup in the classroom? Or is there any a cup in the classroom? Look at the table!

"Listening section"

Tutor : in this listening section you say what audio says! You will do check in part C and B. for the part C you need to check only your answers

Tutor : repeat!

Student : this is a snake

Tutor : mention as its list. Go on!

Student : this is bird

Tutor : number 2!

Student : this is a cat!, this is a rabbite!

Tutor : is this a snake?

Student : yes it is.

Tutor : number1 then!

Student : is this a rabbit. Yes it is

Tutor : number two!

Student : this is a dog. Yes it is

Tutor : em? Is it a dog?

Student : no, it is not

Tutor : number 3. Is it a snake?

Student : no, it isn't

Tutor : okay, in part C you check your answer!

Tutor : okay finished. Clean up and go home! Next meeting, we will have a game. Thank you for coming. We'll have a quist so tell Jonathan to come. Or he will not get a dollar!

Instructor B

MEETING 1

Tutor : oke unit 31 start with part E, match the word to the the picture and check the answer!.

After you complete the part E we will continue to the part B

Students were listening to the audio and anwer the questions on the book

Student : Ms, may I see your book? my copied book is blur

Tutor : the picture is blur? But I have the key answers here

Student : it is cut!

Tutor : here you are! You can see here; this is not much cut? Isn't it? Its edge only

Students are given the second chance to listen the audio and to check their answers"

Tutor : okay, did you get all the answer right?

Student : two wrong answers. emm.. its changed

Tutor : okay. Which one is the wrong answer?

Student : camping with study work

Tutor : Essa?

Student : no

Tutor : you get everything right?

Student : yes

Tutor : Fadly?

Student : same with Afra

Tutor : ok. Now for part B listen to the conversation and number the pictures. There are one to five tiny boxes you can write 1 to 5 based on your heard from the conversation
"Listening to the audio"

Tutor : okay, I will repeat once again so you can complete your answer. Okay once again!

Tutor : okay that's it for part B and let's answer together!. Which one is the conversation one?

Student : staying home

Tutor : okay. Which one is the conversation two?

Student : studying abroad

Tutor : conversation three?

Student : visiting my grandmother

Tutor : conversation four?

Student : taking singing lesson

Student : taking dentist at Hospital

Tutor : oke. We will do conversation between you and your classmates. we do a change conversation so Fadly will have a conversation with Afra, Afra with Essa and Essa with Fadly. Oke look at part C, there is dialog there. You choose A or B and ask your friend about their summer plan. Misalnya "what are you dong this summer?" baru pilih salah satu kegiatannya kemudian di tanya balik. May be we can start from Fadli!
"Students do a conversation"

Tutor : okay once again!

Tutor : okay, let's check which one is the first conversation?

Student : welcome to Canada!

Tutor : ya, which one is the second conversation?

Student : went to sport camp

Tutor : which one is the third conversation?

Student : work at the pet house

Tutor : conversation four?

Student : four?

Tutor : he'em

Student : go to Chicago

Tutor : go to where?

Student : go to Chicago

“Listening to the audio plays for twice”

Tutor : oke i will repeat for part B

Tutor : okay. Now let's check our answer!. Number 2 start from Afra. Number two “what is Heckter doing and when?”

Student : he is visiting cousin in Canada on Friday

Tutor : okay on Friday. Essa what is Molly doing?

Student : Molly in the Hospital on next week.

Tutor : Fadly, what about Jack?

Student : going to Spain for two weeks.

Tutor : going to Spain for?

Student : two weeks.

Tutor : okay. Afra, Milley?

Student : go to Chicago on..

Tutor : go to Chicago on Monday

Student : on Monday

Tutor : ya.. Essa, Tricy?

Student : going camping

Tutor : yes

Student : on Sunday

Tutor : ok. Going camping on Sunday. Ok now in part c we will have a conversation like before. Ask and answer question to another students. Oke let's start!

After doing a conversation, students learn on how to answer open ended question

Tutor : let see the answer number one. Fadly?

Student : where are you going this month? Are you going to camping?

Tutor : okay. Essa number two?

Student : where are you going? I am going to camping

Tutor : Afra number three?

Student : how long are you going for?

Tutor : Fadly number four?

Student : where are you living?

Tutor : Essa number five?

Student : who are you living with?

Tutor : okay that is the right answer for the part B number 1, What are you doing next

month? Number 2, where are you going? Number 3, how long are you going for? Number four, where are you living? And number 5 who are you going with. Is everything going right?

Tutor : okay move to the part C, complete the conversation and complete the sheet C. After you complete the conversation you will have a conversation between you and your friends. Example is what are you doing next week or for?

Students do a worksheet and continue with doing a conversation

Tutor : okay.. now move to the part 4 talking about what are you doing on next week. Meet up with your friends, going summer in City, it is relatives, doing sport, or shopping and doing outdoor activity. So ask your friend and note information you got. Start from Fadly, Fadly to Essa and Essa to Afra. Okay, we can start!

“Students do a conversation”

Tutor : Okay.. now in part B is listening section. They are talking about tomorrow plan. Write all activity from the audio played

“Listening to the audio”

Tutor : okay.. finished?

Student : not at all

Tutor : so what she will do at 09 PM.?

Student : meeting

Tutor : what she will do at 10?

Student : check up to the doctor

Tutor : what will she do at 1 pm?

Student : lunch

Tutor : lunch with friends. What about 3 PM?

Student : dancing class

Tutor : well. Now in part B, you will write your own schedule in your diary from 1 to 4 PM!

Student : today or yesterday?

Tutor : today. You may forget your yesterday activities.

Student : Ms, how to say gladi manasik haji in English?

Tutor : rehearsal

Student : what?

Tutor : rehearsal. I will spell it for you. R_E _H_A_R_S_A_L

Student : rehearsal!

Tutor : yes

Student : I'm finished. I had two activities only!

Tutor : finished? let's start one by one. Afra, what is your schedule today at 9 AM?

Student : 9 rehearsal

Tutor : and then 10?

Student : rehearsal

Tutor : you have rehearsal again?

Student : yes. Until eleven

Tutor : so you have so many rehearsal

Student : yes

Tutor : okay. What about 12?
Student : take a nap
Tutor : and 1?
Student : nap
Tutor : 2?
Student : nap
Tutor : and 3?
Student : free
Tutor : what are you doing? Playing game?
Student : yes
Tutor : 4?
Student : free
Tutor : what did you do at 4 pm?
Student : playing game
Tutor : playiing game? Okay. Now let's hear Essa. What did you do at 9 am?
Student : free
Tutor : 10?
Student : free
Tutor : 11?
Student : free
Tutor : what you do in your free?
Student : nothing
Tutor : only at home?
Student : yes
Tutor : don't you go to school?
Student : no
Tutor : okay. 12?
Student : sleep
Tutor : 1?
Student : sleep?
Tutor : 2?
Student : play
Tutor : 3?
Student : play
Tutor : okay. Fadly what did you do at 9?
Student : I studied at school
Tutor : 10 am?
Student : study at school
Tutor : 11
Student : nap
Tutor : 12?
Student : praying at a mosque
Tutor : 1 PM?
Student : having lunch

Tutor : 2 PM?
Student : study religion
Tutor : 3 PM?
Student : 3 to 4 I have tilawah class
Tutor : okay.. let's see part 2. Read this paragraph about go to wisata ke New Zealand. How long does the trip? when does the date start? how many places? and how many days are they in New Soft island? Read first and complete the questions. after finished in part A you can write your opinion about trip to the New Zealand.
"Students do the work sheet"
Tutor : finished?
Student : yes
Tutor : okay let's check before we end the class. For part B how long is the trip in the brosure?
Student : it is 10 days
Tutor : 10 days. And when the trip start?
Student : Friday, june of 15.
Tutor : And how many places that is include?
Student : 14 places
Tutor : oke. And how many days are they in Soft Island?
Student : 4 days..
Tutor : 4 days.Okay, next?
Student : my answer is 5!
Tutor : the correct answer is 4 days. Wednesday to Saturday. Now for part C, number 1, Fadly! Where do the thourist go in Sunday?
Student : causative mountaint
Tutor : good. Essa? What they do on Monday morning?
Student : going camping.
Tutor : good. Afra, where they do most to Kenya?
Student : Paris Van Houlten
Tutor : number 4! Fadly, when do they take tour to Bellinton?
Student : they take tour on May
Tutor : number 5! Essa, how long do they stay in Wallington?
Student : 2 days
Tutor : the correct answer is one day
Student : huh.. Lucky me!
Tutor : well, that's all for today. We will continue part C in the next meeting. I will see you again!

MEETING 2

Early meeting, Instructor B instructed students to complete a table about occupation and its duty.

MEETING 3

- Tutor : first for Mario. Gabriel! Please tell me about Mario's identity from his place study, where is he from?
- Student : He is from Australia, studies in Colombia, He likes sport.. volley ball
- Tutor : oke, Nanda! What about Kelly?
- Student : Kelly?
- Tutor : ya.. Her name is Kelly and where is she from?
- Student : her from..
- Tutor : he is from Mozamby
- Student : he is from Mozamby
- Tutor : what language does he speak?
- Student : portugis
- Tutor : what sport that he does?
- Student : he dislike play sport
- Tutor : now Wahyu!. Nothu Yien
- Student : he is from Taiwan
- Tutor : what language that he speaks?
- Student : Mandarin
- Tutor : what sport that he does?
- Student : volley ball
- Tutor : now Ahmed. Gabriel tell me more about Ahmed!
- Student : Ahmed, he is from buksorth, and he likes basket.
- Tutor : okay, that's all this meeting and we will meet again on next meeting. It is satuday!

Tutor : on the page 12 here there is a name list. They are Carlos, Rose and so on. There are 3 blank occupation columns you need to write.

Student : which one?

Tutor : all conversations. But, complete the table first!

Student : may I continue my writing on the next page? It's almost full

Tutor : yes. As long as it's easy to be read. Or you may use table making it shorter

Student : are they only?

Tutor : Yes

Student : we write the occupations?

Tutor : Yes

Student : is it same as the example?

Tutor : yes. You need only to check for the duties column

Student : so I can create my own duties?

Tutor : no, it is already there

Student : if it have been checked so we can change it?

Tutor : yes. Complete for the blank occupation only!

