

**CLASSROOM VERBAL INTERACTION OF PRE-SERVICE TEACHERS
DURING TEACHING PRACTICUM CLASS**

A Thesis Proposal

**Presented to Department of English Language Education as Partial
Fulfillment of requirements to obtain the Sarjana Pendidikan degree in
English Language Education**



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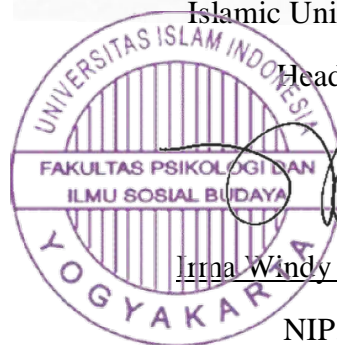
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STATEMENT OF WORK' S ORIGINALITY

I honestly declare that this thesis which i have written does not contain the work or part of other people except those cited in the quotation and references, as a scientific paper should.

Yogyakarta 14 December , 2020



16322016

MOTTO

“Never try, Never know”

“Never Give Up”

“Do your best at any moment that you have”



DEDICATION

Alhamdulillah Hirobbil 'alamin, I dedicate this thesis to those who have supported me, who encouraged me and who prayed for this thesis so that the blessing of Allah will be merry. Personally I also present my thesis to my beloved parents, Bapak Mulyono & Ibu Suwiyat and my great family, who always helped me in any condition so that this thesis can be finished.



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Yogyakarta, 31 December 2020

The Author,

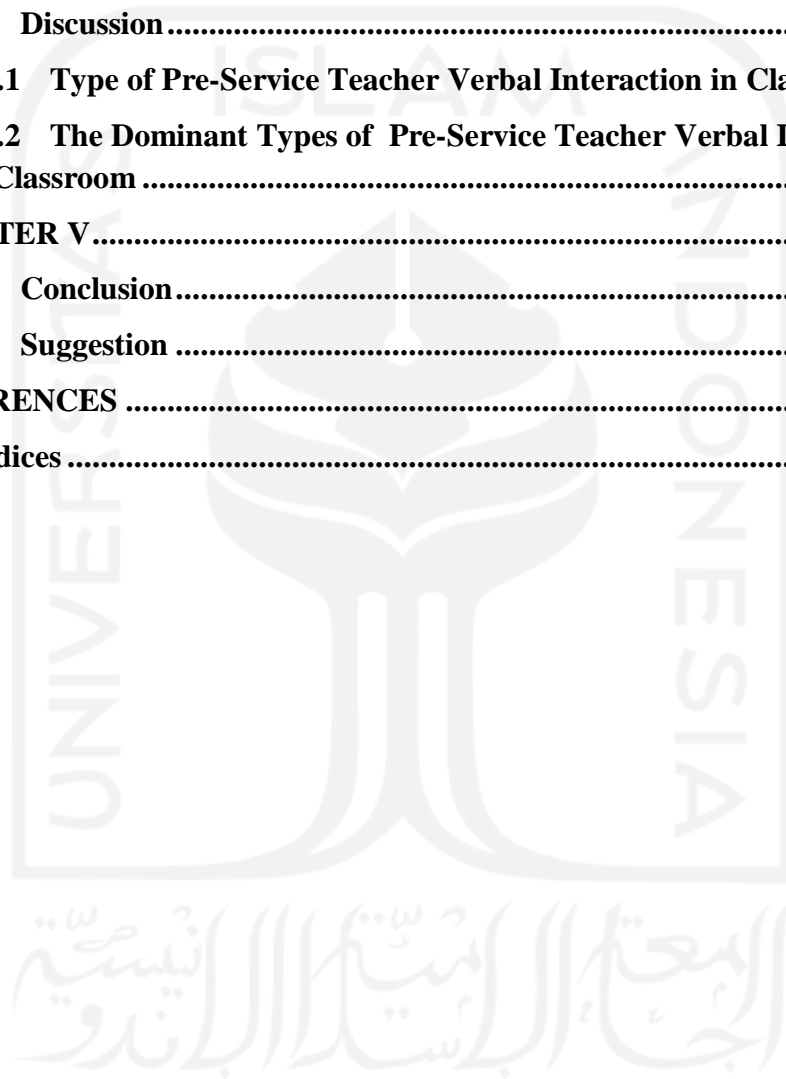


(Dakhliya Mahdiyah)

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CLASSROOM VERBAL INTERACTION OF PRE-SERVICE TEACHERS DURING TEACHING PRACTICUM CLASS

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ABSTRACT

The aim of this study is to find out the types and dominant category of classroom verbal interaction demonstrated by pre-service teachers during their teaching practicum. The study is a qualitative research which employs observational method. The participants of this study are the 2 pre-service teachers taking teaching practicum class at English Language education Department in a private university in Yogyakarta. The data in this research was collected from indirectly observation via transcribed video recording of pre-service teaching practicum class. The data analyzed by Flanders Interaction Analysis System (FIACS). The result from FIACS showed that all of the categories of interaction were used by the pre-service teachers with varying degree and the dominant type of teacher talk that used by pre-service teachers is *asking question*. *Asking question* category composed 22,2% from six classroom observations. The researcher found that 2 pre-service teacher at English Language Department in one of private university in Yogyakarta used yes/no questions, wh-questions, tag questions during teaching in classroom.

Keywords: FIACS, Teaching Practicum, Pre-Service teachers.

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the paper. It contains the Background of the study, Formulation of the problems, Aim of the study, and the last present is the significance of the study.

1.1 Background of Study

Amidon as cited in Suresh & Srinivasan (2014) defined teaching as an interactive process, primarily involving classroom talk which takes place between teacher and learners and occurs during certain definable activity. It means that teaching is not just reproductive academic tasks in the traditional teaching which favored the role of the teacher as the subject of the teaching process, and learners in passive listeners and executors of teachers command. Interaction in a classroom is one of the important components of the teaching-learning process.

The Interaction between teacher and students will create a positive relationship and comfortable atmosphere in the classroom. Bartlett (2003) as cited in Che Ahmad et al., (2017), argue that the effectiveness of learning will be increased if the learning environment is comfortable. According to Tsui (1995) as cited in Yanfen and Yuqin (2010), the progress and the best achievement in the English classroom depends on the substantial enhancement on the interaction between the teacher and learners. Good interaction between the teacher and learners need to be built to achieve the goals of learning objectives.

Interactions in classes include teaching communication, it is also defined as classroom interaction. Classroom interaction becomes an important thing for the teaching process in the classroom because the teaching process is realized through communication and interaction between learners and teachers. Celce-Murcia (2001) argue that classroom interaction is an activity of interaction between student-teacher and student-student. Interaction in the classroom is an

essential part of the teaching-learning process. In the classroom, interaction can be built by teacher and learners or between learner with the learner.

The interaction that occurred in classroom can be verbal and nonverbal interaction. Ozegovic (2006) as cited in Sejtanic and Ilic (2016) argue that verbal interaction is the most common interaction which occurred in the English classroom interaction although non – verbal interaction might happen in the English classroom interaction. Classroom verbal communication has a big position that influences the communication in the learning process, because in reality, ideas, thoughts, or decisions, more easily conveyed verbally than non-verbal.

Furthermore, there were many relevant studies related to this research, There are several studies about classroom interaction in Indonesia and abroad. Nasir et al (2018) conducted research with the result that all of the seven types of teacher talk were found. Among them, giving directions took place as the most applied interaction by the teacher. Meanwhile Aisyah (2016) also conducted research and the result is asking questions was the category occurred the most in the classroom. Then, Inamullah et al (2008) also conducted the research with same topic that the results of the analysis showed that All the hypotheses were supported and it was concluded that, at the tertiary level, more than two thirds of classroom time was devoted to talking Thus, talk method dominated in classes. Those research used Flanders Interaction Analysis System (FIACS) for analyzing the classroom interaction implemented in a classroom. The previous studies above conducted researcher with the same topic but in the different setting.

Based on those previous studies, the researcher was interested to know the verbal classroom interaction in a different context which is in higher education level. This research is focusing to identify the kind of verbal classroom and dominant classroom interaction in a pre-service teaching practicum class. The researcher wants to know the type and the dominant type of classroom interaction used during classroom interaction in young pre-service teacher teaching

practicum. The researcher uses FIACS (Flanders Interaction Analysis Category System) to analyze the type of classroom interaction during the teaching-learning simulation process in the classroom.

1.2 Formulation of the Problems

The problem of the study is:

1. What types of verbal classroom interaction are demonstrated by pre-service teacher during their teaching practicum class in reference to FIACS?
2. What are the dominant types of classroom verbal interaction are demonstrated by pre-service teacher during their teaching practicum class in reference to FIACS?

1.3 Aims of the Study

This study aimed to identify the kind of verbal classroom interaction types conducted between students and teacher in the classroom.

The Objectives of the study are:

1. To identify the types of classroom verbal interaction are demonstrated by pre-service teacher during their teaching practicum class in reference to FIACS
2. To identify the dominant types of classroom verbal interaction are demonstrated by pre-service teacher during their teaching practicum class in reference to FIACS

1.4 Significance of the Study

The writer hopes that this research will have some benefits in the study of English. This study is expected to have two impacts; those are: empirical and practical impact. Empirically, the study will provide empirical insight. this result of the study can be a teaching reflection for teachers especially pre-service teacher. Besides the results of the study can be used for further researchers that focus on investigating verbal classroom

interaction. especially, between teacher and student in using English in the teaching-learning process. In practical use, the study will serve the teacher and the students about types of classroom interaction occurred in classroom. The results of this research are expected can be the model of interaction to streamline teaching-learning process. The teachers can have reference on this teaching model to be applied in their own classroom.



CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature review, review of the relevant study of this research, and theoretical framework that are related to the title of this research. This chapter consists of a literature review about classroom interaction, type of classroom interaction, Flanders Interaction Analysis Categories System (FIACS), Review of relevant studies, and a conceptual framework.

1.1 Classroom Interaction

Interaction is the center of communication. Interactions in classroom communication are defined as classroom interaction. The teacher-student relationship is very important for a good learning environment. Therefore, there should be a good relationship between students and teacher to facilitate learning and gain a positive attitude. This relationship between teacher and student influences the learning process of the students. Varied definitions of Classroom Interaction (CI) abounded in the available literature. Lucha and Berhanu (2015) defined Classroom Interaction as a collaborative process of exchanging ideas, opinions or emotions among members in the classroom. (Ellis 1991 as cited in Lap & Thy, 2017) argue that Classroom Interaction is all communication including teacher-students exchanges and all formal drills within the classroom. Meanwhile, Celce-Murcia (2001) argue that classroom interaction is an activity of interaction between student-teacher and student-student. Interaction in the classroom is an essential part of teaching-learning process.

Furthermore, according to Richards and Schmidt (2010), classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within the classroom. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal. In the classroom, the purpose of the teacher is teaching a language. teacher focused on the verbal interaction or communicative interaction they do not separate the nonverbal

interaction that present. the nonverbal interaction is used to support the verbal one. Students are normally expected to take an activity role in the class. They show their mastery of the language by performing it. Interaction is the center of communication. The teacher-student relationship is very important for a good learning environment. There should be a good relationship between a student and teacher in order to facilitate the learning and gain a positive attitude. This relationship between teacher and student has influence on the learning process of the students.

Classroom interaction has a role for teaching English language teaching, that is to provide knowledge to students with the hope of a process of understanding, it means that teaching is one of the important things for students because students need the teacher to increase their knowledge. Amidon as cited in Suresh (2014) define teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activity, it means that teaching is not just academic tasks, the role of the teacher as the subject of the teaching process, placed learners in the position of passive listeners and executors of teachers commands. But the most important, that is the teaching process is realized through communication and interaction between learners and teachers so that classroom interaction becomes one of the important things for the teaching process in the classroom.

2.2 Types of Classroom Interaction

Classroom Interaction (CI) has been clustered differently by different researchers in the field. Moore (1989) classified CI into three main types which in turn are explained as follows:

1. Learner-content interaction: The interaction occurs when learners encounter reading materials related to the target subject matter. In order to maximize learner-content interaction, learners need to be provided with various accessible sources of learning materials.

2. teacher-learner interaction: The interaction occurs when the instructors attempt to present subject contents, motivate, evaluate, and even provide affective support to learners.
3. learner-learner interaction: This type of interaction includes that learner and a peer, or learner and a group, or the learner herself. The two most powerful factors facilitating language learning in EFL classes are teacher-learner and learner-learner interaction.

From the explanation above there are three types of interaction: learner-content interaction, learner-teacher interaction, and learner-learner interaction. Meanwhile, Tuan and Nhu (2010) stated Classroom interaction consists of two types: verbal interaction and non-verbal interaction. The explanation of verbal interaction and non-verbal interaction is as follows:

1. Verbal interaction

Verbal Interaction contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

2. Non-Verbal Interaction

Non-verbal interaction is related to behavioral responses in class. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact.

2.3 Flanders Interaction Analysis Categories System (FIACS)

Flanders (1970) cited in Smith (1976) originally developed a research tool, namely Flanders Interaction Category Analysis System (FIACS). Flanders' system is an observational tool used to classify the verbal behavior of teachers, and pupils as they interact in the classroom. It has two main categories: teacher talk and student talk. A third category covers other verbal behavior, i.e. silence and confusion. The categorized will be explained in table below.