“Students did a conversation”

Tutor : okay, Open unit 3, Page 15. We would like to talk about shoooping. I ask you to practice but change the things you buy.

Student : may I change the name?

Tutor : yes. You can use your real name

Student : should we find the items to buy?

Tutor : Yes

Tutor : well, you do conversation from the job you made. Nanda with Andrew and Samuel with Gabriel

“Students do a conversation”

Tutor : next is a grammar point. Asking on price, we can use *how much* and followed by its items to buy. Example is shoes and so on. You can replace with *them* if it is plural

(pairs). Next, complete the conversation and practice with your friends

Student : Ms, I would like to the chocolate chocomilk. which one? Is it mean only an item?

Tutor : yes. Because it's only one item you chose.

Student : ms, how many letters O in the word *choose*?

Tutor : one

Student : how to say the small brown one?

Tutor : the small brown one. It's wrong. It should be how much is this?

Student : what's to be for the item sweater?

Tutor : it is a singular so use "is"

Student : so I say I like is?

Tutor : no, I like that sweater

Student : why do we use RP (IDR) here?

Tutor : it is Indonesian made. So we use IDR

Student : the purple one? So it can be so many?

Tutor : what do you mean?

Student : The purple one means?

Student : how about number two. I like those bags?

Tutor : no, I like that bag. It is singular so only one

Student : the orange item is not mention whether is it singular or plural. Should I put "s" or?

Tutor : which orange? I can't find here?

Student : right there. it is 85!

Tutor : no, it is the orange one.

Student : it is not mention whether is it singular or plural. Should I put "s" or?

Tutor : no, do not put "s"

Tutor : okay, Finished?

Student : not yet

Student : what should I do for the blank here?

Tutor : complete the sentence. Example is but the orange one

Student : I see

Tutor : well, let's answer it together! Start from Gabriel!

“Students did a conversation”

Tutor : one more time! But, you find items you want to sell and buy. Write the items on a paper and give the paper to your friends. For example, is how much that cell phone? Mention its price whatever you want to sell. Sell an item only!

Student : Finished!

Tutor : Finished? Andrew?

Student : Finished!

“Students did a conversation”

Tutor : Well this is all for today. We will continue this chapter 4 on next meeting!

MEETING 4

Before starting the class, instructor B wrote the lesson on the white board. Suddenly, a student got curious on the camera reseracher put in the room corner. So, he asked to the instructor B

Student : are we being recorded?

Tutor : yes, we are. Okay, you write it from the thousand to million in English

Student : English?

Tutor : yes, directly its English!

After doing this task, instructor B checked students' work and gave the paper back

Tutor : in section 4 we talk about are you kidding?. Here, we will do a transaction. You buy one from some items here. Example, Wahyu buys a watch to Samuel. Samuel will say So must ask its price first. “how much the watch overthere? Samuel answers “ it is one thousand or one million”. Then you can give respond. Like “that's too cheap, that's okay or that's too expensive”. Let's start from Samuel buys an item to Wahyu. Start buying items here!

Student : okay

“Students do a conversation”

Tutor : we move to the next page!.Work in pairs to do a transaction (sell and buy). Samuel and Wahyu, you will do a transaction but you decide for its item cost. Can you?

Student : emm #thinking

Tutor : you list the items first, so you don't buy them all

Student : okay

Tutor : give its price! How much would you put the price on? There, you have a watch, the green, pink and black and many more

Student : is number 3 a bag?

Tutor : yes

Five minutes after

Tutor : have you put the price for every items?

Student : yes

Tutor : okay, let's start! Let's start from Wahyu. Which one do you want to buy from Samuel?

“Students did a conversation”

Tutor : okay, let's move to the next part. There are its base materials for each items here. Example here is wool, cloth, and so on. Look at the use number from the list to identify the thing what material use for the item. Its base materials are in the left option.

Student : how to answer the part A?

Tutor : part A is a cotton t-shirt. So choose all items which is its base material is cotton. Cotton is for a shirt, wool is made from a sheep fur, denim is jean, silk is sutera, silver is tembaga, gold is emas. Do you know where can we get wool?

Student : sheep

Tutor : denim is jean

Student : silk?

Tutor : silk is sutera

Tutor : here you can sell and buy. You can also change the item and the price. Start from Nanda to Wahyu. Nanda, you will be Eni, Wahyu will be Katty!

“Students do a conversation”

Tutor : well, it's grammar point. Comparing two things in English called preference. Here, we can use prefer. It indicates a choice. We can also use more and in a question we can use which one. Now, do the worksheet 10! Change all in corporative. Corporative means added with er/r , okay!

Student : okay!

Tutor : okay, next number one. Nanda, try nomer one!

Student : 1690 is most popular

Tutor : okay, number two is wahyu!

Student : most expensive

Tutor : okay, the answer is most expensive. Samuel, number three!

Student : Robber is hotter that leathan

Tutor : okay. That's all for today!

MEETING 5

Tutor : all workers are definitely have its workplace. There are examples occupations here. Occupation is also called a job, such as teacher, police man, nurse and chef. And workplace is a place where do they work. Example, where is the workplace for a doctor?

Student : Hospital

Tutor : good, Hospital! If the occupation is police officer or police. Where does he or she work?

Student : police office

Tutor : okay. If the occupation is a teacher. Where does he or she work?
 Student : school
 Tutor : good. Occupation is a job and workplace is a place where they work. The duty is their task or obligation. Example, what is the duty of teacher?
 Student : to teach
 Tutor : correct. How about chef? Where does his or her work place?
 Student : reastaurant
 Tutor : what does her or his duty?
 Student : to cook
 Tutor : how about restaurant owner?. Where is the workplace?
 Student : Restaurant
 Tutor : and what is his or her duty?
 Student : emmm.... #confused
 Tutor : to welcome the guess. Oke now we are gonna practice a conversation. Start from Andrew, you will be with gabriel, Andrew with Sigit, Sigit with Samuel and Samuel with Nanda and last Nanda with Gabriel. So here, you ask your friend. Example, Gabriel asks Andrew. where does a cheff work?, Restaurant. Then Andrew asks Gabriel back, what does the cheff do there? Andrew answers to cook. You can take the occupation in the column then ask to your friend for its each duty. Start from Gabriel!

“Students do a conversation”

Tutor : okay very good. Now in unit 3 is a grammar point talking about job. Asking about people job you can say “what do you do?”.Example, Samuel “what do you do?” you are a teacher or a student now?
 Student : I am a student
 Tutor : what is your job?
 Student : to study
 Tutor : so what do you do is asking about profession. Example, what do you do? I’m an engginer.
 Student : What is an engineer?
 Tutor : Indonesian says insinyur. So its job is to make a computer, television, refrigerator, and many more. Where do you thing the engginer’s work place? Who you think an engineer is? Mr. Supri?
 Student : ha ha ha
 Tutor : Engineer is possible to work in a factory, ship or hotel. So if someone asks what do you do? It refers to your job. If asking about workplace, it starts by what?
 Student : where
 Tutor : right!. Now, imagine you have a job. Sigit what do you do?
 Student : I’m a doctor
 Tutor : okay, where do you work?
 Student : Hospital
 Tutor : Hospital. Andrew, what are you?
 Student : I am a manager
 Tutor : what is your job?
 Student : to manage
 Tutor : where do you work?

Student : office

Tutor : very good. So, if the question is where do you work? You answer by saying “ I work at the hospital” . Now, what is your brother do? Asking other people job. Do you have a worked brother?

Student : no

Tutor : Gabriel, what does your father do?

Student : police man

Tutor : where does he work?

Student : in a police office

Tutor : very good

Student : how to say wiraswasta?

Tutor : intrepenuer or you may say business man. So he makes his own business. Samuel, what does your father do?

Student : he is an intrepenuer

Tutor : where does he work?

Student : he works in his own shop

Tutor : so he has his own office.Sigit, what does your father do?

Student : he is an intrepenuer

Tutor : where does he work?

Student : office

Tutor : your father may have his own office. Next is grammar point. We can start using simple present tense by using WH questions. In English there are two type questions. Open ended and yes no questions. Yes no question started with is he?, Is She? Or are they? Example, “Samuel, are you student?”

Student : yes

Tutor : answer in complete. Yes, I am. Andrew, are you studying English right now?

Student : yes.

Tutor : so that all are the yes no question examples. You can also use do or does. Gabriel, do you like pop corn?

Student : yes, I am

Tutor : yes I do. If the answer is yes, so say yes, I do, if the answer is no, say No, I don't. Open ended question is started with what, how, where, or why. So what the answer for the question “what do you do?”

Student : I am student

Tutor : Andrew, where does your father work?

Student : in a police office

Tutor : so that is all differences open ended and yes no question. More examples you can see on the table. The example use of do and does are also there.