Table 2.1 Flander’s Interaction Analysis Categories System (FIACS) model

Category Areas	Category type	Activity
Teacher Talk	Indirect Talk	<p>Accept feeling: Deals with feelings: in a nonthreatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students.</p> <p>Praises or encourages: Praises or encourages: raising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct</p> <p>Accepts or uses ideas of pupils: Clarifying, building or developing ideas suggested by a pupil. Teachers’ extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.</p> <p>Ask questions: Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.</p>
		<p>Lecturing: Lecturing: Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.</p> <p>Giving direction: Directions, commands or orders to which a student is expected to comply.</p> <p>Criticizing or justifying authority: statements intended to change pupil behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.</p>
Learner- talk	Response	<p>Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.</p>

Initiations	<p>Initiation: Talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.</p>
Silence	<p>Silence or confusion: Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</p>

As a tool for analyzing classroom interaction in the teaching and learning process, the Flanders system has some strength. Evan (1970) stated that Flanders system has strength. First of all, Flanders system is that it provides an objective method for distinguishing teacher behaviors from teacher characteristics. It represents an effort to count teacher verbal behaviors rather than to apply some global title such as "warm" or "aloof." .Second strength is the attempt to describe rather than to evaluate teaching-learning situations. The third strength is the use of a matrix to analyze data. Furthermore, Evan (1970) also added that some strength of Flanders system such as the system is relatively easy to learn and to use , the sequence of events is maintained and let ongoing classroom interactions develop, The system is not limited to any subject area or grade level distinctive, and The categories and procedures are established in independent observers way. After a period of training, are able to achieve a high level of inter coder agreement

Besides that Evan (1970), Flanders system also has some weaknesses. Firstly, FIACS failed to included nonverbal behavior is a major weakness, whereas this issue of nonverbal behavior happened in the class significantly. Nonverbal behavior can be coded with a high level of inter – observer agreement. The second weakness is failure to provide for learner – learner interaction and its limitation in learner participation area. The third weakness is the use of ground rules in removing the disagreements because these rules improve inter – observer agreement but it can result in the questionable description of classroom

interaction. The fourth limitation is the failure to give concessions for extremes or distinction to each category such as the concessions are not made for different kinds of teacher questions. A fifth weakness is about the method for counting inter-observer agreement. A sixth weakness is the system not suitable for all classroom activities such as when the teacher use audio-visuals or tools which do not require teacher talk and learners doing activities in small groups and not interacting with the teacher.

2.4 Review of Relevant Studies

Interaction in language classroom has been investigated and analyzed using various approaches by some researchers and language experts. Some researcher actually has done the study about classroom interaction. First, Nasir et al (2018) conducted research to analyze the types of talk employed by the teacher in the classroom interaction based on the framework of Flanders Interaction Analysis Category System (FIACS) promoted by Flanders (1970). The data were collected through audio recording and observation for three class meetings, and interview with the teacher. The results of this research showed that all of the seven types of teacher talk were found. Among them, giving directions took place as the most applied interaction by the teacher.

Second, Aisyah (2016) conducted research for discovering teachers' talk category occurred the most in an EFL classroom and reasons for teacher in choosing categories that occurred. The data were obtained through observation and teacher interview. The data were analyzed by using **Flanders Interaction Analysis Categories (FIAC)**. The findings showed that all categories of teachers' talk occurred in the classroom with varied percentage of occurrence. From those various categories, asking questions was the category occurred the most in the classroom.

Third Inamullah et al (2008) conducted the research to explore Teacher-Student verbal interaction patterns at tertiary level education in the North West Frontier Province of Pakistan using Flanders' Interaction Analysis system. The

data were obtained through observation method. The results of the study showed that All the hypotheses were supported and it was concluded that, at the tertiary level, more than two thirds of classroom time was devoted to talking Thus, talk method dominated in classes.

In this study, the researcher wants to identify the type and the dominant type of Classroom interaction used during classroom interaction in young pre-service teacher teaching practicum. The researcher uses FIACS (Flanders Interaction Analysis Category System) to analyze type of classroom interaction during in classroom.

2.5. Conceptual Framework

This research aims to know the type and dominant classroom interaction used in the classroom. According to Tuan & Nhu (2010), classroom interaction consists of two types: verbal interaction and non-verbal interaction. However, this study focuses only on verbal interaction. This study employs the construct from Flanders (1970) because it describes all the categories of verbal classroom interaction between teacher and learners conducted in the classroom.

Furthermore, the subject of this study is a pre-service teacher which is used English in the learning process The purpose of te research is to know the kind and the dominant of verbal classroom interaction used during classroom interaction in pre-service teaching in practicum class This study will be analyzed with Flanders Interaction Categories Analysis (FIACS), this kind of tool is widely used for analyzing and investigate the type of classroom interaction The following figure below will represent the theoretical framework of this research:

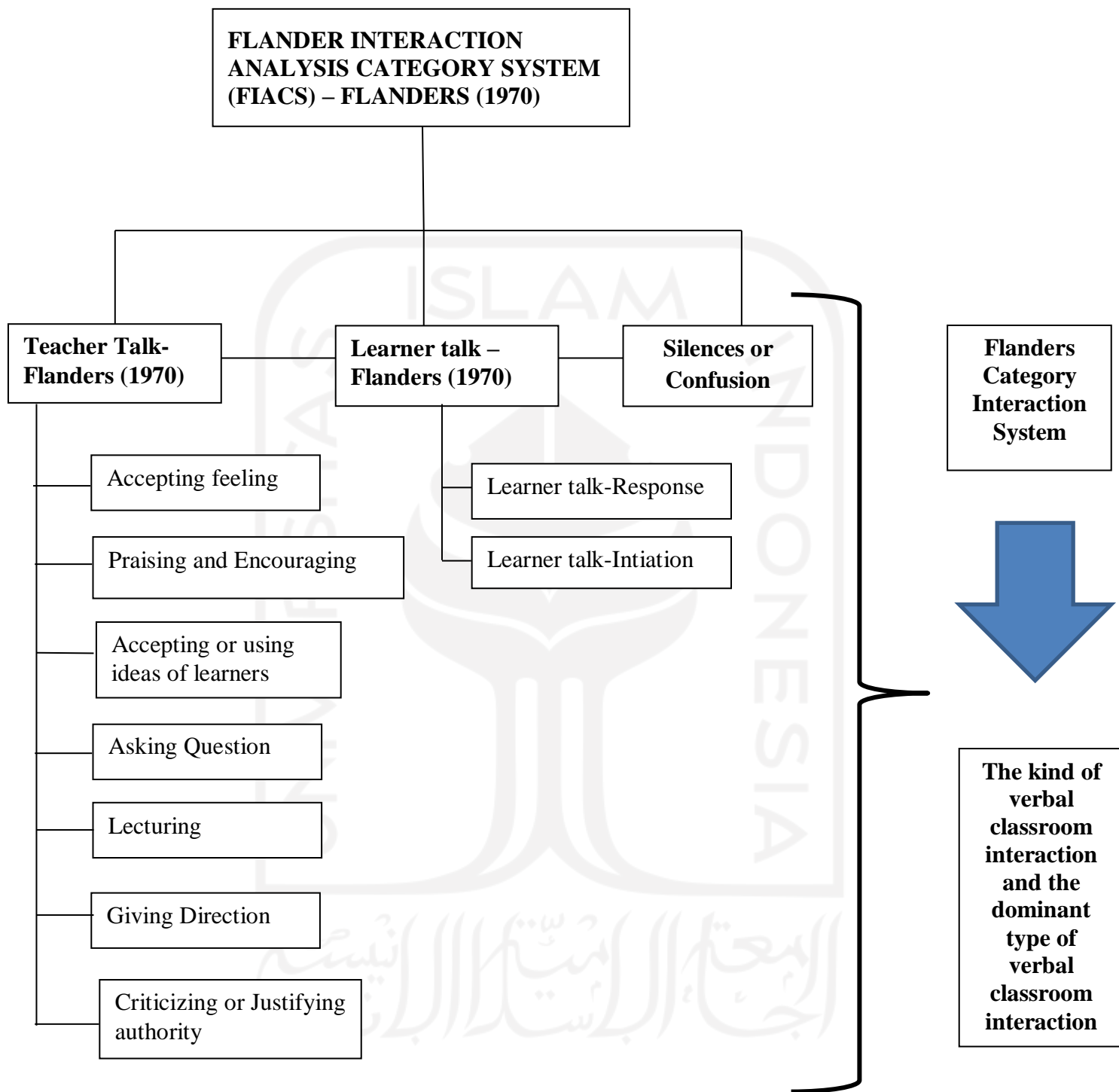


Figure 2.1 Flanders Interaction Analysis Category Ssystem (FIACS)

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the methodology which is used to conduct research by the researcher. This chapter includes the research design, setting and participants, research instrument, data collecting, and data analysis techniques.

3.1 Research Design

The goal of this study is to analyze the kind of verbal classroom interaction conducted in the classroom by teacher and student. Based on the goal of this research, a qualitative research design is a suitable approach for this research. This research employed a qualitative research design to gain insight into the kind of verbal classroom interaction between teacher and students conducted in the classroom. Burns & Grove as cited in Mohajan (2018) argue that qualitative research is a systematic and subjective approach to highlight and explain daily life experiences, and to further give them proper meaning.

This research employs an observational method. Observation may be regarded as the basis of everyday social life for most people; we are observers of behaviors and of the material surroundings. We watch, evaluate, draw conclusions, and make comments on interactions and relations M. Ciesielska et al (2018). Based on the explanation above observation is the suitable method for explaining the classroom verbal interaction conducted in lesson English because of the number of interactions that can occur in the classroom such as teacher influences the students; students also interact with the teacher, Interaction takes place among the students themselves also, so observation can help a researcher to capturing and recording interaction that reveals from the teacher and learners during classroom interaction

3.2 Setting and Participants

The technique for collecting the data is purposive sampling. Widoyoko (2016) stated In purposive sampling, the choice of the sampling is based some requirements or characteristics which is appropriate with the research goal of sampling. It means that this technique is used to achieve the goals of the research.

The techniques of sampling will be used for looking classroom interaction during teaching-learning in the classroom.

The setting of this research is a pre-service teaching practicum class in the English Language education Department in a private university in Yogyakarta. The participants observed in this study were 2 pre-service teachers who took teaching practicum subjects at the English Language education Department. the researcher choose the pre-service teaching practicum as the setting for this research because in the English Language education Department in a private university in Yogyakarta has a subject called a microteaching class wherein this class the pre-service teacher do a simulation of teaching in 3 cycles of teaching practices so that the researcher can observe more deeply about the kinds of class interactions that occur in the classroom.

Furthermore, before the reseacrher observation more deeply, the researcher selecting the video that suitable for this research to achieve the research goal. The video criteria of this research is the full version video of the teaching stage from pre-teaching, main teaching and post teaching. in addition the researcher selecting the participant that who has a high verbal interaction while do teaching simulation. the researcher choose 2 pre-service teacher as the participant and used 6 video for conducting this research, which is 3 video teaching practice from pre-service teacher A and 3 video from pre teacher B. the reason of choose 6 video from 2 pre-service teacher to compare verbal interactions that used by pre service teacher A and pre-service teacher B.

3.3 Data Collection Techniques

In this research, the writer used observation for primary data as the instruments to collect the data.

1. Observation

Observation is part of the main process in collecting data in this research. The researcher used a systematic observational which has guidelines as suggested by the observational instrument. Systematic observation is an observation that is

designed systematically because the observer has known what aspects are relevant to the problem and the purpose of the study. the observer prepares detailed observation guidelines while providing an observational checklist that can be used as an observation guideline (Widoyoko, 2018, pp.47-48)

The researcher took data by indirect observation using a video recording from the microteaching class which uses the English language as the language classroom. The observations use a video recorder as the tool. This observation is conducted from conducted 6 times of classroom observation which is three times with participant A and three times with participant B.

Based on the explanation above the researcher use observation as a data collection technique to investigating and explore the interaction between teacher and student in the classroom. The researcher will observe the interaction between teacher and students in the teaching-learning process to gaining valid data. This observation to capturing and recording interaction that reveals from the teacher and learners during classroom interaction.

2. Data Collection Tool & Instrument

This research was conducted indirectly through observation of the video recording of pre-service teaching practicum class. The primary instrument used during observation is the Flanders Interaction Analysis Category System (FIACS) observation checklist theory that has been used extensively in various studies regarding classroom interaction.

Flanders' system is an observational tool used to classify the verbal behavior of teachers, and pupils as they interact in the classroom. It has two main categories: teacher talk and student talk. A third category covers other verbal behavior, i.e. silence and confusion. The categorized will be explained in the table below:

Table 3.1 Flander’s Interaction Analysis Categories (FIAC) model

Category Areas	Category type	Activity
Teacher Talk	Indirect Talk	1. Accept feeling : Deals with feelings: in a nonthreatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students.
		2. Praises or encourages : Praises or encourages: praising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct
		3. Accepts or uses ideas of pupils :: Clarifying, building or developing ideas suggested by a pupil. Teachers’ extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.
		4. Ask questions : Asks questions: Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.
Teacher Talk	Direct Talk	5. Lecturing : Lecturing: Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.
		6. Giving direction : Directions, commands or orders to which a student is expected to comply.
		7. Criticizing or justifying authority : statements intended to change pupil behaviour from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

Pupil talk	Response	8. Talk by pupils in response to teacher Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiations	9. initiation: Talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.
Silence		10. Silence or confusion: Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

FIACS also has some rules for observation which will help the researcher to decide the category. These rules are as recommended by Flander (1970) cited in Singh, Sharma, & Upadhaya (2008) had to be followed by the researcher as follow:

Table 3.2 the Roles of Coding Verbal Interaction

No	Explanation
Role 1	When not certain in which of the two or more categories a statement belongs, choose the category that is numerically farther from the category five, with the exception of category ten.
Role 2	If more than category occurs during the three second interval, then all categories used in that interval are recorded. If no change occurs within three seconds, repeat the category numbers.
Role 3	When the teacher calls on a child by name, the observer ordinarily records as 4.
Role 4	If there is discernible period of silence, record one 10 for every 3 seconds of silence, laughter, board work, etc.
Role 5	Statements such as 'uh hah' yes, all right, okay, which occur between two 9s are recorded as 2.

Role 6 A teacher's joke which is not made at the expense of the children is a 2. If the joke makes fun of a child, then it is coded as a 7.

Role 7 An 8 is recorded when several students respond in union to a narrow question.

3.3 Data Analysis Technique

The researcher will be analyzing the data using Flanders Interaction Analysis Categories System (FIACS) to categorize the interaction. Flanders' system is an observational tool used to classify the verbal behavior of teachers, and pupils as they interact in the classroom. FIACS is a standardized checklist type instrument which has the following steps as the procedures:

1. Transcribing the recording of video classroom observation

The first step of data analysis is transcribing the data of video classroom observation recording. The researcher transcribes the recording of video classroom observation that consists of all the interaction and language used by the teacher and learner during the teaching process. In these steps, the researcher transcribes all the conversation between teacher and learner, by labeling the teacher's utterances with 'PT' for teacher and 'S' for learners.

2. Coding of Verbal Interaction

The data gained by recording transcription to show all the interaction and language used by teacher and learner during teaching process because at each three seconds might involve some categories both teacher and students talk, there were some rules for deciding which one the best category should be put out code consistently and follows the rules of the coding verbal interaction. An example of data transcription coding can be seen in the following table

Table 3.3 The Example of Coding and Analyzing the Data

Transcript	Recorded as
Teacher: What's the shape of the basin?	4

Students : oval	8
Teacher: Yes, right. The shape is oval	2

3. Step of Analyzing The Matrix and Calculating The Data in Percent

The second step is analyzing the matrix and calculating the data in percent. The matrix consists of ten rows and ten columns and then for each row and column represents one of the ten categories of Flander's coding system. The matrix analysis shows the types of interaction characteristics. The table below is the sample matrix.

Table 3.4 The Sample of Matrix (Smith, 1976).

		Column											
		Category code	1	2	3	4	5	6	7	8	9	10	Total
Row	1												0
	2				1								1
	3												0
	4										1		1
	5								1				1
	6									1		6	2
	7							1					1
	8			1									1
	9					1							1
	10							1					1

0 1 0 1 1 2 1 1 1 1 9N

After the tabulating matrix is finished, the interpretation is needed to help the researcher to analyze. Flander cited in Li, Shouhui, & Xinying (2011) recommends identifying the characteristics of learners and teachers by using the analyzing rules from Flander's observation tally sheet. The data will be analyzed by several formulas which will show the characteristics of the interactions that occur in the class. The following is the process of interpretation:

- a. [Total] the cells in the total row reveals the number of amount of the time of teacher talk, learner talk, and silence time. It shows the efficiency of the class in class

$$\text{Total} = C1 + C2 + C3 + C4 + C5 + C6 + C7 + C8 + C9 + C10$$

- b. [Row 1-3, column 1-3] reveals the amount of the time teacher is accepting, praising and encouraging the learners' participation. This characteristic is called by teacher support.

$$TS = \frac{(\text{row } 1+2+3) + (\text{column } 1+2+3) \times 100\%}{\text{Total cells}}$$

- c. [Row 4- 5, column 4- 5] reveals the amount of the time teacher asking questions and lectures in the classroom interaction. This characteristics is called by content cross.

$$CC = \frac{(\text{row } 4+5) + (\text{column } 4+5) \times 100\%}{\text{Total cells}}$$

- d. [Row 6-7, column 6-7] reveals the amount of the time teacher is giving direction and criticizing the learners' behaviour. This characteristic is called by teacher control.

$$TC = \frac{(\text{row } 6 + 7) + (\text{column } 6 + 7) \times 100\%}{\text{Total cells}}$$

- e. [Row 8-9, Column8-9] indicates sustained students participation, which is supposed to be a frequently event in a class with more interactions This characteristic is called student participation

$$SP = \frac{(row\ 8+9)+(column\ (8+9)) \times 100\%}{Total\ cells}$$

3.4 Trustworthiness

The researcher followed Guba as cited in Shenton (2004) concept of trustworthiness by introducing the criteria of credibility, confirmability, transferability, dependability, and to parallel the conventional quantitative assessment criteria of validity and reliability .

1. Credibility

The research used triangulation technique for judging the research finding. According to Denzim (1979) as cited in Honorene (2017) triangulation whereby a variety of data sources, different investigators, different perspectives (theories), and different methods are pitted against one another in order to cross-check data and interpretations. In this case, the researcher used observation video recording from teaching practicum class, used Flanders Interaction Analysis Category System (FIACS) as the instrument and collecting theories from different prepective that related with the topic.

Confirmability

Shenton (2004) describes confirmability as the qualitative investigator's comparable concern to objectivity. He further explains that steps must be taken to help ensure as far as possible that the findings of the research are the result of the ideas and experiences of the participants rather than the characteristics and preferences of the researcher. The researcher should make sure that the result of the study is gained from a participant. In this study, the researcher provides all data and ask peer reviews to check, give comment and suggestion regarding the data analysis. the result reviewed by the lecture' supervisor the result reviewed by the lecture' supervisor as the more knowledgeable in this topic to make conformability of the study.

2. Transferability

According to Merriam as stated by Shenton (2004) stated that external validity is concerned with the extent to which the findings of one study can be applied to other situations. The purpose of this research is to find out type and the dominant interaction of verbal classroom interaction between teacher trainees and learners, In this case, the result of this finding can be applied for the teacher to know the type of verbal classroom interaction especially types of classroom interaction that used pre-service teacher.

3. Dependability

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and critique the research process (Sandelowski 1986, Polit et al. 2006, Streubert 2007). Dependability is important for trustworthiness because it establishes the research study's findings are consistent and repeatable with the same (or similar) subjects (respondents) in the same (or similar) context. In this study, the researcher was guided by the thesis supervisor to ensure the instrument, data collection, data analysis, and other elements accordingly. Then, the researchers also discuss with the thesis supervisor about the findings of the research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter presents all the findings to answer the research questions and discusses. In the following chapter, the researcher tries to describe in detail the results of observation conducted in pre-service teaching practicum class of English Language Department in one of private university in Yogyakarta.

4.1 Finding

The data were collected from six times classroom observations in a pre-service teaching practicum class in which the participants were two pre-service teachers at English Language Education Department in a private university in Yogyakarta and then after gathering the data, the researchers write all conversations based on video recording while during the teaching and learning process in the classroom. after that, the researcher plotted it into codes and analyzing the data using FIACS (Flanders Interaction Analysis Category System). The researcher made a matrix from the list of categories that was happened in the classroom.

4.1.1 Result of Matrix Analysis

4.1.1.1 Classroom Verbal Interaction of Pre-Service Teacher A

After finding the data the researcher conducted coding, tabulating the data into matrix and calculated the data by totals formula to find the percentage for each interaction that occurred in classroom. The result of the matrix analysis of the first observation until the third observation in the pre-service teaching practicum class with teacher A are presented in Table 4.1

Table 4.1 The Finding of All Categories in Classroom Observation Pre-Service Teacher A

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Accepting feeling	1,4%	5,1%	2,5%	3%
2	Praising and encouraging	3,6%	7,3%	5,5%	5,5%
3	Accepting	1,4%	1,5%	2,5%	1,8%

	or using ideas of learners				
4	Asking question	23,9%	21,2%	20,9%	22%
5	Lecturing	7,2%	4,4%	9,2%	6,9%
6	Giving directions	9 %	13,9%	9,8%	10,9%
7	Criticizing or Justifying authority	2,3%	1,5%	4,3%	2,7%
8	Learner talk - response	30,2%	33,6%	31,9%	31,9%
9	Learner talk - initiation	19,4%	8,8%	12,9%	13,7%
10	Silence	1,8%	2,9%	0,6%	1,8%

Table 4.1 show the result of all categories based on FIACS theory. From the first observation until the third observation *Learner talk-response* becomes the higher categories, with an average 31,9%, and also teacher talk which in the first until third observation *asking question* becomes the higher categories with the average 22%. After that the proportion of the *teacher-talk* will be presented in following table :

Table 4.2 The Propotion of Teacher Talk

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Teacher-Talk	48,8%	54,7 %	54,6%	52,7%
	Indirect Teacher Talk	30,2%	35 %	31,3%	32,2%
	Direct Teacher Talk	18,5%	19,7 %	23,3 %	20,5%

Teacher talk indicates teacher's verbal activities in teaching – learning process. In teacher talk, there are two teacher's influences; direct and indirect influence. The indirect talk was *accepting feeling, praises and encouraging*, accepting or using idea of learners and *asking questions*. Meanwhile direct teacher talk was *lecturing, giving direction, and criticizing or justifying authority*. As presented in the table 4.2 the average of *teacher talk* from the first observation until the third observation is 52,7% , with the proportion of *Indirect talk* 32,2% and *Direct Talk* 20,5% . Then, the proportion of the *learnerr-talk* will are presented in following table :

Table 4.3 The Propotion of Learner-Talk

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Learner-talk	49,6%	42,3%	44,8%	45,6%
	Learner talk-Response	30,2%	33,6%	31,9%	31,9%
	Learner talk – initiation	19,4%	8,8%	12,9%	13,7%

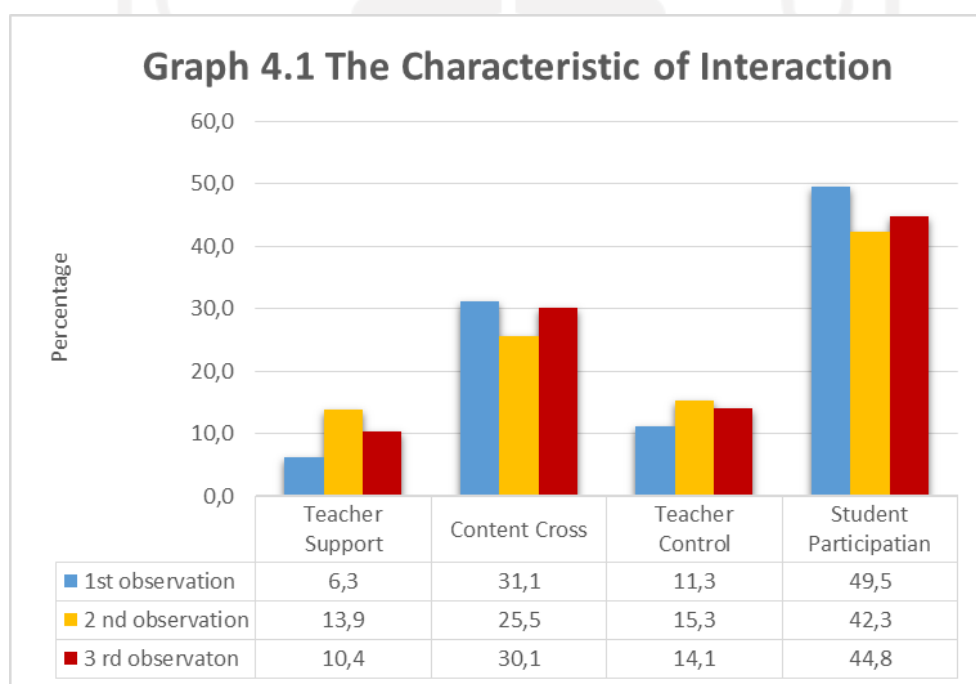
Based on the table 4.3 the average of Learner-talk from the first observation until the third observation.is 45,6%, with the proportion of Learner Talk-response is 31,9% and Learner-talk Intiation 13,7%. Based on the result presented, we know that learner used *Response* more than Initiation for the Interaction in classroom. In addition the proportion of silence will are presented in table 4.4 :

Table 4.4 The Proportion of Silence

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Silence	1,8%	2,9%	0,6%	1,8%

Based on the table 4.4 we can see the result of silence among first observation until third observation. The average of silence is 1,8% with the propotion in the first observation is 1,8%, the second observation is 2,9% and the third observation is 0,6%.

Furthermore In FIACS, the characteristics of verbal interaction was analyzed by analyzing matrix using FIACS characteristics calculation. The purpose of the FIACS characteristic calculation is to know and identify types of interaction characteristics while during in classroom. The result of all characteristics portion in the first observation until the third observation are presented in the following chart below :



Based on the chart above, student participation is the dominant Characteristic in the first until third observation. The Average of Proportion of *Students Participatiant* is 45,6%. It means that students were active while learning in classroom. The students participated in responding the teacher's question and talking initiation. Then, the second dominant Characteristic of Interaction is *Content Cross* with average 28,9%, it means that the teacher used *asking question* and *lecturing* in large portions regularly.

The third dominant characteristic of Interaction is *teacher control*. The average of *teacher control* proportion with average 13,6%, the teacher spend a little time in *giving directions and Criticizing or Justifying* authority.

Further, The lowest Characteristic from all three observations the average of teacher support is 10,2 %, it means that the teacher was rarely in *praising and encouraging the students*.

4.1.1.2 Classroom Verbal interaction of Pre-Service Teacher B

After finding the data the researcher did coding, tabulating the data into matrix and calculated the data by totals formula to find the percentage for each interaction that occurred in classroom. The result of the matrix analysis of the first observation until third observation in the Pre-service Teaching Practicum Class class with teacher B are presented in the table 4.5.