APPENDIX 3

OBSERVATION CODING

Meeting one in instructor A class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	<p>A. Answering question on how to read English word</p> <p>B. Answering question to make them easily catch the topic means.</p>	<p>In this first meeting, instructor A taught a topic about “<i>is there a book store around here?</i>”. While teaching, a student asked to instructor A on how to read St. (street) in English. With a simple but clear, instructor answered the questions. Then it followed by other questions. The question was given when one of students told about a hobby of collecting comic in many series. He got confused on how to call it in English. Then the instructor A said that it was a series comic. Suddenly, one of student asked what the significance meaning of a series of comic and instructors A answered it.</p> <p style="text-align: right;"><i>(Observation sheet, meeting 1)</i></p>	<p>A. Answering question on how to read English word. Example:</p> <ul style="list-style-type: none"> - <i>Student: can we read this street?</i> - <i>Tutor : you can read St. or street.</i> <p>B. Answering students' question to make them easily catch the topic means. Example:</p> <ul style="list-style-type: none"> - <i>Student: what it means?</i> - <i>Tutor : Afra has 1 until 5, how about Monica?</i> <p style="text-align: right;"><i>(Video transcript, meeting 1)</i></p>
<i>Give instruction</i>	<p>A. Asking to mention public places name.</p> <p>B. Instructing students to open the page they would be learned.</p>	<p>There are some instructions were given by instructor A in meeting 1. First, asking students to mention things that related to the topic. Second, she instructed students to open the pages of the book to be studied. Third, instruction asking students to do worksheet. The last, instructor instructed students to come forward to write their answer.</p> <p style="text-align: right;"><i>(Observation sheet, meeting 1)</i></p>	<p>A. Asking students to mention Public Place name. Example:</p> <ul style="list-style-type: none"> - <i>can you mention the public places we learn before!</i> <p>B. Instructing students to open the page would be learned. Example:</p> <ul style="list-style-type: none"> - <i>okay open the page 55!</i> <p>C. Instructing students to do worksheet</p>

	<p>C. Instructing students to do worksheet</p> <p>D. Instructing students to write their answers on whiteboard</p>		<p>Example:</p> <ul style="list-style-type: none"> - <i>you have to match the places with the picture and write the explanation!</i> <p>D. Instructing students to write their answer on whiteboard Example:</p> <ul style="list-style-type: none"> - <i>Write on the whiteboard, Syamil!</i> (Video transcript, meeting 1)
<i>Explain homework assignment</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-	-
Teachers' question			
<i>Display question</i>	<p>A. Display questions related to public places</p> <p>B. Display questions related to giving direction.</p>	<p>In class, instructor A gave many display questions. The question was to make students played an active role and to show their knowledge as the pattern of logic thought in answering every question given. (Observation sheet, meeting 1)</p>	<p>A. Display questions related to public places. Example:</p> <ul style="list-style-type: none"> - <i>is there any function except saving money?</i> <p>B. Display questions related to giving direction. Example:</p> <ul style="list-style-type: none"> - <i>what is turn left mean?</i> - <i>how about turn right?</i> (Video transcript, meeting 1)

<i>Referential question</i>	Referential questions to dig information	In the class, when students told about their experiences in public places, the instructor directly gave many referential questions. They told their hobby visiting bookstore. Because, many of the things that the instructor did not know and wanted to know from the students with their experiences so she asked many questions. <i>(Observation sheet, meeting 1)</i>	Referential questions to dig information Example: - <i>have you ever go to the book store before?</i> - <i>how about Ditto and Syamil?</i> - <i>did you buy some books?</i> - <i>what's book? is your school book, comic, or?</i> <i>(Video transcript, meeting 1)</i>
<i>Comprehension check</i>	Checking students' understanding	In teaching direction, there were so many new vocabularies given. Then, the instructor gave a comprehension check for making sure that students understood at all the new words given. <i>(Observation sheet, meeting 1)</i>	Checking students' understanding. Example: - <i>from the conversation what word that you do not know the meaning?</i> <i>(Video transcript, meeting 1)</i>
<i>Confirmative question</i>	Confirming students' answer	Instructor provided confirmative questions because the students felt hesitated with their answers. Thus, the questions aimed to confirm the students' answers <i>(Observation sheet, meeting 1)</i>	Instructor A confirmed students' answer. Example: - <i>what? novel?</i> - <i>school?</i> - <i>saving money?</i> - <i>pardon? pet shop?</i> <i>(Video transcript, meeting 1)</i>
<i>Clarification check</i>	-	-	-

Meeting two in instructor A class

Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question)</i>	Answering question of vocabularies meaning	The question was given after students read a wonderful experience paragraph. Here, the instructor invited the students to ask the vocabularies that they did not know the meaning. So, even the students got difficulties they would directly ask to the instructor about what the word mean. <i>(Observation sheet, meeting 2)</i>	Answering question of vocabularies meaning Example: <ul style="list-style-type: none"> - <i>after while closed meaning with while.</i> - <i>it seems like an insulting.</i> - <i>it is taken form a verb "grow".</i> <i>(Video transcript, meeting 2)</i>
<i>Give instruction</i>	<ul style="list-style-type: none"> A. Instructing students to listen and to repeat the words they heard from the music. B. Instructing students to sing a song C. Instructing students to do some actions D. Instructing students to do a conversation 	Students were given some instructions by instructors A. Instruction still dialed with the common way teachers' management in the classroom. Such as: instruction to repeat the words in the song the instructor played, instruction to sing a song, instruction to do some activities and instruction to do conversations which was prepared in the copied book <i>(Observation sheet, meeting 2)</i>	<ul style="list-style-type: none"> A. Instructing students to listen and to repeat the words they heard from the music. Example: - <i>next is listening. repeat for the</i> B. Instructing students to sing a song Example: - <i>it is singing section so let's singing!</i> C. Instructing students to do some actions. Example: - <i>ok, stand up!</i> - <i>back to your sit!</i> - <i>clean up and go home!</i> D. Instructing students to do a conversation. Example: - <i>Nathan and Rio do the first conversation!</i> - <i>it's Leo turn! (Video transcript, meeting 2)</i>
<i>Explain homework assignments,</i>	-	-	-
<i>Related an amusing</i>	-	-	-

<i>story that students can comprehend</i>			
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			
<i>Display question</i>	<p>A. Display questions asking some word meanings</p> <p>B. Display questions to recall students' memory</p> <p>C. Display questions asking students to explore and to show their knowledge.</p>	<p>Along this meeting two, instructor A provided some display questions. The first question referred to the meaning of words about reading that the students had read. The second was asking on how to use the personal pronoun (<i>the previous meeting</i>) and last, display questions to invite students showing about their knowledge more.</p> <p style="text-align: right;"><i>(Observation sheet, meeting 2)</i></p>	<p>A. Display questions asking some word meanings. Example:</p> <ul style="list-style-type: none"> - <i>what's the green grass mean?</i> - <i>what is plant?</i> <p>B. Display questions to recall students' memory. Example:</p> <ul style="list-style-type: none"> - <i>how many personal pronouns do you know?</i> - <i>you forgot them. how many?</i> <p>C. Display questions asking students to explore and to show their knowledge. Example:</p> <ul style="list-style-type: none"> - <i>what happened on the rabbit then?</i> - <i>run? where?</i> <p style="text-align: right;"><i>(Video transcript, meeting 2)</i></p>
<i>Referential question</i>	<p>A. Referential questions to know how are the students' holiday</p> <p>B. Referential</p>	<p>There were some Referential questions were given by the instructors A in meeting two. Such as: asking on how was the students' holiday. Then, it was Followed by a question about the most beautiful experience that the students ever had.</p> <p style="text-align: right;"><i>(Observation sheet, meeting 2)</i></p>	<p>A. Referential questions to know how are the students' holiday. Example:</p> <ul style="list-style-type: none"> - <i>Will you have a ceremony on 17th August?</i> <p>B. Referential questions to know is there any pretiest experience that students ever had. Example:</p>

	<p>questions to know is there any pretiest experience that students ever had.</p>		<ul style="list-style-type: none"> - <i>Did you ever have that experience, Rio or Nathan?</i> - <i>Then?</i> <p style="text-align: right;"><i>(Video transcript, meeting 2)</i></p>
<i>Comprehension check</i>	<p>Checking students' understanding</p>	<p>The instructor A gave comprehension check to ensure students wheter understood with readings topic given or not. The comprehension check given because the students had much laugh and playing. So instructor A was not sure on their understanding material. <i>(Observation sheet, meeting 2)</i></p>	<p>Checking students' understanding. Example:</p> <ul style="list-style-type: none"> - <i>You know the meaning, isn't it?</i> - <i>Understood?</i> <p style="text-align: right;"><i>(Video transcript, meeting 2)</i></p>
<i>Confirmative question</i>	<p>Verifying what students said</p>	<p>Overall meeting 2. The instructor gave once confirmative question only. The questions were aimed to make sure that the students said was in accordance with what instructor had heard <i>(Observation sheet, meeting 2)</i></p>	<p>Confirmative questions to verifying what students said. Example:</p> <ul style="list-style-type: none"> - <i>Waterproof?</i> <p style="text-align: right;"><i>(Video transcript, meeting 2)</i></p>
<i>Clarification check</i>	<p>Clarification Check to get the information specific or clearer.</p>	<p>Here, when the students answered the instructor's question among two possible answers in doubt, the instructor gave A question to make sure which questions were more appropriate to answer the question that had been given to students. <i>(Observation sheet, meeting 2)</i></p>	<p>Clarification Check to get the information specific or clearer. example:</p> <ul style="list-style-type: none"> - <i>yes or no?</i> <p style="text-align: right;"><i>(Video transcript, meeting 2)</i></p>

Meeting three in instructor A class

Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	Answering question on vocabularies meaning	After working on the worksheet, students moved the next activity. It was flash cards game. Students should make a simple sentence by matching the cards which were contains verbs and nouns. Here, instructor A answered many questions about students' lack vocabulary or some words that students did not know how to say it English. <i>(Observation sheet, meeting 3)</i>	Answering question on vocabularies meaning. Example: - <i>Student : Ms, what is memarut in English?</i> <i>Instructor : Memarut is Rasping.</i> - <i>Student : Ms, what is antique means?</i> <i>(Video transcript, meeting 3)</i>
<i>Give instruction</i>	A. Instruction to repeat the audio says B. Instruction to do worksheet C. Give instructions asking students to do some actions.	The total students who came the class was only 2 from 5 students. Then, both students become not too interactive in the classroom. The instructor gave instruction for making the students more active in the class. Here, students were asked to repeat each word that they heard from the audio played. And, it came to the last activity. The instructor instructed students to do worksheet and then gave the students flash card game. The card contained of verbs and nouns so the students' played by matching them to be a simple sentence. And at last, instructor asked students to do extra activities related to the topics <i>(Observation sheet, meeting 3)</i>	A. Give instructions to repeat what the audio says. Example: - <i>okay you listen to me and you repeat!</i> - <i>no, you repeat. repeat, repeat what I say!</i> B. Give instructions to the students to do worksheet. Example: - <i>after understanding the text, answer the question! 15 minutes start from now!</i> C. Give instructions asking students to do some actions. - <i>write!</i> - <i>you can see the examples here!</i> <i>(Video transcript, meeting 3)</i>
<i>Explain homework assignment</i>	-	-	-
<i>Related an amusing story that students</i>	-	-	-