Table 4.5 The Finding of All Categories in Classroom Observation Pre-Service Teacher B

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Accepting feeling	3,8%	3,6%	1,6%	3%
2	Praising and encouraging	7,5%	6,0%	6,5%	6,6%
3	Accepting or using ideas of learners	3,8%	2,4%	1,6%	2,6%
4	Asking question	18,8%	20,2%	28,2%	22,4%
5	Lecturing	9,1%	14,3%	8,1%	10,5%
6	Giving directions	4,8%	8,3%	8,1%	7,1%

7	Criticizing or Justifying authority	1,6%	1,2%	8,1%	3,6%
8	Learner talk - response	31,7%	27,4%	29,8%	29,6%
9	talk - initiation	18,3%	11,9%	6,5%	12,2%
10	Silence	0,5%	4,8%	1,6%	2,3%

In the table 4.2 show the result of the all categories based on FIACS Theory from the first observation until the third observation. Based on the table we can see that *Learner talk-respon* still become the highest category with average 29,6% and for teacher talk which in the first until third observation *asking question* becomes the higher categories with average 22,4%. In first observation reached , second observation reached, and third observation reached the proportion of the *teacher-talk* will are presented in table 4.6 :

Table 4.6 The propotion of Teacher-Talk

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Teacher-Talk	49,4%	56%	62,1%	55,8%
	Indirect Teacher Talk	33,9%	32,1%	37,9%	34,6%
	Direct Teacher Talk	15,5%	23,8%	24,2%	21,2%

As presented in the table 4.2 the average of teacher talk from the first observation until the third observation is 55,8% , with the proportion od Indirect talk 34,6% and Direct Talk 21,2% Based on the result, we can conclude the teacher used indirect teacher talk more than direct teacher talk. Moreover, the propotion of Learner talk are presented in table 4.7:

Table 4.7 The Propotion Learner-Talk

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Learner talk	50%	39,3%	36,3%	41,9 %
	Learner talk- response	31,7%	27,4%	29,8%	29,6%
	Learner talk- initiation	18,3%	11,9%	6,5%	12,2%

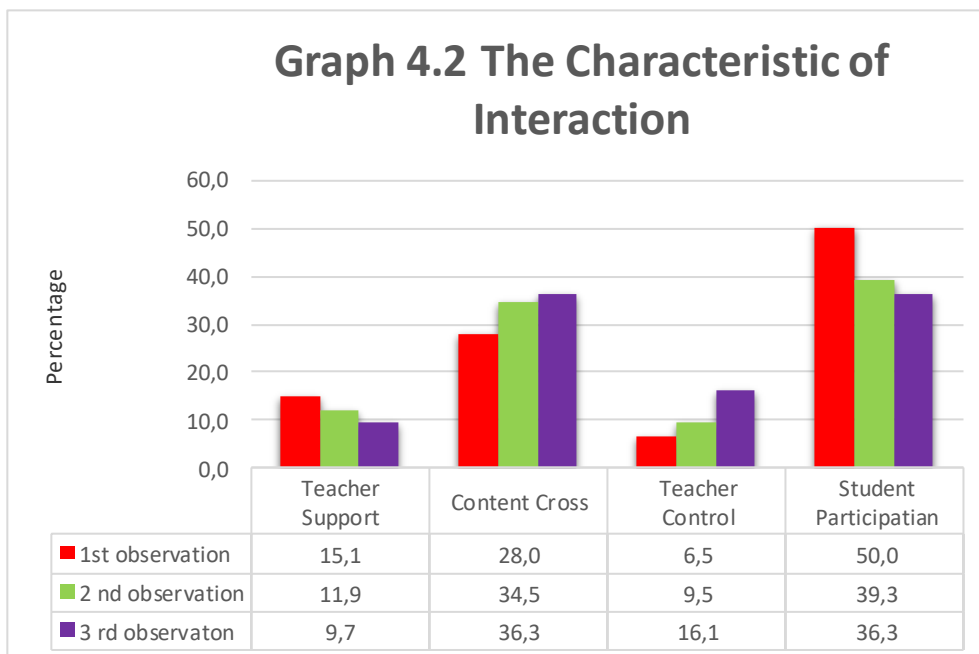
Based on the table 4.7 show that the result of learner talk among first observation until third observation. The average of learner talk is 41,9% with propotion of learner talk-resppon is 29,6% and learner talk-intiation is 12,2%. based on the result we can conclude that students used Learner talk-respond more than learner talk initiation while interaction in classroom. Then, the propotion of silence are presented in table 4.8 :

Table 4.8 The Propotion of Silence

No	Category	1 st Observation	2 nd Observation	3 rd Observation	Average
1	Silence	0,5%	4,8%	1,6%	2,3%

Based on the table 4.4 we can see the result of silence among first observation until third observation. The average of silence is 2,3% with the propotion in the first observation is 0,5%, the second observation is 4,8% and the third observation is 1,6 %.

Furthermore In FIACS , The characteristics of verbal interaction was analyzed by analyzing matrix using FIACS characteristics calculation. The purpose of the FIACS Characteristic calculation is to know and identify types of interaction characteristics while during in classroom. The result of all characteristics portion in the first observation until the third observation are presented in the following chart below:



Based on the chart above show that the result of the Characteristic of interaction among first observation until third observation. *Student participation* was the most dominant characteristic from the three observation, with average of *student participation* is 45,6% it means that the students were active in the classroom interaction.. The second dominant characteristic was *content cross* with average of *Content cross* is 28,9% , That means the teacher used *asking questions* and *lecturing* in large portions regularly.

The teacher control was the third dominant characteristic with average 10,7% it menas that teacher used spend a little time for *giving direction and criticizing or justifying* while interaction in classroom. Then, The lowest characteristic from all three observations is teacher support. the average of teacher support is 10,2 % , it means that the teacher was rarely in *praising and encouraging the students*

4.2 Discussion

4.2.1 Type of Pre-Service Teacher Verbal Interaction in Classroom

a. Teacher Talk

Teacher Talk indicates teacher's verbal activities in teaching – learning process. Teacher talk are indicated that the spoken by teacher while during teaching learning in classroom. Based on Flanders theory Teacher talk divided into two kind category which is Indirect Talk and direct talk. Indirect talk including *Accepting feeling, Praising and encouraging, Accepting or using ideas of learner Asking Question* and direct talk are *lenting, giving direction , Criticizing or justifying and authority*. The Explanation about the category of Teacher talk will be presented below.

Accepting feeling

According to Flanders (1970) at Smith (1976) argue that *Accepting feeling* is the feelings: in a nonthreatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students. Accepting feeling usually used by the teacher in the beginning of the class. The feeling it can be positive or negative. The example for the expression is 'Good Morning Students'. The researcher found some expression for accept feeling. Here the example of the video classroom observation transcription of teacher A :

Extract 001(1A)

PT: "Assalamu'alaikum Good Morning"

SS: "Walaikumsalam Morning"

Besides that the researcher also found an expression of accepting feeling from teacher B. Here are the example of the accept feeling expression based the transcription.

Extract 001(1B)

PT: "Good morning students"

SS: "Good morning"

From the example of the classroom observation above from teacher A and B. The teacher accepted feeling the learners by providing the expression such as “Good Morning” and by saying salam “Assalamualaikum Warahmatullahi Wabarakatuh” it means that the teacher try to engage the student and build comfortable environment in classroom between teacher and students. According Brown (2007) The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom. Accepting students’ feelings can build classroom environments that support the teaching and learning process

Praising and encouraging

Praising and encouraging based on the Flanders (1970) cited in Smith (1976) referred to praising or encouraging learner action or behavior. The examples of Praises or encourages: raising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct.

In addition, Tamakloe (2005) cited in Ababio (2013) argue that one of the teaching principles is the teacher can use praise to urge his/her pupils to become eager to participate more in a lesson. it means that Praise is refers to a motivational tool because it allows the teacher to selectively encourage different aspects of student production or output. *Praising* can be an important role in motivating learners if students motivated they can improve their own skill or knowledge. The researcher found some example of Praising and encouraging learner. Below the example of Praising and encouraging in transcription:

Extract 044 (1A)

PT: “Ok. Eee **everybody is excellent. You are correct...** “

Extract 021(1B)

S: “Bawang Putih Bawang merah”

PT: “Wooww **amazing!**”

Extract 027(2A)

S: “yess, **Describing people**”

PT: "Excellent! **You are very Excellent !**"

Extract 030(2B)

PT : "And then, heny. Which one is giving opinion ?"

S : " *Well, i think is not good idea especially for girls*"

PT : " yaaa... **good job!**"

Extract 037 (3A)

S: "Asking"

PT: "Yaa, **great Vira** "

Extract 009 (3B)

PT:" **Good, Excellent!**"

Based on the transcription of observation above, the teacher praised the learners when learners answered the correct answer from question that teacher ask before. some expression that teacher mentioned such as "good job", "Excellent", "great", "amazing" and some of the words of *praising and encouraging* found in the observation class is positive word it could encourage the learners in the building their confidence. Giving the praises expression indicated that the teacher appreciated the learners action or behavior.

Accepting or using ideas of learner

Flanders (1970) at Smith (1976) stated that *accepting or using ideas* refer to clarifying, building, or developing ideas or suggestions by a learner. In other hand According to French & Galloway (1968) the teacher responds to learners ideas by repeating or restating their learners' opinions. Accepting or using ideas of learner is indicated by rephrasing students' answers or ideas, making inferences from students' ideas or answers, using their ideas to solve the problem. Here are the example of accepting or using ideas of learner.

Ectract 046 (1A)

PT:" **yaa ate , ate what ?**"

S:" lays"

Extract 019 (1B)

PT: "Oh noo. **This one!**"

S: "Timun mas"

Some expression above showed that the teacher can use the idea from the learners and the teacher also can repeat the learners question or respond from the learners with their own word. The teacher try to repeating or using their ideas to be told to the other learners. For Extract 046 (1A) the teacher ask one of students to give a one example of word to make a complete senteces based on her/his ideas. Meanwhile, on the extract 019 (1B) the teacher corrects students' answers and tries to invite students to think of other answers by showing one picture until students can answer the right answer, when teacher using accepting or using idea from learner statement such as the correction the answer or the way teacher used the ideas from the learners and repeated it in correct sentence students' are feeling appreciated, they will likely have a good time in teaching and learning process, that creates a comfortable environment. In addition accepting or using idea from learner sentence will bring benefit to them as the new inputs and information.

Asking Question

Flanders (1970) cited in Smith (1976) explain that Asking question is the expression of asking a question about content or procedures; based on the teacher ideas, with the intent that the learner will answer. Here the example of the video classroom observation transcription of teacher A:

Extract 066 (1A)

PT :” okey, in the text... **you can see the handout, what is recount ?** “

S : “ *Enggak tau miss!*”

Extract 011 (2B)

PT:” Well, **I would like to ask some question about the video like, actually what is the topic about ?**

SS:” About bullying”

Based on the Extact above showed some expression of asking question. On the extract 066 (1A) and 011 (2B) the teacher ask to the whole learners in the classroom about what the material will be learn in that day and some learners answered those questions. Asking question to the learners besides to interest the learners in the classroom was also for checking the learners' understanding.it is

related to Sinclair and Brazil (1982) as cited in Yanfen & Yuqin (2010) argue that teacher talk is a large portion of class time, one of which is checking students' understanding. Moreover, by knowing learners answer, teacher knew how far they understood the lesson. or how far they pay attention on the class.

Furthermore, Brown (2001) describes questioning in interaction as a way to stimulate students speaking up their thoughts, it means as that when teacher asking question the student will be think critically to respon the teacher question.

Lecturing

According to Good and Merkel (1959) as cited in Kaur (2001) lecture as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking, usually implies little or no class participation by such means as questioning or discussion during the class period. In the other hand based on the Flanders (1970) in Smith (1976) explain that *Lecturing* is about giving facts or opinions about content or procedure; expressing his own idea, asking his questions to others. Based on the explanation above we can conclude that lecturing is important thing in teaching learning in classroom. Learners can got a lot information when teacher explain, questioning or discussion while teaching in classroom . Here the example of the video classroom observation transcription of teacher :

Extract 037 (2A)

PT: “ok so **describe people is you can describe about his/her personality something like that yaa. the social funtion is to describe someone physicaly and then the language features you can use noun, adjective, verb and then so this is the table.**”

Extract 044 (3B)

PT : “okey make.. then **we can also use action verb like make, take and oyhers., boil, cook. And the thord you can use imperative sentences and command like ‘ we put a noodles. Cut the onion , and wash the tomatoes and then also use connectives like the first, second then and finally and also we can use adverbial phrases like for five minutes then 2 centimeters like oke please cut the paper something like that . okeyy.. here’s...** ”

Based on the Extract above showed some expression of lecturing. On the the extract 037 (2A) and 044 (3B) the teacher was explaining about the language features of the materials that they learn in that day. From the transcription above we know that both of teacher were lecturing the learners by giving explanation the material and teacher also give some example of the language features that can use for the material in hat day.

Giving Direction

Giving direction means directions, commands, or order to which learner is expected to obey according to Flanders (1970) at Smith (1976). Giving direction is refer to the situation when the teacher give the instruction or direction and all of the students in classroom should be follow or obey. Here the example of the video classroom observation transcription:

Extract 067 (3A)

PT:” So listen to me carefully. **The game is giving the direction to the leader like turn left, go straight, turn right something like that. So The mission remember ! for that avengers team you should go to the safe place in there with using the blindfolded and bring thanos gloves allright ?”**

Extract 048 (2A)

PT : I will give you a worksheet and then in the worksheet . **there is picture and also the description text , your job is underline the physical aggression in the text oke already? understand?”**

Based on the Extract above showed some expression of giving direction. On the extract 067 (3A), the teacher was explaining directions to all students about how to play and also the rules of the game related to the games to be played together and then for extract 048 (2A), the teacher explains about the instruction how to do the worksheet to all students. Stated by the opinion of Banu et al. (2018) about the role of the teacher talk in the classroom that teacher talk plays one of them is make students understand the instructions or directions and explanations of a teacher. Scrivener (2005) argues that an essentially simple activity can become impossible, not because the students could not do it, but

because they did not understand what to do it means that the role of teacher is important as the most essential source of comprehensible input, if the teacher give a clear direction to student, students can follow the instruction well.

Criticizing or justifying and authority

According to Flanders (1970) at Smith (1976) Criticizing or justifying and authority is the statement intended to change learner behaviour from non-acceptable to acceptable pattern; bowling someone out; stating why the teacher is doing what he is doing, extreme self-references. It means the teacher make the statement or criticizes to change learner behavior from non-acceptable to acceptable. Here the example of the video classroom observation transcription :

Extract 015 (1A)

PT: “Air terjuu! **When I say air terjun you have to silent** “

Extract 016 (3B)

PT:” “Okay, Guys guys okay. **Pay attention. I will respect you if you respect me, okay?**”

Extract 062 (2A)

PT: “Anyway , **the candy that you get is to for playing the board game why you eat the candy ?**”

Based on the Extract above showed some expression of. *criticizing or justifying and authority*. On the extract 015 (1A) the teacher criticized learners because learner are noisy and teacher making a rules such as when teacher say “*air terjun*” all of learners should be silent and listen explanation from teacher. For the extract 016 (3B), it is just same with Extract 015 (1A) , the teacher criticized learners because the learners were very noisy while teacher was explaining the material. Based on the Extract 015 (1A) and extract 016 (3B) it was also supported by the opinion from Sofyan and Mahmud (2014) argue that most of criticizes that take place are intended to keep the students pay attention and listen to the speaker at the present time.

Then, for the extract 062 (2A), the teacher gives criticism to some students because they not follow the rules given by the previous teacher. The

teacher said that students do not eat candy because candy will be used for playing board games. The teachers had different ways to criticize the learner's behaviour since unacceptable behaviour to acceptable behavior. It also related to (Gharbavi and Iravani, 2014) opinion that the teacher when giving criticizes to learners do not use abusive words and making the students down as it will leave a bad effect for learners.

b. **LearnerTalk**

Learner talk can be defined as the language that is used by the learner to interact with the teacher or their peers in classroom interaction. Based on the Flanders theory *learner talk* divided into two part which is *Learner talk-Response* and *learner talk- initiation*.

Learner Talk-Response

According to Flanders (1970) at Smith (1976) learner talk-response is the talk by learner in response to teacher. Teacher initiates the contact or solicits learner statement or structures the situation. Freedom to express own ideas is limited. Learner talk respon related about the response from the learner to respon about the content or material from the teacher. Below some example of learner - talk expression in observation transcription:

Extract 062 (1A)

PT:” Past tense. yes the text that use past tense is ? “

S:” **Recount text**”

Extract 033 (1B)

PT : “ Okey ,could you mention which part of eehh.. adverb of time in this text ?”

S: “**Long time ago**”

Extract 032 (2A)

PT: “Ok, what are you watching ?.what is her name ?”

SS: ” **Lauraa**”

Extract 016 (2B)

PT: “ Did this video change your awrness about bullying ? “

SS:” **Hmm yess**”

Based on the observation transcription above , it is showed that some expression of learner talk-response. On the extract 062 (1A) and 033 (1B), one of learners in classroom is responding question from the teacher about the content of the material that they learn in that day. The teacher provides the opportunity for all students to be involved in answering teacher questions in class so that the teacher does not talk continuously. It is related to Harmer (2007) arguments that learners will have less opportunity for class participation if teacher talks and talks.

Moreover, for the extract 032 (2A) and 016 (2B) , all of learner response teacher asking about the video that showed from teacher. The teacher try to provide opportunities for students to be able to contribute to every activity in the class by asking questions about the material will be learn in that day and all students respond well. Van Lier (2001) claims that an effective learner-centered L2 classroom should provide an environment in which students can contribute to learning activities and maximize their use of the language. It means that learner talk– response is important to build good environment in the learning process. The contribute from learners is important to maximize their of the language and can make learners more be confident if they contribute in learning activities.

Learner Talk- Intiation

Flanders (1970) at Smith (1967) argue that talk by learner that they intiate is expressing own ideas ; intiating a new topic; freedom to develop opinion and a line of thought, like asking thought, like asking thoughtful question , going beyond the existing structure. Below the example of learner talk –intiation :

Extract 063 (1B)

S : “Sir, if there is no moral value, it can be or not ?”

Extract 076 (1B)

S : “Oh so we have to find a suitable word, sir?”

Extract 022 (1A)

S:’ you don’t exist...”

S: “Vira , right there in the back”

Based on the observation transcription above, it is showed that some expression of learner talk-response. On the extract 063 (1B) learners ask a question about the thought of their own related with the topic that learn in that day. Moreover for the extract Extract (076 (1B) , asking a teacher to make sure about the instruction that explained by teacher.

Then, for the extract 022 (1A) some learners give a joke to other learner while in teaching learning process. Learner had different ways to initiate to expressing own ideas such as initiating a new topic, asking thoughtful question giving opinion ,developing opinion based on their own idea.

c. Silences or confusion

Flanders (1970) at Smith (1967) argue that silence indicates pauses, short periods of silence, and periods of confusion in which communication can not be understood by the observer during teaching – learning process. The type of silences or confusion such as silence, laugh, pauses that happened in the classroom during teaching learning process. Based on the classroom observation transcription from both of two pre- service teacher the type of silence that silence that occurs in class such as laughter, silences when students work in groups, pauses when teacher will move to the next activity.

4.2.2 The Dominant Types of Pre-Service Teacher Verbal Interaction in Classroom

The researcher has done observed classroom observation. In this section , reseracher will be explain the dominant category based on the classroom observation result. The result of All Categories in whole Classroom Observation are presented in the table 4.9:

Table 4.9 The Summary of All Categories in whole Classroom Observation

No	Category	Teacher A			Teacher B			Average
		1 st Observation	2 nd Observation	3 rd Observation	1 st Observation	2 nd Observation	3 rd Observation	
1	<i>Accepting feeling</i>	1,4%	5,1%	2,5%	3,8%	3,6%	1,6%	3%
2	<i>Praising and encouraging</i>	3,6%	7,3%	5,5%	7,5%	6%	6,5%	6%
3	<i>Accepting or using ideas of learners</i>	1,4%	1,5%	2,5%	3,8%	2,4%	1,6%	2,2%
4	<i>Asking questions</i>	23,9%	21,2%	20,9%	18,8%	20,2%	28,2%	22,2%
5	<i>Lecturing</i>	7,2%	4,4%	9,2%	9,1%	14,3%	8,1%	8,7%
6	<i>Giving directions</i>	9%	13,9%	9,8%	4,8%	8,3%	8,1%	9%
7	<i>Criticizing or Justifying authority</i>	2,3%	1,5%	4,3%	1,6%	1,2%	8,1%	3,1%
8	<i>Learner talk-Response</i>	30,2%	33,6%	31,9%	31,7%	27,4%	29,8%	30,7%
9	<i>Learner talk-Initiation</i>	19,4%	8,8%	12,9%	18,3%	11,9%	6,5%	12,9%
10	<i>Silence</i>	1,8%	2,9%	0,6%	0,5%	4,8%	1,6%	2%

Based on table 4.9, we can see the summary of all categories that occurred during the teaching and learning process from two participants and three times observations with teacher A and three times observations with teacher B. In each observation the dominant category of teacher talk is *asking question* which make

up the highest achieved the highest categories of the teacher talk. *Asking questions* which reached 22,2 % in all classroom observation. In first observation with teacher A reached 23,9, second observation reached 21,2% and last observation reached 20,9. Besides that for the observation with teacher B, In the first observation 18,8%, second observation reached 20,2, and last observation reached 28,2%. From the result of asking question category it can be seen that teachers spend more time to give questions to learners regarding subject matter. The reseracher found that type of question that teacher used in classroom which is question to ensure students' understanding of a subject matter and teacher also asked the students to elaborate instructions and their progress on the project given It can related with Brown (2001) that asking questions is a way to stimulate students in speaking up their thought.

The second most dominant category is *giving direction* category which reached 9% in all classroom observation. In the first observation with pre-service teacher A reached 9% , second observation reached 13,9% and third observation reached 9,8%. Then, In first observation with pre-service teacher B reached 4,8%, second observation is 8,3 and third observation reached 8,1%, From ths *giving direction* category it can see that that teacher spent of talking time in *giving direction* such as Giving the direction, delivering the instruction and commanding the learner.

Lecturing is the third most dominant category, they reached 8,7 %, In first observation with pre-service teacher A reached 7,2 %, 4,4% in second observation , and 9,2% in third observation. Then, observation with pre-service teacher B reached 9,1% in first observation, 14,3% in second observation and 8,1 in third observation. It means that teacher give less time for expressing own ideas, giving own explanation or citing or authority, explain the material .

For Praising and encouraging category which reached the average of 6%. Then, for criticizing or justifying authority category while reached 3,1% from all classroom observation. Besides, *Accepting feeling* while reached 3% from all

classroom observation. Meanwhile, *accepting or using ideas of learners* reached 2,2% .

Based on the result of this research the most dominant category is *asking question*. It means that teachers spend more time to give questions to learners regarding subject matter. This finding was similar to Aisyah (2016) who also found asking question to be the most used in the EFL class under her study. However, the result in other research is different. This is though different from Nasir et al (2018) the result of their research showed that giving direction was one of the most frequently used in the classroom interaction. This meant that the teacher used a more time to giving Directions, commands or orders to which a student is expected to comply the researcher assume this difference is due to the different context of class in which her study observed learner in senior high school. Meanwhile, this research are focused on pre service teaching practicum classes in higher education level.

From the above findings we can conclude that the most dominant category was asking question it means that teacher more spend time for gives question to stimulate students speaking up their thoughts so that learners were more active in classroom. The researcher found that the teacher intentionally asked questions and expected the answers from students. type of asking question often used such as questions simply to check students' comprehension and required them to recall facts. *Asking question* is one of the ways in engaging students' participation toward learning situation. Types of questions was varied ranging from yes/no questions, wh-questions, tag questions and so forth.

Futhermore , the implication of this research is that pre-service teachers use all of kinds classroom interactions in reference to FIACS when do a teaching simulations for build relationships with students and handle the teaching and learning process so that it runs well so the learning objectives can be achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter is about the conclusion from the discussion and analysis in the previous chapter. It is completed by the implication of this research and the recommendation for further research.

5.1 Conclusion

This study is about verbal classroom interaction demonstrated by pre-service teacher during their teaching practicum. The researcher found that all categories of teacher talk were identified during the classroom observation. The ten categories are based on FIACS (Flanders Interaction Analysis Category System) which is the teacher talk categories are *accepting feeling, praises and encouraging, accepting or using ideas of learners, asking questions, lecturing, giving directions, and criticizing or justifying authority*. For the learner talk categories are *response* and *intiation*. From the results of the data, this research concludes that all of the categories were used by pre-service teachers with varying degree and the dominant category that used by pre-service teacher is *asking question*. *Asking question* category reached 22,2% from 6 classroom observations. In first observation with pre-service teacher A reached 23,9, second observation reached 21,2% and last observation reached 20,9. Besides that for the observation with pre-service teacher B, In the first observation 18,8%, second observation reached 20,2, and last observation reached 28,2%. Finally, the researcher concludes that pre-service teachers spent more time giving uestion to stimulate students speaking up their thoughts so that learners were more active in the classroom. The researcher found that the teacher intentionally asked questions and expected the answers from students. The implication of this research is that pre-service teachers use all of kinds classroom interactions in reference to FIACS when do a teaching simulations for build relationships with students and handle the teaching and learning process so that it runs well so the learning objectives can be achieved

5.2 Suggestion

This research is a one of research about classroom interaction study. this research is focused in characteristics and the effectiveness of verbal classroom interaction in pre-service teaching practicum class. Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

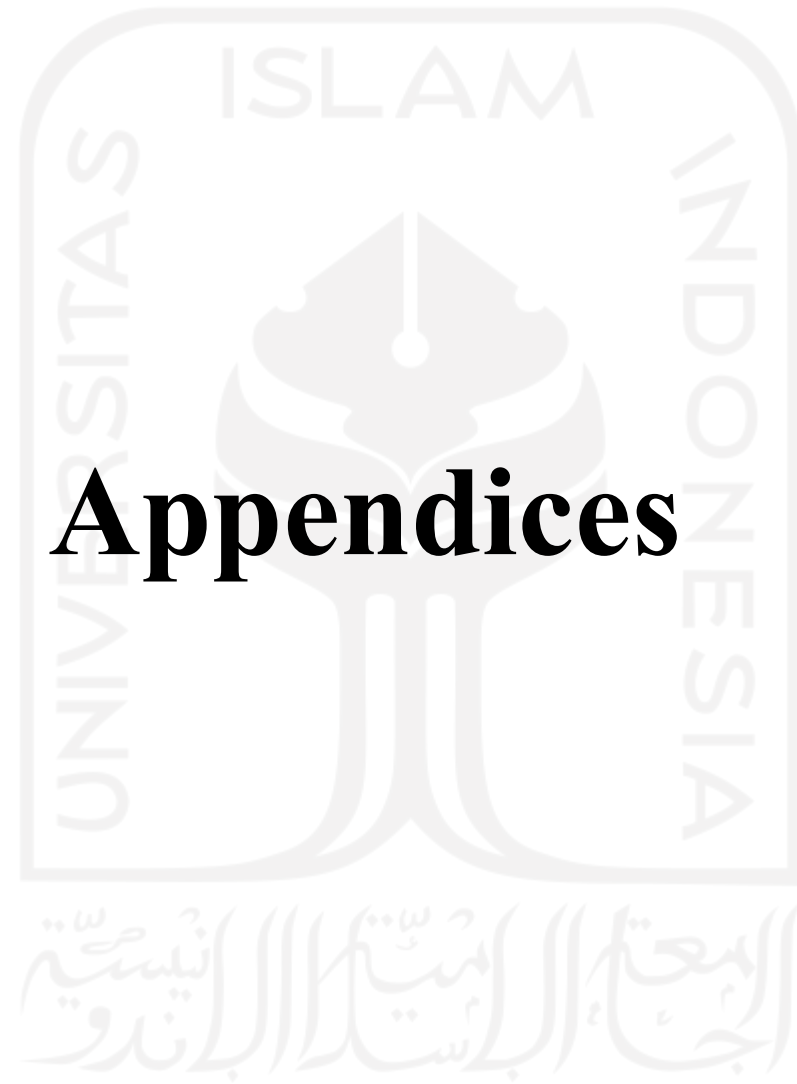
1. For the English teacher In class, the result of this reserach can be used as additional references to make evaluation for the teachers in the term delivering the teachers talk to the learners in order to achieving the goal of the teachers talk in the classroom interaction.
2. For other researchers who wish to research with similar topic, the researchers could carry out a research and development in order to increase the effectiveness of classroom interaction especially the context in teaching practicum class. The results of this research can be one of the references to develop futher researches.