<i>can comprehend</i>			
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			
<i>Display questions</i>	<p>A. Display questions to display the students' knowledge on personal pronoun lesson</p> <p>B. Display questions to motivate students exploring information about picture on the textbook.</p> <p>C. Display questions to test students' knowledge on animal habite</p> <p>D. Display</p>	<p>The instructor A gave lot of display questions at the meeting 3. For the topic "<i>whose puppy is this?</i>" Students were given questions about on how to use possessive pronoun. Then, on the topic "<i>the progressive tense</i>", students were given questions about what the activity was doing by the people in the textbook. And it was continued by providing display questions to display students' knowledge on animal habits. The last was how to choose the right words in making a right English-language sentences (flash card section). (<i>observation sheet, meeting 3</i>)</p>	<p>A. Display questions to display the students' knowledge on personal pronoun lesson. Example:</p> <ul style="list-style-type: none"> - <i>okay. how about my puppy?</i> - <i>how about her puppy?</i> <p>B. Display questions to motivate students exploring information about picture on the textbook. Example:</p> <ul style="list-style-type: none"> - <i>what is the boy doing?</i> - <i>number 4, what is he doing?</i> <p>C. Display questions to test students' knowledge on animal habite. Example:</p> <ul style="list-style-type: none"> - <i>so are you agree if chicken take a bath?</i> - <i>how about people or human?</i> <p>D. Display questions to test students on vocabulary use by using flash card. Example:</p> <ul style="list-style-type: none"> - <i>what is membakar in English?</i> <p style="text-align: right;">(<i>Video transcript, meeting 3</i>)</p>

	questions to test students on vocabulary use by using flash card.		
<i>Referential question</i>	<p>A. Referential questions to know students' condition</p> <p>B. Referential questions to discover about students' hobby and their favourite</p>	Before starting the class, instructor A ensured that all students were prepared to receive the lesson. First, instructor asked students' life and activities that instructor did not know. Instructor also asked their hobbies. Especially, things regarding to the topic of that day (<i>pet</i>). A minute after, students told about their experiences. This invited instructor A to ask more things that that instructor did not know on students' experience. (<i>observation sheet, meeting 3</i>)	<p>A. Referential questions to know students' condition. Example:</p> <ul style="list-style-type: none"> - <i>hi marcel, how's life today?</i> - <i>first, how's your school marcel?</i> <p>B. Referential questions to discover about students' hobby and favourite stuffs. Example:</p> <ul style="list-style-type: none"> - <i>do you like karate?</i> - <i>how about juddo?</i> <p style="text-align: right;"><i>(Video transcript, meeting 3)</i></p>
<i>Comprehension check</i>	-	-	-
<i>Confirmative question</i>	<p>A. Confirmative questions to verify students' answer.</p> <p>B. Confirmative questions to verify students' said.</p>	For making sure students' answers instructor A asked the students. Then instructor A gave a confirmative question. Confirmative questions also given when students told about their morning activities with their school mates. However, confirmative questions given many more when one of the students told the names of the puppies that he had. (<i>observation sheet, meeting 3</i>)	<p>A. Confirmative Questions to verify students' answer. Example:</p> <ul style="list-style-type: none"> - <i>fine?</i> - <i>good?</i> <p>B. Confirmative Questions to verify students' said. Example:</p> <ul style="list-style-type: none"> - <i>welve?</i> - <i>Sword?</i> <p style="text-align: right;"><i>(Video transcript, meeting 3)</i></p>
<i>Clarification check</i>	A. Clarification check to define students' answer on using personal	Instructor gave clarification check to clarify students' answer. Especially, when students tried to create sentences using progressive forms and possessive pronoun. The second, instructor also asked students' question when a student told about his puppies'	<p>A. Clarification check to define students' answer on using personal pronoun in progressive sentence. Example:</p> <ul style="list-style-type: none"> - <i>she or he?</i> <p>B. Clarification check to define students'</p>

	<p>pronoun in progressive sentence.</p> <p>B. Clarification check to define students' telling about their pet</p> <p>C. Clarification check to define students' telling their previous activity</p>	<p>name. And the last, instructor asked students questions when they told about their activities they had done in the morning before going into the classroom. (<i>observation sheet, meeting 3</i>)</p>	<p>telling about their pet. Example:</p> <ul style="list-style-type: none"> - <i>it is like under bold, no?</i> - <i>under dog is the name a dog in cartoon? No?</i> <p>C. Clarification check to define students' telling their previous activity. Example:</p> <ul style="list-style-type: none"> - <i>soccer or mobile smartphone Game?</i> - <i>did you continue playing or?</i> <p style="text-align: right;">(<i>Video transcript, meeting 3</i>)</p>
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Meeting four in instructor A class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question)</i>	<p>A. Answering questions related to present and past progressive form</p> <p>B. Answering questions related to regular and irregular verbs</p>	<p>Instructor A answered students' questions during teaching process in this meeting 4. First, questions about vocabulary meaning and when they had to use present and past progressive. It also included the meanings of the adverb in the sentence (<i>progressive and past</i>). Second, instructors A also answered question about types of regular and irregular verbs in English. Students also asked about new words which they had just known related to the topic given at that time. (<i>observation sheet, meeting 4</i>)</p>	<p>A. Answering questions related to teaching present and past progressive form. Example:</p> <ul style="list-style-type: none"> - <i>continues form indicates that the action is doing by the speaker. For example, is I am studying.</i> - <i>yesterday.</i> <p>B. Answering questions related to regular and irregular verbs. Example:</p> <ul style="list-style-type: none"> - <i>yes. they all are irregular.</i> - <i>yes, if it is irregular so it is possible to be in regular.</i> <p style="text-align: right;">(<i>Video transcript, meeting 4</i>)</p>

<i>Give instruction</i>	<p>A. Give instructions in teaching progressive form</p> <p>B. Give instructions to correct students' writing on the task given</p> <p>C. Give students instructions to tidy their stuffs before going home</p>	Instructor guided students in answering the worksheet. Instructor A gave instructions to students to replace the end of the letter on certain verbs ending in G to be y. Then instructor also gave students instructions to correct the personal pronoun errors in their writing work by orally. And last, instructor gave instructions to the students to tidy up before going home. (<i>observation sheet, meeting 4</i>)	<p>A. Give instructions in teaching progressive form. Example:</p> <ul style="list-style-type: none"> - <i>remember to change the word ending with letter G with Y</i> <p>B. Give instructions to correct students' writing on the task given. Example:</p> <ul style="list-style-type: none"> - <i>change its personal pronoun!</i> - <i>mention it!</i> <p>C. Give instructions to the students to tidy their stuffs before going home</p> <ul style="list-style-type: none"> - <i>oke, tidy up and go home!</i> <p>(<i>Video transcript, meeting 4</i>)</p>
<i>Explain homework assignments,</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			
<i>Display question</i>	A. Display questions to display students'	Display questions were given to invite students showing their knowledge related to the topic given. Here students were asked about how the use to be in	A. Display questions to display students' knowledge on the use <i>to be</i> both present and past progressive. Example:

	<p>knowledge on the use <i>to be</i> both present and past progressive.</p> <p>B. Display questions to display students' memory on the previous lesson.</p> <p>C. Display questions to display students' logical thinking.</p>	<p>progressive as well as in the form of past (asking or answering questions). The questions given also to test students' memory about the material that students already learned in the previous meeting. And the last question was purposed of testing the students' logical thinking.</p> <p style="text-align: right;"><i>(observation sheet, meeting 4)</i></p>	<ul style="list-style-type: none"> - <i>two left! What's else?</i> - <i>when do you use am, are and is?</i> <p>B. Display questions to test students' memory on the previous lesson. Example:</p> <ul style="list-style-type: none"> - <i>do you remember the 7 personal pronouns?</i> - <i>what are they?</i> - <i>then?</i> - <i>how many?</i> <p>C. Display questions to test students' logical thinking.</p> <ul style="list-style-type: none"> - <i>how to compose this sentence?</i> - <i>so how the correct?</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>
<i>Referential question</i>	<p>A. Referential questions to know students' lesson at school.</p> <p>B. Referential questions to know students' latest progress in copying lesson</p> <p>C. Referential questions to know teaching duration</p>	<p>At the beginning of the meeting instructor gave referential questions to know that did students have a similar material in schools with this course topic or not. Instructor asked about how often students learned English and also in what language did the knowledge transfer in their schools. After providing explanations on the topic of the lesson on the white board, the instructor gave referential questions to know that students had already copied the lesson from the white board into their book or not. And last, referential question purposed to know the duration when the instructor felt that the teaching time was over. <i>(observation sheet, meeting 4)</i></p>	<p>A. Referential questions to know students' lesson at school, including the way and language to transfer the lesson. Example:</p> <ul style="list-style-type: none"> - <i>did you study "to be" in school?</i> - <i>how many times in a week?</i> <p>B. Referential questions to know students' latest progress in copying lesson. Example:</p> <ul style="list-style-type: none"> - <i>finished?</i> - <i>Syamil?</i> <p>C. Referential questions to know teaching duration. Example:</p> <ul style="list-style-type: none"> - <i>What time is it?</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>
<i>Comprehension check</i>	<p>Comprehension check to find out if the students understand or not.</p>	<p>Instructor provided a comprehension check questions in very simple and easy language to know the level of understanding of students. Such as: "okay?"</p> <p style="text-align: right;"><i>(observation sheet, meeting 4)</i></p>	<p>Comprehension check to find out if the students understand or not. Example:</p> <ul style="list-style-type: none"> - <i>okay?</i> - <i>is it clear?</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>

<i>Confirmative question</i>	<p>A. Confirmative questions verify student' answer</p> <p>B. Confirmative questions to making sure on students' said</p>	<p>At meeting 4, all the students were very enthusiast answering questions given by the instructor A. Finally, one of the students answered in a very short way. Then the instructor gave a confirmative question to ensure student' answers. Confirmative questions were also given by the instructor when students answered the questions in hesitation. (<i>observation sheet, meeting 4</i>)</p>	<p>A. Confirmative questions verify student' answer. Answer:</p> <ul style="list-style-type: none"> - <i>door? That is a door?</i> - <i>I was sick in the hospital?</i> <p>B. Confirmative questions to making sure on students' said. Answer:</p> <ul style="list-style-type: none"> - <i>incorrect? Because you answered unsurely.</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>
<i>Clarification check</i>	Clarification check to define of each students' answer	<p>Here, instructor asked students to make a sentence in simple past form. When instructor was guiding students in making sentences in simple past form, students answered every questions given simultaneously but was not in same answers. Finally, to ensure the answers the instructor gave A Clarification Check. (<i>observation sheet, meeting 4</i>)</p>	<p>Clarification check to define of each students' answer. Example:</p> <ul style="list-style-type: none"> - <i>play or played?</i> - <i>put ed or no?</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>

Meeting five in instructor A class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	Answering students' lack vocabulary	<p>Instructor A asked student about the activity or unforgettable moment they had before. Then, a student told about their experience going to a Zoo. Then they asked what was kuda nil (hippopotamus) in English. The instructor A answered him with less precise up to the answer 3 then the answer was finally correct. (<i>observation sheet, meeting 5</i>)</p>	<p>Answering students' lack vocabulary</p> <ul style="list-style-type: none"> - <i>what is rhinoceros?</i> - <i>if I'm not mistaken it is rhino</i> <p style="text-align: right;"><i>(Video transcript, meeting 5)</i></p>
<i>Give instruction</i>	A. Instruction to	There were so many instructions given in meeting 4.	A. Instruction to repeat the words from audio

	<p>repeat the words from audio played</p> <p>B. Instructing students to do worksheet</p> <p>C. Instrutions to invite students read their answer from each question</p> <p>D. Instrution to correct students' writing</p> <p>E. Instrution to tidy up before going home</p>	<p>First, the instructor A gave instruction to repeat every word that students heard from audio played. Because students were so focused, instructor gave instruction to the students to pay more attention to the worksheet which had been available in the textbook. The second instruction was asking students to work on a worksheet. The third instruction that was asking the students to mention the answers of each number reserved. The fourth instruction requested students to correct their writing mistakes and the last instruction was asking students to pack all their stuffs before going home. (<i>observation sheet, meeting 5</i>)</p>	<p>played. Example:</p> <ul style="list-style-type: none"> - <i>if audio says this is a bird you replay! Replay!</i> <p>B. Instructing students to do worksheet. Example:</p> <ul style="list-style-type: none"> - <i>do the practice one to six!</i> <p>C. Instrutions to invite students read their answer from each question. Example:</p> <ul style="list-style-type: none"> - <i>number 1!</i> <p>D. Instrution to correct students' writing. Example:</p> <ul style="list-style-type: none"> - <i>any can be used for a negative sentence. Your sentence is positive so use some!</i> <p>E. Instrution students to tidy before going home. Example:</p> <ul style="list-style-type: none"> - <i>tidy up and Go home!</i> <p style="text-align: right;"><i>(Video transcript, meeting 5)</i></p>
<i>Explain homework assignment</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			

<p><i>Display question</i></p>	<p>A. Asking on how to use to be is, am are. B. Asking on how to use personal pronoun C. Question to invite students' logical thinking D. Display questions on how to answer open-ended questions using do and does.</p>	<p>There are some display questions were given by the instructor A in this meeting 5: a) the question on how to use the personal pronoun paired with is, am, are b) on how to use personal pronoun paired with do and does, c) Display question aimed to dig students' logical thinking, and d). Display question to train children about how to answer open-ended questions. (observation sheet, meeting 5)</p>	<p>A. Asking on how to use to be is, am are. Example: - use are for the plural subjects B. Asking on how to use personal pronoun. Example: - okay, do you need to change? - what is his name? C. Question to invite students' logical thinking. Example: - what animal can find in a farm? - what else's? D. Display questions on how to answer open-ended questions using do and does. Example: - yes matched with? - why it isn't does? (Video transcript, meeting 5)</p>
<p><i>Referential question</i></p>	<p>A. Referential questions asking students' experience B. Referential questions asking students' hobby and their daily habbite. C. Referential questions asking for time</p>	<p>Instructor gave referential questions related to the activities and students' experience. The instructor gave the questions using do and does for guiding students understand how to use the do and does in direct example. Referential question also gave with the easy example which was familiar to the students. For example, asking their hobbies or their daily activities. Because the instructor too focused in teaching so she forgot on the time left. Thus, at the end before the class was closed, the instructor asked about the time left. (observation sheet, meeting 5)</p>	<p>A. Referential questions asking students' experience. Example: - have you ever seen a rhino? - have you ever visited a zoo? B. Referential questions asking students' hobby and their dialy habbite. Example: - do you like ice cream? - do you like? C. Referential questions asking for time. Example: - what time is it? (Video transcript, meeting 5)</p>
<p><i>Comprehension check</i></p>	<p>Checking students' understanding</p>	<p>There are two comprehension check questions at meeting 5. Those questions purposed to check students understanding on the materials given.</p>	<p>Checking students' understanding. Example: - can you? - do you understand, Rio?</p>

		<i>(observation sheet, meeting 5)</i>	<i>(Video transcript, meeting 5)</i>
<i>Confirmative question</i>	A. Verifying what students said B. Verifying students' answer	There were only twice confirmative questions given by instructor A along the meeting 5. First, when students said hippopotamus in English. Because the voice was so low. So, instructor confirmed the student's answer. The second was the confirmative questions to confirm the student's answer when they were invited to mention names of objects around the classroom. Students answered in a same way so the confirmative questions given. <i>(observation sheet, meeting 5)</i>	A. Verifying what students said. Example: - <i>tamus? pardon?</i> B. Verifying students' answer. Example: - <i>table?</i> <i>(Video transcript, meeting 5)</i>
<i>Clarification check</i>	Clarification check to define students' answer	There was only one clarification check during meeting 5. The instructor gave a clarification check when the student's answer was not in clear articulation in mentioning of animal (elephant) in English. <i>(observation sheet, meeting 5)</i>	Clarification check to define students' answer. Example: - <i>elephant or eleven?</i> <i>(Video transcript, meeting 5)</i>

Meeting one in instructor B class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	Answering question on how to do the worksheet	The instructor did not get so many questions this meeting 1. Overall instructor answered 1 question only. The student asked the instructor on how to do the worksheet (direction). <i>(observation sheet, meeting 1)</i>	Answering question on how to do the worksheet. Example: - <i>Yes</i> - <i>the story tells two people who are doing a conversation. Number the correct series event but you can change the people with Summy, Hacktor or Tracy.</i> <i>(Video transcript, meeting 1)</i>

<i>Give instruction</i>	<p>A. Instructing students to move to the next section.</p> <p>B. Give instructions to students on how to do the worksheet</p>	<p>Instructor B had many worksheets that students had to do at class. So, instructor B instructed students for many times. Such as every transition to each topic and moreover when students were asked to do the conversation. And it was continued by other instructions related to the topic.</p> <p style="text-align: right;"><i>(observation sheet, meeting 1)</i></p>	<p>A. Instructing students to move to the next section. Example:</p> <ul style="list-style-type: none"> - <i>after you complete the part E we will continue to the part B!</i> - <i>now we move to listening section!</i> <p>B. Give instructions to students on how to do the worksheet. Example:</p> <ul style="list-style-type: none"> - <i>now for part B listen to the conversation and number the pictures.</i> <p style="text-align: right;"><i>(Video transcript, meeting 1)</i></p>
<i>Explain homework assignment</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-	-
Teachers' question			
<i>Display question</i>	<p>Inviting students to show their knowledge</p>	<p>In this meeting 1, instructor B played students an audio. They were asked to listen carefully on the audio said. After finished listening, one by one students were asked about the topic or information about the audio played. The question given one in one about once to twice for making sure that students understood the audio mean</p>	<p>Inviting students to show their knowledge. Example:</p> <ul style="list-style-type: none"> - <i>which one is the conversation one?</i> - <i>which one is the conversation two?</i> <p style="text-align: right;"><i>(Video transcript, meeting 1)</i></p>

		(<i>observation sheet, meeting 1</i>)	
<i>Referential question</i>	Giving questions to know students' latest work	After finished doing worksheet at class, instructor B gave students a referential. Because instructor did not know every single students' progress in learning. (<i>observation sheet, meeting 1</i>)	Giving questions to know students' latest work. Example: - <i>okay, did you get all the answer right?</i> - <i>you get everything right?</i> (<i>Video transcript, meeting 1</i>)
<i>Comprehension check</i>			
<i>Confirmative question</i>	Verifying students said	The questions was given when a student complained on the copied paper quality. He could not read briefly the paragraph on that paper. Because instructor did not catch the word said, instructor gave a questions to verify students' said. (<i>observation sheet, meeting 1</i>)	Verifying students said. Example: - <i>the pictures are blurring?</i> (<i>Video transcript, meeting 1</i>)
<i>Clarification check</i>	-	-	-

Meeting two in instructor B class			
Indicator	Coding		
	Theme	Description	Example
Teachers' question			
<i>Use English selectively and answering students' question</i>	Inviting students to show information from the audio played	At second meeting, researcher did not allow to come in the class. Instructor B only excepted the researcher to stay at class when the class was almost be finished. Before the class was closed, instructor asked one by one students to read their answers. It was folowed by a display questions asking students to show their understanding on the audio had played	Inviting students to show information from audio played. Example: - <i>oke, Nanda! What about Kelly</i> - <i>her name is Kelly and where is she from?</i> (<i>Video transcript, meeting 2</i>)

		(observation sheet, meeting 2)	
<i>Give instruction</i>	-	-	-
<i>Explain homework assignments,</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-

Meeting three in instructor B class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	A. Answering students' question on how to do the worksheet	When the students were working on the worksheet, students were asked to answer the worksheet. Here, instructor B answered the questions in very short but clear. Students also asked about the occupation for some jobs that they were not familiar.	A. Answering students' question on how to do the worksheet. Example: - <i>yes, write the occupation if it is blank</i> - <i>yes. Check for the duties!</i> B. Answering students' question related to

	B. Answering students' question related to Occupation topic	(<i>observation sheet, meeting 3</i>)	occupation topic. Example: - <i>making a newspaper</i> - <i>the example is teacher, headmaster, secretary or casier.</i> (<i>Video transcript, meeting 3</i>)
<i>Give instruction</i>	A. Instructing students to do worksheet B. Asking students to do a conversation	At meeting 3, instructor B gave many instructions to the students. The first instruction was about the worksheet. Here, students were lead the steps answering the worksheet given. After doing the worksheet, instructor divided the students in groups. Then, instructor asked them to do a conversation from the worksheet they had done before. Students did the conversation as the instructor pointed and instructed. (<i>observation sheet, meeting 3</i>)	A. Instruction students to do worksheet. Example: - <i>now, work in pair to make a conversation from the job you already created!</i> - <i>all conversation, but you write the answer in the column first!</i> B. Asking students to do a conversation - <i>next turn is Nanda and Andrew!</i> - <i>take turn!</i> (<i>Video transcript, meeting 3</i>)
<i>Explain homework assignment</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			
<i>Display question</i>	Display questions to	In instructor B class, all display questions were	Display questions to show students' knowledge.