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Matrix Analysis of the 1st Classroom Observation

Duration : 20:59

Topic : Recount Text

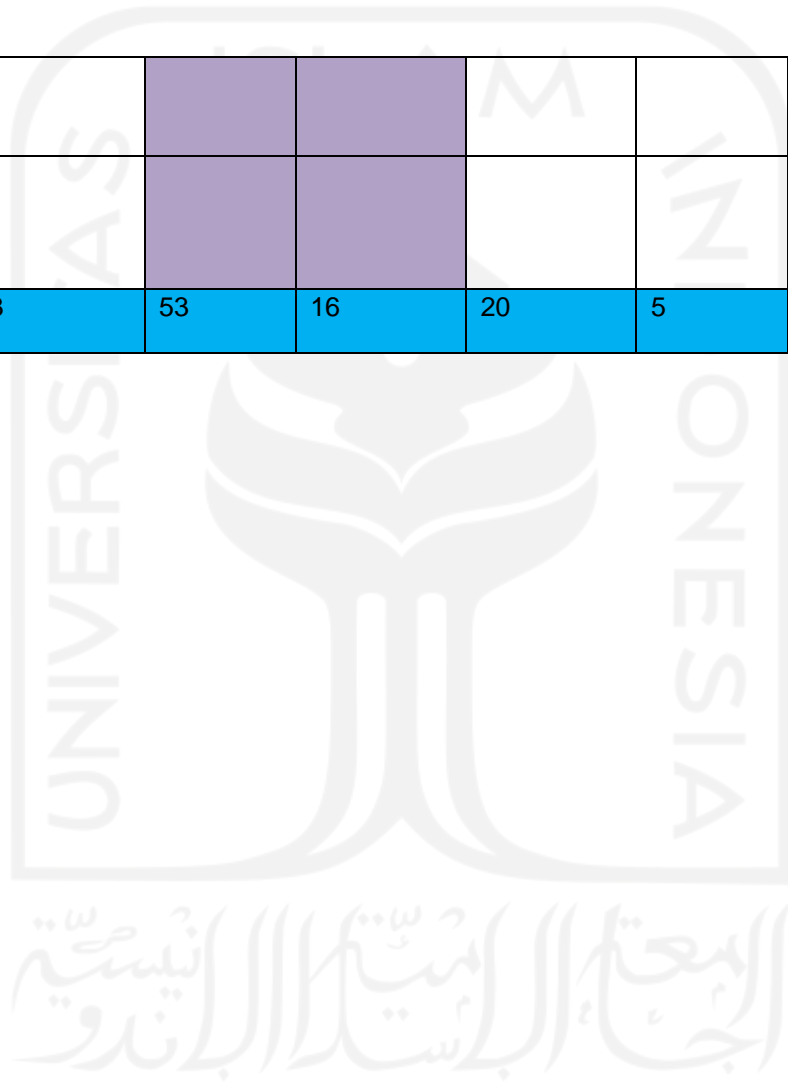
Pre-Service Teacher : Teacher A (Diah)

Lesson : Microteaching Class

			Teacher Indirect Talk				Teacher Direct Talk			Student Talk			
			Acceptin g feeling	Praisig and Encoua ging	Accepting or using ideas of learnes	Asking question	Lecturing	Giving directions	Criticizing or Justifying authorit	Learner talk - response	Learner talk - initiation	Silence or confusio	
			1	2	3	4	5	6	7	8	9	10	Total
Teac her	Acceptin g feeling	1	3										3

	Praising and Encouraging	2		8								8
	Accepting or using ideas of learners	3			3							3
	Asking question	4				53						53
Teacher Direct Talk	Lecturing	5					16					16
	Giving directions	6						20				20
	Criticizing or Justifying authority	7							5			5
Student Talk	Learner talk - response	8								67		67
	talk	9									43	43

	- initiation												
	Silence or confusion	10										4	4
	Total	3	8	3	53	16	20	5	67	43	4	222	



Matrix Analysis of the 1st Classroom Observation

Duration : 21:36

Topic : Narrative Text

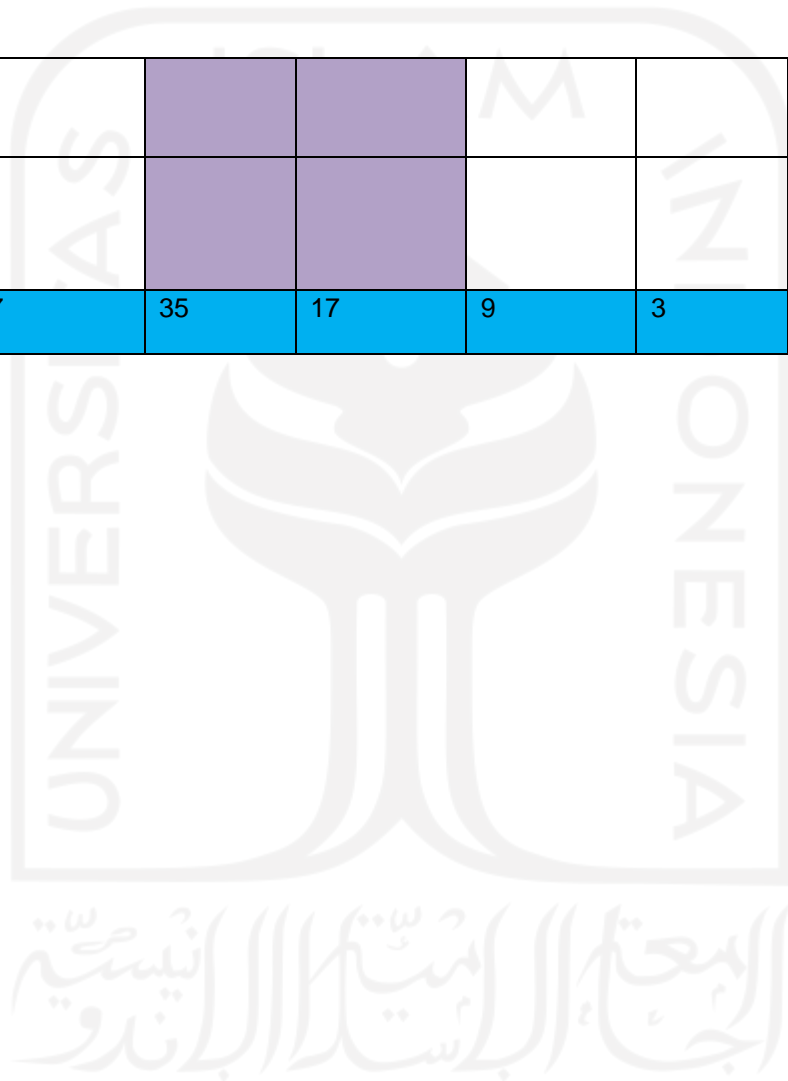
Pre-Service Teacher : Teacher B (Fatchan)

Lesson : Microteaching Class

		Teacher Indirect Talk				Teacher Direct Talk			Student Talk			
		Accepting feeling	Praising and Encouraging	Accepting or using ideas of learners	Asking question	Lecturing	Giving directions	Criticizing or Justifying authority	Learner talk - response	Learner talk - initiation	Silence or confusion	
		1	2	3	4	5	6	7	8	9	10	Total
Teacher	Accepting feeling	1	7									7

	Praising and Encouraging	2		14								14
	Accepting or using ideas of learners	3			7							7
	Asking question	4				35						35
Teacher Direct Talk	Lecturing	5					17					17
	Giving directions	6						9				9
	Criticizing or Justifying authority	7							3			3
Student Talk	Learner talk - response	8							59			59
	talk	9								34		34

	- initiation												
	Silence or confusion	10										1	1
	Total	7	14	7	35	17	9	3	59	34	1	186	



Matrix Analysis of the 2st Classroom Observation

Duration : 19:35

Topic : Describing People

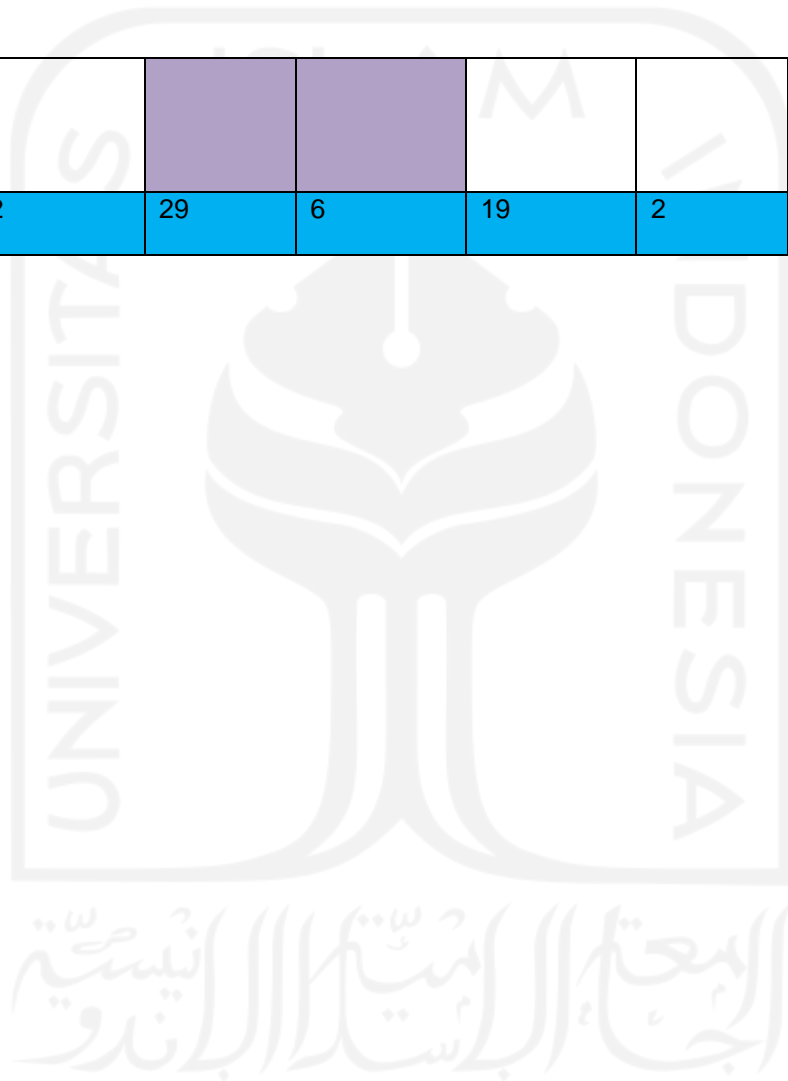
Pre-Service Teacher : Teacher A (Diah)

Lesson : Microteaching Class

		Teacher Indirect Talk				Teacher Direct Talk				Student Talk			
		Accepting feeling	Praising and Encouraging	Accepting or using ideas of learners	Asking question	Lecturing	Giving directions	Criticizing or Justifying authority	Learner talk - response	Learner talk - initiation	Silence or confusion		
		1	2	3	4	5	6	7	8	9	10	Total	
Teacher Indirect Talk	Accepting feeling	1	7										
	Praising and Encouraging	2		10									

	ging												
	Acceptin g or using ideas of learnes	3			2								
	Asking question	4				29							
Teacher Direct Talk	Lecturing	5					6						
	Giving directions	6						19					
	Criticizing or Justifying authorit	7							2				
Student Talk	Learner talk - response	8								46			
	talk - initiation	9									12		

	Silence or confusion	10										4	
	Total	7	10	2	29	6	19	2	46	12	4	137	



Matrix Analysis of the 2st Classroom Observation

Duration : 22:52

Topic : Asking and giving opinion

Pre-Service Teacher : Teacher B (Fatchan)

Lesson : Microteaching Class

		Teacher Indirect Talk				Teacher Direct Talk				Student Talk			
		Acceptin g feeling	Praisig and Encoua ging	Accepting or using ideas of learnes	Asking question	Lecturing	Giving directions	Criticizing or Justifying authorit	Learner talk - response	Learner talk - initiation	Silence or confusio		
		1	2	3	4	5	6	7	8	9	10	Total	
Teacher Indirect Talk	Acceptin g feeling	1	3										
	Praisig and Encoua ging	2		5									