	show students' knowledge	given related to the audio listening which had already played. The 2 questions from overall meeting 3 were related to the <i>occupation</i> (topic). The questions purposed to invite students showing their knowledge or understanding on the audio played (<i>observation sheet, meeting 3</i>)	Example: - <i>what does he commonly use in writing?</i> - <i>as you know, where is a writer's workplace?</i> (<i>Video transcript, meeting 3</i>)
<i>Referential question</i>	Questions to know students' progress in doing the worksheet	Overall meeting 3, instructor B gave 3 referential questions. Those were when students did the worksheet. The questions given to know students' progress in learning at the classroom (<i>observation sheet, meeting 3</i>)	Questions to know students' progress in doing the worksheet. Example; - <i>Nanda, finished?</i> - <i>finished?</i> (<i>Video transcript, meeting 3</i>)
<i>Comprehension check</i>	-	-	-
<i>Confirmative question</i>	Verifying students said	Instructor gave confirmative question for once. The instructor B did so because the student answered the question in very low voice. Here, the instructor purpose to verifying the students' said. (<i>observation sheet, meeting 3</i>)	Verifying students said. Example: - <i>what you said?</i> (<i>Video transcript, meeting 3</i>)
<i>Clarification check</i>	-	-	-

Meeting four in instructor B class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question)</i>	A. Answering students' question on students' curiosity B. Answering	At first meeting, a student asked instructor B about the camera recorder that researcher put in the class corner. Then instructor answered the student's curiosity with a very simple and clear answer. Finally, he stopped answering on that thing. The next activity, instructor B answered student questions	A. Answering student's question on student's curiosity. Example: - <i>Student : are we being recorded?</i> <i>Instructor : Yes.</i> B. Answering student's question related to sell and to buy topic. Example:

	students' question related to sell and buy topic	when they were doing the worksheet. The questions were around the basic material used for each clothing in the textbook list. (<i>observation sheet, meeting 4</i>)	<ul style="list-style-type: none"> - <i>yes, directly in English.</i> - <i>in a cotton t-shirt</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>
<i>Give instruction</i>	<p>A. Instruct students do a worksheet</p> <p>B. Asking students to do conversation with their classmates</p>	In the sell and buy topic, students were guided to do conversation with their classmates. Before all, they got instruction to copy the lesson which instructor wrote on the whiteboard. After did copying, instructor asked students to do conversation. Here they played the role as a seller and buyer. After one group finished the conversation, the instructor B invited the next group. (<i>observation sheet, meeting 4</i>)	<p>A. Instruct students do a worksheet. Example:</p> <ul style="list-style-type: none"> - <i>now, from the thousand to million and you write it in English</i> - <i>you only range the items to buy so you will not buy them all!</i> <p>B. Asking students to do conversation with their classmates. Example:</p> <ul style="list-style-type: none"> - <i>do the transaction conversation by buying the items here!</i> - <i>it is Wahyu's turn to buy items in Samuel's</i> <p style="text-align: right;"><i>(Video transcript, meeting 4)</i></p>
<i>Explain homework assignments</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience</i>	-	-	-
Teachers' question			
<i>Display question</i>	Display questions to invite students showing	Instructor gave question to the some students orally. The questions related to the materials of each	Display questions to invite students showing their understanding. Example:

	their understanding	clothing which were listed on the textbook. The display questions from the meeting 4 were 6. And those questions were basically had a same purpose. (<i>observation sheet, meeting 4</i>)	<ul style="list-style-type: none"> - <i>what is the base material for item one?</i> - <i>what is the number one, Samuel?</i> (<i>Video transcript, meeting 4</i>)
<i>Referential question</i>	Referential questions to know students' work	At meeting 4, when the students were doing the worksheet, instructor B gave referential question for 5 times. The question purposed to know that had students finished the work the worksheet given. (<i>observation sheet, meeting 4</i>)	Referential Questions to know students' work. Example: <ul style="list-style-type: none"> - <i>have you put the price for every items?</i> - <i>are you finished, Samuel?</i> (<i>Video transcript, meeting 4</i>)
<i>Comprehension check</i>	Checking students' comprehension	In meeting 4, instructor gave comprehension check questions for 3 times. Instructor used very simple way and easy to be understood by the students. (<i>observation sheet, meeting 4</i>)	Checking students' comprehension. Example: <ul style="list-style-type: none"> - <i>can you?</i> (<i>Video transcript, meeting 4</i>)
<i>Confirmative question</i>	-	-	-
<i>Clarification check</i>	-	-	-

Meeting five in instructor B class			
Indicator	Coding		
	Theme	Description	Example
Teachers' talk			
<i>Use English selectively and answering students' question</i>	Answering students' lack vocabulary related to the topic.	Instructor B answered 2 questions in meeting 5. Because the instructor B did not explain the material briefly, students asked on the topic which had been given at early meeting. Such as: asking the meaning of occupation and interpreneur mean. (<i>observation sheet, meeting 5</i>)	Answering students' lack vocabulary related to the topic. Example: <ul style="list-style-type: none"> - <i>student : what is engginers ms?</i> <i>tutor : engginers in indonesian is insinyur</i> - <i>student : what is entrepreneur?</i> <i>tutor : people who do his/her own</i>

			<i>business.</i> <i>(Video transcript, meeting 5)</i>
<i>Give instruction</i>	A. Asking students to choose topic B. Instructing students to do a conversation	There were some instructions given in this meeting 5. First was asking students to choose only one job from the occupations list. The second was asking students to do conversation. Here, the conversation did in pairs. After finished the group one then it was continued by the next group. Here, instructor pointed each group to take turn after each group finished the conversation and so on. <i>(observation sheet, meeting 5)</i>	A. Asking students to choose topic. Example: - <i>in occupations list, you can choose one then ask to your friend the duty for its occupation!</i> B. Instructing students to do a conversation. Example: - <i>Samuel you can ask Nanda</i> - <i>ok next is Nanda and Gabriel!</i> <i>(Video transcript, meeting 5)</i>
<i>Explain homework assignments</i>	-	-	-
<i>Related an amusing story that students can comprehend</i>	-	-	-
<i>Participate in daily interpersonal, communications with students in English</i>	-	-	-
<i>Use teachers' talk as part of the students planned listening comprehension experience.</i>	-	-	-
Teachers' question			
<i>Display question</i>	Questions to display students' knowledge on the topic given	Instructor B gave the display questions which were linked to the topic. Such as what is the job and where does the workplace from some jobs or occupations which were familiar with students. Then instructor B also gave question to lead students knowing about question types for asking job/occupation.	Questions to display students' knowledge on the topic given. Example: - <i>where does the workplace for a teacher?</i> - <i>what is the duty of teacher?</i> <i>(Video transcript, meeting 5)</i>

		<i>(observation sheet, meeting 5)</i>	
<i>Referential question</i>	Asking students' parents' job	Here, instructor B asked students' parents' job that basically the instructor did not know the answer. Along the meeting 5 there were 8 referential questions which were given by the instructor B. Overall questions referred to their parents' job <i>(observation sheet, meeting 5)</i>	Asking students' parents' job. Example: <ul style="list-style-type: none"> - <i>Gabriel, what does your father do?</i> - <i>where does he work?</i> - <i>Samuel what does your father do?</i> <i>(Video transcript, meeting 5)</i>
<i>Comprehension check</i>	Comprehension check to know students' understanding	Overall meeting 5, there was one only comprehension question only given to the students. Here, the instructor believed students understood the material. Thus, instructor B did not ask more. <i>(observation sheet, meeting 5)</i>	Comprehension check to know students' understanding. Example: <ul style="list-style-type: none"> - can you? <i>(Video transcript, meeting 5)</i>
<i>Confirmative question</i>	-	-	-
<i>Clarification check</i>	-	-	-

Appendix 4

Interview sheet

1. How is your perception on instructor answering your questions?
2. How is your perception on the instructions given by instructor during teaching process?
3. Did instructor ever give you any homework?
4. What is your opinion on the homework given by the instructor?
5. Did you understand on the material given by the instructor?
6. What is your opinion on instructor delivering the lesson to the students?
7. Did instructor ever link the topic with a story?
8. Did the topic deliver to the students intensively?
9. How did instructor deliver the topic?
10. Did instructor ever give any example on how to read a paragraph orally?
11. Do you understand with that example?
12. Did instructor ever give you a question?
13. How did instructor give you the questions?
14. Can you give the example?
15. How is your perception on the question given?
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not? How is your perception on all the questions given during the teaching process

Appendix 5

The students' perception on classroom management delivered by instructors

Students of Instructor A

Respondent 1, 26th of June, 2016

1. How is your perception on instructor answering your questions?
Answer: I enjoy and like it. Instructor answered the questions one by one
2. How is your perception on the instructions given by instructor during teaching process?
Answer: I like so I follow the instruction

3. Did instructor ever give you any homework?
Answer: *Yes, she did. If time was over then we didn't finish the worksheet, she instructed us to continue working at home and it would be check on next meeting.*
4. What is your opinion on the homework given by the instructor?
Answer: *She gave the homework well by a clear direction*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I understand*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered the topic well*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she delivered the topic intent.*
9. How did instructor deliver the topic?
Answer: *Good. She examined students one by one.*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?
Answer: *Yes, she did.*
13. How did instructor give you the questions?
Answer: *She delivered the question well*
14. Can you give the example?
Answer: *"Do you understand?"*
15. How is your perception on the question given?
Answer: *That is good and I enjoy that*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did*
17. How is your perception on all the questions given during the teaching process?
Answer: *Good. It helps me in measuring my understanding on the material given*

Respondent 2, meeting 2, 30th of July, 2016

1. How is your perception on instructor answering your questions?
Answer: *Sometimes, tutor answered based on our questions and sometimes she answered with unsatisfying answer.*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *Students like the instruction given by the instructor. But, the instruction sometimes was unclear. She instructed us to open the page without any direction on how to answer the worksheet.*
3. Did instructor ever give you any homework?
Answer: *Yes, she did*
4. What is your opinion on the homework given by the instructor?
Answer: *Tutor explained it after we finished the homework and sometimes she did not explain it. So we learn individually.*
5. Do you understand on the material given by the instructor?