	Accepting or using ideas of learners	3			2								
	Asking question	4				17							
Teacher Direct Talk	Lecturing	5					12						
	Giving directions	6						7					
	Criticizing or Justifying authority	7							1				
Student Talk	Learner talk - response	8								23			
	talk - initiation	9									10		
	Silence or	10										4	

	confusion											
	Total	3	5	2	17	12	7	1	23	10	4	84



Matrix Analysis of the 3st Classroom Observation

Duration : 20:57

Topic : Asking and giving direction

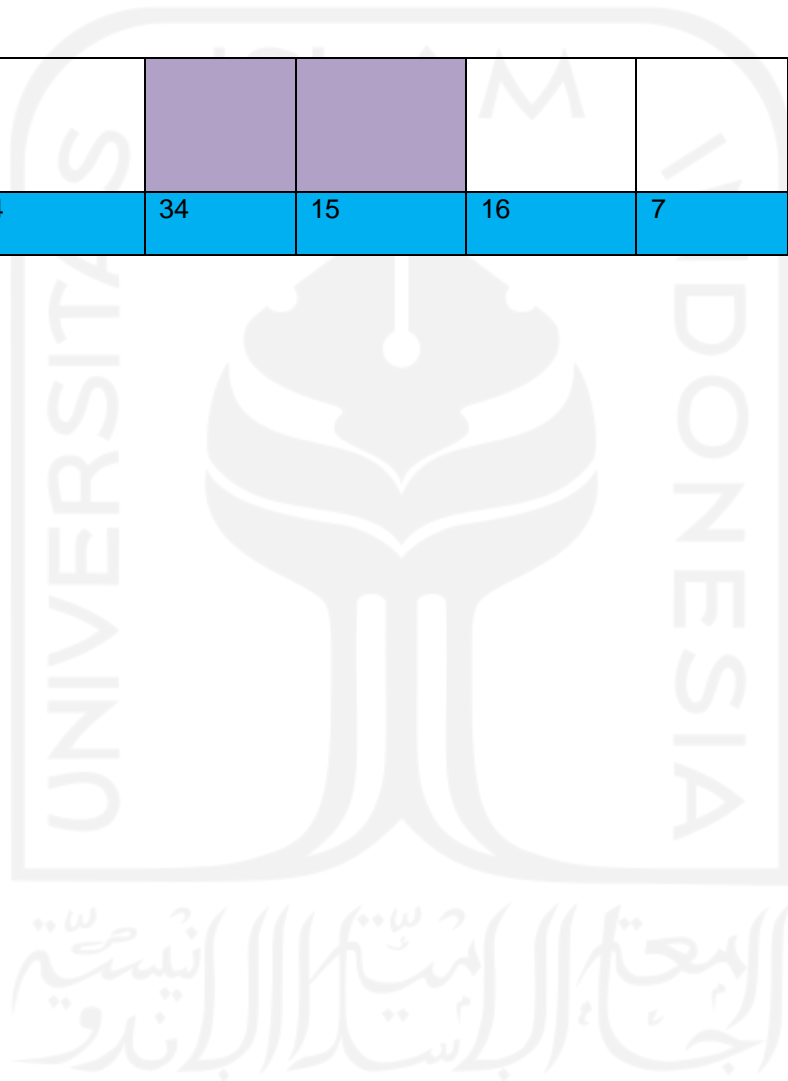
Pre-Service Teacher : Teacher A (Diah)

Lesson : Microteaching Class

		Teacher Indirect Talk				Teacher Direct Talk				Student Talk			
		Accepting feeling	Praising and Encouraging	Accepting or using ideas of learners	Asking question	Lecturing	Giving directions	Criticizing or Justifying authority	Learner talk - response	Learner talk - initiation	Silence or confusion		
		1	2	3	4	5	6	7	8	9	10	Total	
Teacher Indirect Talk	Accepting feeling	1	4										
	Praising and Encouraging	2		9									

	ging												
	Acceptin g or using ideas of learnes	3			4								
	Asking question	4				34							
Teacher Direct Talk	Lecturing	5					15						
	Giving directions	6						16					
	Criticizing or Justifying authorit	7							7				
Student Talk	Learner talk - response	8								52			
	talk - initiation	9									21		

	Silence or confusion	10										1	
	Total	4	9	4	34	15	16	7	52	21	1	163	



Matrix Analysis of the 1st Classroom Observation

Duration : 32.44

Topic : Procedure text

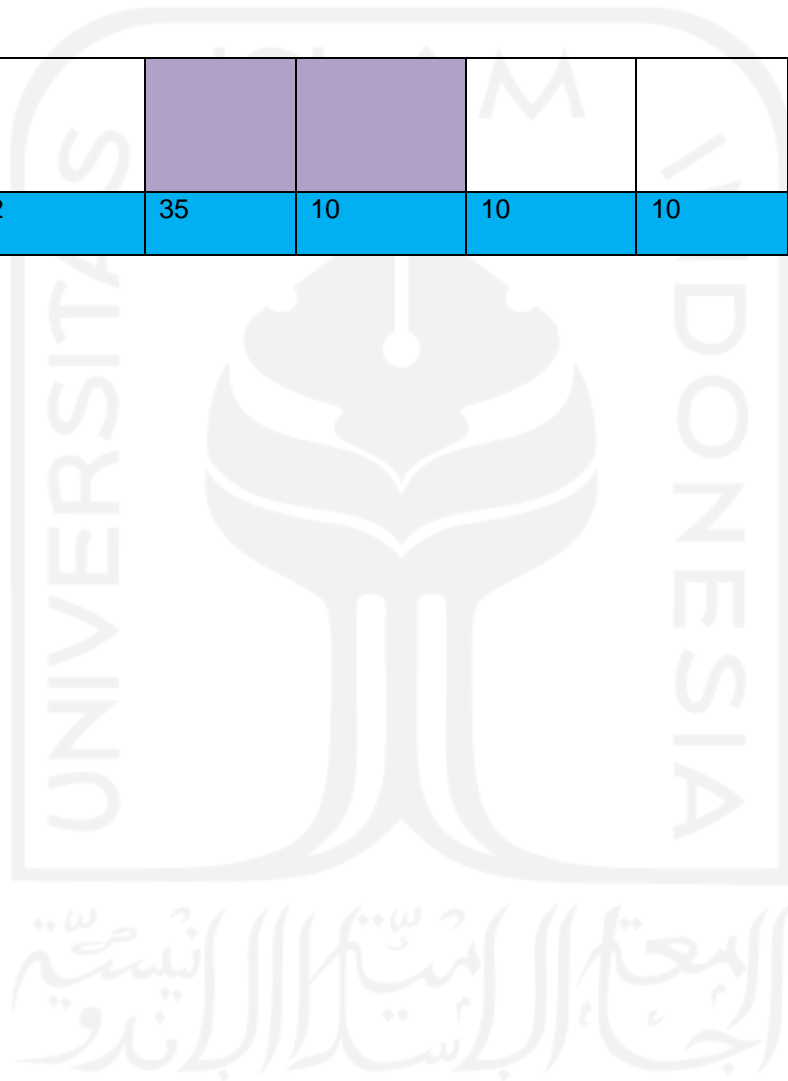
Pre-Service Teacher : Teacher B (Fatchan)

Lesson : Microteaching Class

		Teacher Indirect Talk				Teacher Direct Talk				Student Talk			
		Accepting feeling	Praising and Encouraging	Accepting or using ideas of learners	Asking question	Lecturing	Giving directions	Criticizing or Justifying authority	Learner talk - response	Learner talk - initiation	Silence or confusion		
		1	2	3	4	5	6	7	8	9	10	Total	
Teacher Indirect Talk	Accepting feeling	1	2										
	Praising and Encouraging	2	8										

	ging												
	Acceptin g or using ideas of learnes	3			2								
	Asking question	4				35							
Teacher Direct Talk	Lecturing	5					10						
	Giving directions	6						10					
	Criticizing or Justifying authorit	7							10				
Student Talk	Learner talk - response	8								37			
	talk - initiation	9									8		

	Silence or confusion	10										2	
	Total	2	8	2	35	10	10	10	37	8	2	124	



Transcript Video Classroom Observation 1

Duration	: 20:59
Topic	: Recount Text
Pre-Service Teacher	: Teacher A (Diah)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Extract	Conversation	Researcher Note	Code
001 (1A)	PT: "Assalamu'alaikum Good Morning" SS: "Walaikumsalam Morning"	<i>Teacher open the class</i>	1(T.T.Acpt) 8(S.T.Respon)
002 (1A)	PT: "How are you today ?" SS: " I'm fine, Thank you and you ?"		4(T.T.Ask.Quest) 8(S.T.Respon)
003 (1A)	PT: "Very well. how are you today Boy ?" S: " I'am fine I'm good miss"		4(T.T.Ask.Quest) 8(S.T.Respon)
004 (1A)	PT: "How are you miskat ?" S: " Good"		4(T.T.Ask.Quest) 8(S.T.Respon)
005 (1A)	PT : " Oh good, Very well" S: "Why you don't ask me ?"		4(T.T.Ask.Quest) 9(S.T.Intia)

006 (1A)	PT: "How are you Anggi ? Are you sleeping well ? S: "Good. Thank you"		4(T.T.Ask.Quest) 8(S.T.Respon)
007 (1A)	PT: "Ok, before we star the lesson i will check the attandance first. " PT : "Who is absent today ?" S: "Diah" S : " <i>Diaah aja terus..</i> "		5(T.T.Lect) 4(T.T.Ask.Quest) 8(T.T.Respon) 9(S.T.Intia)
008 (1A)	PT: "Do you know why ? S: " <i>Bolos miss</i> "		4(T.T.Ask.Quest) 9(S.T.Intia)
009 (1A)	PT: "Bolos ?" S: " <i>Astaghfirullah!</i> "		7(T.T.Crt) 9(S.T.Intia)
010 (1A)	PT: "Anybody else ?" S: "Eggak ada miss"		4(T.T.Ask.Quest) 8(S.T.Respon)
011 (1A)	PT: "Oh nggak ada." PT: "Ok, before we strar the class. Let's pray together. Pray begin!" PT & S: "Aamiin"		2(T.T.Pra) 6 (T.T.Direct)
012 (1A)	PT: "Ok guys, well we would like to play a game first " S: " Yess"		6(T.T.Direct) 8(S.T.Respon)
013 (1A)	PT: "are you exited ?" S: "Yess" S: "Noo" S: "depend of the game"		1(T.T.Acpt) 8(S.T.Respon) 9(S.T.Intia) 8(S.T.Respon)
014 (1A)	PT: "so in this board you can see the board first, there are three board" S: " <i>waah kapan nulis nya...</i> " S: " <i>Ya Allah ajaib</i> "		5(T.T Lect) 9(S.T.Intia) 9(S.T.Intia)
015	PT: "Air terjuu! When I say air terjun you have to silent		6(T.T.Direct)

(1A)	“ S: "ssstt... “		9(S.T.Intia)
016 (1A)	PT:” this game is about finding verb two. Not finding your jodoh yaa”		5(T.T.Lect)
017 (1A)	PT: “Ok you see the color. What is the verb ? is it the verb 1 ? S: “Yaa”		4(T.T.Ask.Quest) 8(S.T.Respon)
018 (1A)	PT:” and then i will divided it these flashcard into your island so your island must be consist of five student..1..2..3..4..5... ok you can go to the another island Della” S:” <i>haha terbuang.. “</i>		6(T.T.Direct) 9(S.T.Intia)
019 (1A)	PT:” and then 1.. 2.. 3..4...5 ok for the others can go to another island because miskat is alone” S:” <i>ohh oke miss</i> ” S:” <i>ayoo kita pindah pulau</i> ”		6(T.T.Direct) 9(S.T.Intia) 9(S.T.Intia)
020 (1A)	T:” so in the 1 island there must be consist of five student” S: “ <i>Yaa,berarti berapa miss ?</i> ”		6(T.T.Direct) 9(S.T.Intia)
021 (1A)	T:’ so dinda, anggi and vira you can go to the another island “ S:” ok it’s ok miss”		6(T.T.Direct) 8(S.T.Respon)
022 (1A)	S:’ <i>kamu gaada...</i> ” S: “ <i>Vira disana noh di belakang</i> ” S:” <i>Aku balik ke habitat aja</i> ”		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
023 (1A)	PT:” ok after that i will devided the card” PT : “In this card what is the verb ?” SS: “(Silence)”		5(T.T.Lect) 4(T.T.Ask.Quest) 10(Silence)
024	PT:” it is verb 2 ?”		4(T.T.Ask.Quest)

(1A)	SS: "yaa"		8(S.T.Respon)
025 (1A)	PT: "so can you mention what is the word ? " S: "eee.. <i>this one</i> ? "		4(T.T.Ask.Quest) 9(S.T.Intia)
026 (1A)	PT: "ya this one" S: "eehh . cook"		3(T.T.Idea) 8(S.T.Respon)
027 (1A)	PT: "ok so , listen to me!. So, you have to match the verb 1 you can borrow this verb." PT : "So what is your group ? you are the group b " S: "miss we are the group B"		6(T.T.Direct) 5(T.T.Lect) 8(S.T.Respon)
028 (1A)	S: " <i>kitaa C miss</i> " S: " <i>Kita A team aja miss</i> " S: " <i>Dia A aja dong</i> "		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
029 (1A)	PT: "Ok ok i will choose you are group A you are B and you are c" S: " <i>miss kita b aja biar lebih dekat miss</i> " S: " <i>Aduhh..pusing.. pusing</i> " PT: "Ok ok group B, C and A"		5(T.T.Lect) 9(S.T.Intia) 9(S.T.Intia) 5(T.T.Lect)
030 (1A)	PT: "Everyone in the group you put this verb in the board"		6(T.T.Direct)
031 (1A)	S: " <i>Miss kalo salah gimana ?</i> " PT: "That;s fine"		9(S.T.Intia) 3(T.T.Idea)
032 (1A)	S: " <i>Miss kok ini ga berwarna yang itu berwarna</i> " S: " <i>iyaa miss iyaa</i> " S: " <i>iyaa. cuma punya miss nya aja yang berwarna</i> "		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
033 (1A)	PT: "Air terjun ! sttt. Anyone want to asking . Yes anggi ?" S: " noo.. noo miss "		7(T.T.Crt) 8 (S.T.Respon)
034 (1A)	PT: "ok, are you get it the instruction ?" S: " yess miss "		4(T.T.Ask.Quest) 8(S.T.Respon)