- Answer: *I myself understand the lesson at last the meeting*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *Sometimes, she delivered the lesson too serious so I didn't understand.*
 7. Did instructor ever link the topic with a story?
Answer: *Yes, she did*
 8. Did the topic deliver to the students intensively?
Answer: *No, she did it in general*
 9. How did instructor deliver the topic?
Answer: *Good. She delivered it in direct*
 10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did*
 11. Did you understand with that example?
Answer: *Yes, I understood*
 12. Did instructor ever give you a question?
Answer: *Yes, she did*
 13. How did instructor give you the questions?
Answer: *Sometimes, tutor asked to the students which was already known or other who did not understand to the topic. She did it too selectively.*
 14. Can you give the example?
Answer: *"do you understand?"*
 15. How is your perception on the question given?
Answer: *Good. I am fine.*
 16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *She did it sometimes*
 17. How is your perception on all the questions given during the teaching process?
Answer: *Sometimes I said yes but actually I am not.*

Respondent 3, meeting 3, 20th of august, 2016

1. How is your perception on instructor answering your questions?
Answer: *She answered my questions clearly.*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *I enjoy it and I did all the instructions.*
3. Did instructor ever give you any homework?
Answer: *She did it often*
4. What is your opinion on the homework given by the instructor?
Answer: *He delivered it not in hurry and clearly.*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I understand*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *He delivered it not in hurry and clearly.*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she did.*

9. How did instructor deliver the topic?
Answer: *Good. She delivered the material to general.*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *Yes, I understood.*
12. Did instructor ever give you a question?
Answer: *Yes, she does.*
13. How did instructor give you the questions?
Answer: *She delivered the question well*
14. Can you give the example?
Answer: *“Do you understand the worksheet?”*
15. How is your perception on the question given?
Answer: *Eem, I am fine with that.*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did.*
17. How is your perception on all the questions given during the teaching process?
Answer: *I am fine*

Respondent 4, meeting 4, 24th of august, 2016

1. How is your perception on instructor answering your questions?
Answer: *It is clear so I can understand the material fast.*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *I like that*
3. Did instructor ever give you any homework?
Answer: *Yes, she did*
4. What is your opinion on the homework given by the instructor?
Answer: *She gave the direction clearly*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I understand*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *Very clear*
7. Did instructor ever link the topic with a story?
Answer: *She never did so*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she did.*
9. How did instructor deliver the topic?
Answer: *She delivered it clear and not in hurry*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did*
11. Do you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?
Answer: *Yes, she did.*
13. How did instructor give you the questions?
Answer: *The questions were clear and easy to be understood*

14. Can you give the example?
Answer: *"Do you understand with the worksheet?"*
15. How is your perception on the question given?
Answer: *The questions was easy to be answered*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did*
17. How is your perception on all the questions given during the teaching process?
Answer: *I like that. The questions helped me understanding the lesson*

Respondent 5, meeting 5, 31st of august, 2016

1. How is your perception on instructor answering your questions?
Answer: *She explained my question in detail*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *It is good and I enjoy that*
3. Did instructor ever give you any homework?
Answer: *Yes she did it often*
4. What is your opinion on the homework given by the instructor?
Answer: *She instructed clearly in direct on the page we should do*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I understood.*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered the topic expressively and used body movement*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she did it one by one*
9. How did instructor deliver the topic?
Answer: *She delivered the topic in detail*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?
Answer: *Yes, she did.*
13. How did instructor give you the questions?
Answer: *Good. She delivered the questions expressively*
14. Can you give the example?
Answer: *"How are you today? Did you understand?"*
15. How is your perception on the question given?
Answer: *Hhm, I am fine and enjoy that.*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did.*
17. How is your perception on all the questions given during the teaching process?
Answer: *Hhm, Good.*

Students of Instructor B

Respondent 1, meeting 1, 25th of July, 2016

1. How is your perception on instructor answering your questions?
Answer: *Good and easy to be understood.*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *The instruction was clear*
3. Did instructor ever give you any homework?
Answer: *Yes, she did.*
4. What is your opinion on the homework given by the instructor?
Answer: *It is good. She instructed to do homework at home and collected our work on next meeting.*
5. Do you understand on the material given by the instructor?
Answer: *I do understand*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered the topic well and easy to be understood.*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*
8. Did the topic deliver to the students intensively?
Answer: *No, she didn't*
9. How did instructor deliver the topic?
Answer: *She delivered the topic clearly to general.*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *I understood.*
12. Did instructor ever give you a question?
Answer: *Yes, she did*
13. How did instructor give you the questions?
Answer: *She delivered the topic well.*
14. Can you give the example?
Answer: *"how are you? And do you understand?"*
15. How is your perception on the question given?
Answer: *I enjoyed and answered the question*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did*
17. How is your perception on all the questions given during the teaching process?
Answer: *I am fine and enjoy that*

Respondent 3, meeting 3, 22nd of August, 2016

1. How is your perception on instructor answering your questions?
Answer: *She answered it well and clear*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *I enjoy that*

3. Did instructor ever give you any homework?
Answer: *Yes, she did.*
4. What is your opinion on the homework given by the instructor?
Answer: *She gives the homework with a clear direction and easy questions*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I understand.*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered topic clearly in one by one.*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she did.*
9. How did instructor deliver the topic?
Answer: *She delivered the topic clearly in one by one*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?
Answer: *Yes, she did.*
13. How did instructor give you the questions?
Answer: *Good.*
14. Can you give the example?
Answer: *"How are you?" and Do you understand?*
15. How is your perception on the question given?
Answer: *I enjoy that*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did.*
17. How is your perception on all the questions given during the teaching process?
Answer: *I enjoy that*

Respondent 4, meeting 4, 25th of august, 2016

1. How is your perception on instructor answering your questions?
Answer: *Her answer was clear*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *I enjoy and like it*
3. Did instructor ever give you any homework?
Answer: *Yes, she did.*
4. What is your opinion on the homework given by the instructor?
Answer: *She explains it well and expressively*
5. Do you understand on the material given by the instructor?
Answer: *Yes, I do.*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered the topic clearly.*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did.*

8. Did the topic deliver to the students intensively?
Answer: *Yes, she did.*
9. How did instructor deliver the topic?
Answer: *She delivered the topic to general but clear.*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did.*
11. Did you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?
Answer: *Yes, she did.*
13. How did instructor give you the questions?
Answer: *She delivered the questions well.*
14. Can you give the example?
Answer: *Do you get the point?*
15. How is your perception on the question given?
Answer: *I enjoy it*
16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?
Answer: *Yes, she did.*
17. How is your perception on all the questions given during the teaching process?
Answer: *I enjoy it*

Respondent 5, meeting 5, 1st of September

1. How is your perception on instructor answering your questions?
Answer: *She answers my questions well.*
2. How is your perception on the instructions given by instructor during teaching process?
Answer: *I am fine and enjoy it*
3. Did instructor ever give you any homework?
Answer: *Yes, she did.*
4. What is your opinion on the homework given by the instructor?
Answer: *She explained it in direct and clearly*
5. Do you understand on the material given by the instructor?
Answer: *I do understand*
6. What is your opinion on instructor delivering the lesson to the students?
Answer: *She delivered the topic to general but clear*
7. Did instructor ever link the topic with a story?
Answer: *Yes, she did*
8. Did the topic deliver to the students intensively?
Answer: *Yes, she did.*
9. How did instructor deliver the topic?
Answer: *She delivered it well.*
10. Did instructor ever give any example on how to read a paragraph orally?
Answer: *Yes, she did*
11. Did you understand with that example?
Answer: *Yes, I understood*
12. Did instructor ever give you a question?

Answer: *Yes, she did*

13. How did instructor give you the questions?

Answer: *She delivered the questions clearly.*

14. Can you give the example?

Answer: *do you understand?*

15. How is your perception on the question given?

Answer: *I enjoy it.*

16. After giving some questions and materials in classroom, did instructor ever give a question to know whether the students understood with the topic given or not?

Answer: *Yes, she did*

17. How is your perception on all the questions given during the teaching process?

Answer: *I am fine and enjoy it.*

APPENDIX 6

Interview Coding

Students' perception on classroom management delivered by instructor A

Question	Indicator	Meeting	Respondent	Answer	Students' perception		
					S/L	DS/DL	NC
Teachers' talk							
1	1	Meeting 1	Respondent 1	<i>I enjoy and like it. Instructor answered the questions one by one</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes, tutor answered based on our questions and sometimes she answered with unsatisfying answer.</i>	-	√	-
		Meeting 3	Respondent 3	<i>She answered my questions clearly.</i>	√	-	-
		Meeting 4	Respondent 4	<i>It is clear so I can understand the material fast.</i>	√	-	-
		Meeting 5	Respondent 5	<i>She explained my question in detail</i>	√	-	-
2	2	Meeting 1	Respondent 1	<i>I like so I follow the instruction</i>	√	-	-
		Meeting 2	Respondent 2	<i>Students like the instruction given by the instructor. But, the instruction sometimes was unclear. She instructed us to open the page without any direction on how to answer the worksheet.</i>	-	√	-
		Meeting 3	Respondent 3	<i>I enjoy it and I did all the instructions.</i>	√	-	-

		Meeting 4	Respondent 4	<i>I like that</i>	√	-	-
		Meeting 5	Respondent 5	<i>It is good and I enjoy that</i>	√	-	-
3 and 4	3	Meeting 1	Respondent 1	<i>She gave the homework well by a clear direction</i>	√	-	-
		Meeting 2	Respondent 2	<i>Tutor explained it after we finished the homework and sometimes she did not explain it. So we learn individually.</i>	-	√	-
		Meeting 3	Respondent 3	<i>He delivered it not in hurry and clearly.</i>	√	-	-
		Meeting 4	Respondent 4	<i>She gave the direction clearly</i>	√	-	-
		Meeting 5	Respondent 5	<i>She instructed clearly in direct on the page we should do</i>	√	-	-
5, 6, and 7	4	Meeting 1	Respondent 1	<i>She delivered the topic well</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes, she delivered the lesson too serious so I didn't understand.</i>	-	√	-
		Meeting 3	Respondent 3	<i>He delivered it not in hurry and clearly.</i>	√	-	-
		Meeting 4	Respondent 4	<i>Very clear</i>	√	-	-
		Meeting 5	Respondent 5	<i>She delivered the topic expressively and used body movement</i>	√	-	-
8 and 9	5	Meeting 1	Respondent 1	<i>Good. She examined students one by one.</i>	√	-	-
		Meeting 2	Respondent 2	<i>Good. She delivered it in direct</i>	√	-	-

		Meeting 3	Respondent 3	<i>Good. She delivered the material to general.</i>	√	-	-
		Meeting 4	Respondent 4	<i>She delivered it clear and not in hurry</i>	√	-	-
		Meeting 5	Respondent 5	<i>She delivered the topic in detail</i>	√	-	-
10 and 11	6	Meeting 1	Respondent 1	<i>Yes, I understood</i>	√	-	-
		Meeting 2	Respondent 2	<i>Yes, I understood</i>	√	-	-
		Meeting 3	Respondent 3	<i>Yes, I understood.</i>	√	-	-
		Meeting 4	Respondent 4	<i>Yes, I understood</i>	√	-	-
		Meeting 5	Respondent 5	<i>Yes, I understood</i>	√	-	-
12, 13,	1	Meeting 1	Respondent 1	<i>She delivered the question well</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes, tutor asked to the students which was already known or other who did not understand to the topic. She did it selectively.</i>	-	√	-
		Meeting 3	Respondent 3	<i>She delivered the question well</i>	√	-	-
		Meeting 4	Respondent 4	<i>The questions were clear and easy to be understood</i>	√	-	-
		Meeting 5	Respondent 5	<i>Good. She delivered the questions expressively</i>	√	-	-

	2	Meeting 1	Respondent 1	<i>She delivered the question well</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes, tutor asked to the students which was already known or other who did not understand to the topic. She did it selectively.</i>	-	√	-
		Meeting 3	Respondent 3	<i>She delivered the question well</i>	√	-	-
		Meeting 4	Respondent 4	<i>The questions were clear and easy to be understood</i>	√	-	-
		Meeting 5	Respondent 5	<i>Good. She delivered the questions expressively</i>	√	-	-
14 and 15	3	Meeting 1	Respondent 1	<i>That is good and I enjoy that</i>	√	-	-
		Meeting 2	Respondent 2	<i>Good. I am fine.</i>	√	-	-
		Meeting 3	Respondent 3	<i>Eem, I am fine with that.</i>	√	-	-
		Meeting 4	Respondent 4	<i>The questions was easy to be answered</i>	√	-	-
		Meeting 5	Respondent 5	<i>Hhm, I am fine and enjoy that.</i>	√	-	-
16 and 17	4	Meeting 1	Respondent 1	<i>Good. It helps me in measuring my understanding on the material given</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes I said yes but actually I am not.</i>	-	√	-
		Meeting 3	Respondent 3	<i>I am fine</i>	√	-	-
		Meeting 4	Respondent 4	<i>I like that. The questions helped me understanding the lesson</i>	√	-	-

		Meeting 5	Respondent 5	<i>Hhm, Good.</i>	√	-	-
	5	Meeting 1	Respondent 1	<i>Good. It helps me in measuring my understanding on the material given</i>	√	-	-
		Meeting 2	Respondent 2	<i>Sometimes I said yes but actually I am not.</i>	-	√	-
		Meeting 3	Respondent 3	<i>I am fine</i>	√	-	-
		Meeting 4	Respondent 4	<i>I like that. The questions helped me understanding the lesson</i>	√	-	-
		Meeting 5	Respondent 5	<i>Hhm, Good.</i>	√	-	-

Students' perception on classroom management delivered by instructor B

Question	Indicator	Meeting	Respondent	Answer	Students' perception		
					S/L	DS/DL	NC
Teachers' talk							
1	1	Meeting 1	Respondent 1	<i>Good and easy to be understood.</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>She answered it well and clear</i>	√	-	-
		Meeting 4	Respondent 4	<i>Her answer was clear</i>	√	-	-
		Meeting 5	Respondent 5	<i>She answers my questions well.</i>	√	-	-
2	2	Meeting 1	Respondent 1	<i>The instruction was clear</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>I enjoy that</i>	√	-	-
		Meeting 4	Respondent 4	<i>I enjoy and like it</i>	√	-	-
		Meeting 5	Respondent 5	<i>I am fine and enjoy it</i>	√	-	-
3 and 4	3	Meeting 1	Respondent 1	<i>It is good. She instructed to do homework at home and collected our work on next meeting.</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>She gives the homework with a clear direction and easy questions</i>	√	-	-
		Meeting 4	Respondent 4	<i>She explains it well and expressively</i>	√	-	-
		Meeting 5	Respondent 5	<i>She explained it in direct and clearly</i>	√	-	-
5, 6, and 7	4	Meeting 1	Respondent 1	<i>She delivered the topic well and easy to be understood.</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>She delivered topic clearly in one by one.</i>	√	-	-

		Meeting 4	Respondent 4	<i>She delivered the topic clearly.</i>	√	-	-	
		Meeting 5	Respondent 5	<i>She delivered the topic to general but clear</i>	√	-	-	
8 and 9	5	Meeting 1	Respondent 1	<i>She delivered the topic clearly to general</i>	√	-	-	
		Meeting 2	Respondent 2	-	-	-	√	
		Meeting 3	Respondent 3	<i>She delivered the topic clearly in one by one</i>	√	-	-	
		Meeting 4	Respondent 4	<i>She delivered the topic to general but clear.</i>	√	-	-	
		Meeting 5	Respondent 5	<i>She delivered it well.</i>	√	-	-	
				Meeting 1	Respondent 1	<i>I understood.</i>	√	-
10 and 11	6	Meeting 2	Respondent 2	-	-	-	-	
		Meeting 3	Respondent 3	<i>Yes, I understood</i>	√	-	-	
		Meeting 4	Respondent 4	<i>Yes, I understood</i>	√	-	-	
		Meeting 5	Respondent 5	<i>Yes, I understood</i>	√	-	-	
				Meeting 1	Respondent 1	<i>She delivered the topic well.</i>	√	-
12, 13,	1	Meeting 2	Respondent 2	-	-	-	√	
		Meeting 3	Respondent 3	<i>Good.</i>	√	-	-	
		Meeting 4	Respondent 4	<i>She delivered the questions well.</i>	√	-	-	
		Meeting 5	Respondent 5	<i>She delivered the questions clearly.</i>	√	-	-	
				Meeting 1	Respondent 1	<i>She delivered the topic well.</i>	√	-
	2	Meeting 2	Respondent 2	-	-	-	-	√
		Meeting 3	Respondent 3	<i>Good</i>	√	-	-	
		Meeting 4	Respondent 4	<i>She delivered the questions well.</i>	√	-	-	
		Meeting 5	Respondent 5	<i>She delivered the questions clearly.</i>	√	-	-	
		14 and 15	3	Meeting 1	Respondent 1	<i>I enjoyed and answered the question</i>	√	-

		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>I enjoy that</i>	√	-	-
		Meeting 4	Respondent 4	<i>I enjoy it</i>	√	-	-
		Meeting 5	Respondent 5	<i>I enjoy it.</i>	√	-	-
16 and 17	4	Meeting 1	Respondent 1	<i>I am fine and enjoy that</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>I enjoy that</i>	√	-	-
		Meeting 4	Respondent 4	<i>I enjoy it</i>	√	-	-
		Meeting 5	Respondent 5	<i>I am fine and enjoy it.</i>	√	-	-
	5	Meeting 1	Respondent 1	<i>I am fine and enjoy that</i>	√	-	-
		Meeting 2	Respondent 2	-	-	-	√
		Meeting 3	Respondent 3	<i>I enjoy that</i>	√	-	-
		Meeting 4	Respondent 4	<i>I enjoy it</i>	√	-	-
		Meeting 5	Respondent 5	<i>I am fine and enjoy it.</i>	√	-	-

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CURRICULUM VITAE



Abdul Malik was born in Kayu Agung, Kota Raya, Central Sulawesi on November, 27, 1990. He is the last and the only one son from three daughters of the marriage couple Mr. Marjono and Mrs. Sri Setyaningsih. He graduated from Elementary School at SDN Negeri 1 Kayu Agung, Kota Raya, Central Sulawesi and graduated in 2003. He continued his study to Junior High School at SMP Negeri 1 Kota Raya, Central Sulawesi and graduated in 2006. Afterward, he became the student of MA Negeri 1 Sumber Agung, Kota Raya, Central Sulawesi and graduated in 2009.

After finished his study in Senior High School, He took some courses in Kampung Inggris Pelem, Pare, Kediri, East Java. First, Pre-BEC (preparation class of BEC) and graduated in 2010. Second, he continued joining the full class BEC program and graduated as TC 111 DJF in 2011. Third, he took a pronunciation 1 course at The Onthel English Language Institute and graduated in 2011. The fourth, He took a planet 26th grammar program at KRESNA English language Institute and graduated in 2011. Furthermore, in 2012 he entered Universitas Negeri Gorontalo to be a college student and he took Department of English Education in Faculty of Letters and culture as his major.

During the time of his study in Universitas Negeri Gorontalo, he joined some programs and academic activities.

1. The participant of Masa Orientasi Mahasiswa Baru (MOMB) 2012

2. The participant English Debate Competition of English Championship 2013
3. The participant of the first International Conference on Malay Language and Cultures 2013
4. The participant of Cross Cultural Understanding 2014
5. The participant Musical Drama of English Championship 2014
6. The participant Ranking 1 quiz of English Championship 2014
7. The best comic strip creator of Pekan Seni Mahasiswa Universitas (PEKSIMITAS) 2014
8. The participant of Academic Visit to Manado 2015
9. The participant of Workshop Academic Writing Manado 2015
10. The participant of Teaching Practice II at SMPN 09 Gorontalo, 2015
11. The participant of the community empowerment (KKS), Gentuma, Gorut, Gorontalo 2015