035 (1A)	PT: "ok, are you ready ?" S: "yess "		4(T.T.Ask.Quest) 8(S.T.Respon)
036 (1A)	PT: "ok, lets start begin"		6(T.T.Direct)
037 (1A)	S: "kita B" S: "ayo ita maju"		9(S.T.Intia) 9(S.T.Intia)
038 (1A)	PT: all group already put the flashcard, right ? " S: "right!"		4(T.T.Ask.Quest) 8(S.T.Respon)
039 (1A)	PT: "ok now we correct together ok" S: "ok miss "		6(T.T.Direct) 8(S.T.Respon)
040 (1A)	T: "Number one is go , What is the verb 2 ?" S: "Went"		4(T.T.Ask.Quest) 8(S.T.Respon)
041 (1A)	T: "Eat ?" S: "Ate " T: "Arrive?" S: "Arrived" T: "Spend ?" S: "Spent"		4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon)
042 (1A)	T: "Cook ?" S: "Cooked " T: tadi itu aldi verb memasak ya ?" S: "yaa "		4(T.T.Ask.Quest) 8(S.T.Respon) 5(T.T.Lect) 8(S.T.Respon)
043 (1A)	T: "visit ?" S: "visited" T: "Meet ?" S: "Met" T: "Win ?" S: "Won "		4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon)
044 (1A)	PT: "Ok. Eee everybody is excellent. You are correct..." "		2(T.T.Pra) 6(T.T.Direct)

	PT: "so now i would like you to make short sentences from the verb so now look at the verb." PT : "Della Whate are you eating in the morning ?" S:" Lays"		4(T.T.Ask.Quest) 8(S.T.Respon)
045 (1A)	PT:" so the sentences might be...." S:" I..." PT:" Della..." S:" della ate ?"		5(T.T.Lect) 8(S.T.Respon) 5(T.T.Lect) 8(S.T.Respon)
046 (1A)	PT:" ate what ?" S:" lays" PT:" rice ?" S:" Lays, Chiki" SS:" (Laughing)"		3(T.T.Ideas) 8(S.T.Respon) 7(T.T.Crt) 8(S.T.Respon) 10(Silence)
047 (1A)	PT:" Ok in this morning... so the sentences is Della ate lays in this morning" S:" <i>gaada was nya miss ?</i> "		5(T.T.Lect) 9(S.T.Intia)
048 (1A)	PT:" nah terus, Della...Della " S:" <i>Della iyaa Della</i> "		4(T.T.Ask.Quest) 9(S.T.Intia)
049 (1A)	PT:" Della as" S:" Subject"		4(T.T.Ask.Quest) 8(S.T.Respon)
050 (1A)	PT:" Ate..." S:" Verb" ? PT:" Lays..." S:" <i>Makanan</i> " S:" Object"		4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 9(S.T.Intia) 8(S.T.Respon)
051 (1A)	PT:"In the morning is ?" S:" Time"		4(T.T.Ask.Quest) 8(S.T.Respon)
052 (1A)	PT: "Ok so the second sentence" S: " <i>Izaam Izaam</i> "		6(T.T.Direct) 9(S.T.Intia)
053	PT : "Fahma who are you met in last week ?"		4(T.T.Ask.Quest)

(1A)	S: " My Boyfriend"		8(S.T.Respon)
056 (1A)	PT: " My Boyfriend ? woow" S: " oh my god"		7(T.T.Crt) 9(S.T.intia)
057 (1A)	PT: " siapa itu ?" S: " oppa"		4(T.T.Ask.Quest) 8(S.T.Respon)
058 (1A)	PT: " oppa, oke so you can say the sentences like to this" S: " Fahma..."		4(T.T.Direct) 8(S.T.Respon)
059 (1A)	PT: " Fahma....?" S: " met suga oppa "		4(T.T.Ask.Quest) 8(S.T.Respon)
060 (1A)	PT: ' Whats the time ? last year ? last week ?" S: " Last week"		4(T.T.Ask.Quest) 8(S.T.Respon)
061 (1A)	PT: " you can see both of sentences this is use past sentences. This sentences tell past experience, so this would be related to the topic that we are learning today." PT: " Can you guess what is it ?" S: " Past tense"		5(T.T.Lect) 4(T.T.Ask.Quest) 8(S.T.Respon)
062 (1A)	PT: " Past tense. yes the text that use past tense " S: " Recount text"		4(T.T.Ask.Quest) 8(S.T.Respon)
063 (1A)	PT: " yaa recount excellent. so we are going to learn about recount yaa, so i will divided this handout "	<i>The teacher share the worksheet</i>	5(T.T.Lect)
064 (1A)	PT : " okey, all of you get the worksheet , right ?" SS : " Yess!"		4(T.T.Ask.Quest) 8(S.T.Respon)
065 (1A)	PT : " so in this handout.." SS : "(Noisy) PT : " Air terjun! S : " Sssttt!"		5(T.T.Lect) 10(Silence) 7(T.T.Crt) 9(S.T.Intia)
066	PT : " okey, in the text... you can see the handout,		4(T.T.Ask.Quest)

(1A)	what is recount ? “ S : “ <i>Enggak tau miss!</i> ” S :” <i>ohh ini nih...</i> ”		9(S.T.Intia) 9(S.T.Intia)
067 (1A)	PT : “ yaa, recount is ?” S : “ a text which retells event or experiences in the past”		4(T.T.Ask/Quest) 8(S.T.Respon)
068 (1A)	PT : “ yaa, recount is retells event in the past.”		2(T.T.Pra)
069 (1A)	PT : “Okey an then what is the goal or social function?” S : “ <i>della miss della</i> ” PT : ‘ yess della”		4(T.T.Ask.Quest) 9(S.T.Intia) 2(T.T.Pra)
070 (1A)	S : “To entertaining and informing the reader” PT : “ To entertain the reader, oke excellent”		8(S.T.Respon) 2(T.T.Pra)
071 (1A)	PT: “And then what is the generic structure of recount ?” S : “ <i>izaan izaam miss</i> “ S :” <i>miss saya miss</i> “ PT : “Yes Anggi “		4(T.T.Ask.Quest) 9(S.T.Intia) 9(S.T.Intia) 2(T.T.Pra)
072 (1A)	S : “ There are three generic structure” PT : “ okey, what is this ? “		8(S.T.Respon) 4(T.T.Ask.Quest)
073 (1A)	S : “ Orientation , events and re orientation” PT : “ Oke , excellent thank you . and then the last what is the language fetures that used in recount ?” S : “ Simple past”		8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon)
074 (1A)	PT : “ Simple past, great Another ?” S : “ Past continous tense “		4(T.T.Ask.Quest) 8(S.T.Respon)

	PT : “ Past continous tense, great dinda eeh Nadia” SS : “ Laughing”		2(T.T.Pra) 10(Silence)
075 (1A)	PT : “Oke so you can go.. open the second page.. you can see the handout.. tis is the example of recount.. My holiday... my holiday is enough yaa “ S :” <i>yaa Enough</i> ” S :” <i>And then gimana miss ?</i> ”		6(T.T.Ddirect) 9(S.T.Intia) 9(S.T.Intia)
076 (1A)	PT : “ and then... you can see the box and underlined word” S : “ haa?”		6(T.T.Direct) 9(S.T.Intia)
077 (1A)	PT : “ the box and the underlined word. what is that ?” SS : “ Spent, went, met, cooked , helped, planted, won” PT : “ great Excellent, thaak you”		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
078 (1A)	PT : “So in this text. This recount use past tenses right ? like you are say before” S : “ yaa’		5(T.T.Lect) 8(S.T.Respon)
079 (1A)	PT : “ Okey, so you can see belongs in the table. The recount text structur is Orientation , events and Re-orientation. Ok I will read so the orientation is ‘last two week I spent my holiday with myfamily firstly, I went to my grandmother house my grandmother lived in east lampung, I met with my nephew and my cousin. We went to my grandmother house last year’ the event is ‘ on the first day, my grandmother cooked my favorite food for me, that is gudeg.i liked very much. In the afternoon, I helped my grandfather in the garden. He planted many kind of vegetables. On the second day, my cousin invited me to join running		5(T.T.Lect)

	competition unfortunately, I won the competition it was great experience. On the third day my family and I went back to our house ' and the re-orientation is in short we were enjoying our holiday in our grandmother house, because there was very naturally place to enjoy'. So in the paragraph, this is like ... every sentence have purpose orientation for give the readers the background information. Events a series of events and the orientation for personal comment about the event."		
080 (1A)	PT : "So now we are going to practice... we can see the worksheet." SS: "yes miss" PT: "i will give you ten minutes to do this task."		6(T.T.Direct) 8(S.T.Respon) 6(T.T.Direct)
081 (1A)	PT: "okee, what it is the answer of number one?" S: "excited."		4(T.T.Ask.Quest) 8(S.T.Respon)
082 (1A)	PT: "ya, great.what is the answer of number two?" SS: "yes."		4(T.T.Ask.Quest) 8(S.T.Respon)
083 (1A)	PT: " He want to see the concert of..." SS: "Afgan."		4(T.T.Ask.Quest) 8(T.T.Respon)
084 (1A)	PT: "Anybody love Afgan?" SS: "no." S : " <i>afgan love rossa..</i> "		4(T.T.Ask.Quest) 8(S.T.Respon) 9(S.T.Intia)
085 (1A)	PT: "okee... after we correcting the task please make a recount text have to topic in here. The topic one is about past experience like your holiday. And the second topic is unforgettable... you can write in your worksheet and after that you can share in the front of the classs."	<i>The student make a short recount text</i>	6(T.T.Direct)

086 (1A)	SS: "miss... Izam mau maju."		9(S.T.Intia)
087 (1A)	PT: "Can you share the task in front of class. Please give applause to Izam! S: "one day i went hiking, i prepared everything like helmet and i invited Hanif before hiking and the we went to Himalaya, at first we made some bee, tiger, bear, and cat but we reach on the top."		6(T.T.Direct) 8(S.T.Respon)
088 (1A)	PT: "okee thankyou Izam. Give aplause!, so after you listen Izam story. What is Izam story about?" S: "holiday" S: "hiking"		4(T.T.Ask.Question) 8(S.T.Respon) 8(S.T.Respon)
089 (1A)	PT: "what animal that Izam find in Himalaya?" S: "Cat, bear, tiger"		4(T.T.Ask.Question) 8(S.T.Respon)
090 (1A)	PT: "okay, so thi is the example of recount text. So, what we have learn today?" SS: "recount text."		4(T.T.Ask.Question) 8(S.T.Respon)
091 (1A)	PT: "social function?" S: "entertaining."		4(T.T.Ask.Question) 8(S.T.Respon)
092 (1A)	PT: "generic structure?" SS: "orientation, event, re orientation."		4(T.T.Ask.Question) 8(S.T.Respon)
093 (1A)	PT: "okaay great. So you already understand about the recount text. So, thankyou for today, before we close the class lets pray begin." SS: "aamiin"		6(T.T.Direct) 8(S.T.Respon)
094	PT: "Wassalamualaikum warahmatullahi		1(T.T.Acpt) \

(1A)	wabarakatuh.” S: “Walaikumssalam Warahmatullahi Wabarakatuh	8(S.T.Respon)
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Transcript Video Classroom Observation 1

Duration	: 21:36
Topic	: Narrative Text
Pre-Service Teacher	: Teacher B (Fatchan)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Extract	Conversation	Researcher Note	Code
001 (1B)	PT: "Good morning students" SS: "Good morning"	<i>The teacher opening the class</i>	1(T.T.Acpt) 8(S.T.Respon)
002 (1B)	PT: "Ok. Assalamualaikum Warahmatullahii Wab.... sorry sorry" SS : "(Students are laughing)"		1(T.T.Acpt) 10(Silence)
003 (1B)	PT: "Saya ulang yah , Assalamualaikum Warahmatullahi Wabarakatuh" SS: "Waalaikumsalam Waeahmatullahi Wabarakatuh "		1(T.T.Acpt) 8(S.T.Respon)
004 (1B)	PT: "Oke, before we start our lesson today, let's pray together in silence ! Pray begin.... finished.		6(T.T.Direct)

	Thank you !“		
005 (1B)	PT: “Ok,how are you today ?“ SS: “Good”		4(T.T.Ask.Quest) 8(S.T.Respon)
006 (1B)	PT: “Good, okay.Tiswo , how are you today ? “ S: “Eehhh...so...soo “		4(T.T.Ask.Quest) 8(S.T.Respon)
007 (1B)	PT: “Soo soo okay. Zaitun ?” S: “I feel bad, sir”		4(T.T.Ask.Quest) 8(S.T.Respon)
008 (1B)	PT: “Ohh, why ?” S: “Eehh... I’m nervous “		7(T.T.Crt) 8(S.T.Respon)
009 (1B)	PT: “Ok, good. oke Aul , how are you today ?” S: “Good”		4(T.T.Ask.Quest) 8(S.T.Respon)
010 (1B)	PT: “Ok,very good. Ok who is absent today ?” S: “ Vezir ! Vezir!”		4(T.T.Ask.Quest) 8(S.T.Respon)
011 (1B)	PT: “Aaah?” S: “Vezir, sir! Vezir!”		7(T.T.Crt) 8(S.T.Respon)
012 (1B)	PT: “Oh yeah” S: “ <i>Kurnia Ilahi!</i> ”		2(T.T.Pra) 9(S.T.Intia)
013 (1B)	PT: “Ok,thank you!. And fiqri , right ?” S: “Yesss..yees”		4(T.T.Ask.Quest) 8(S.T.Respon)
014 (1B)	PT: “ Yeah, today we would like to...ok please,we would like to learn about Narrative story and...” S: “ <i>Apa sir ?</i> ”		5(T.T.Lect) 9(S.T.Intia)
015 (1B)	PT: “Narrative story” S: “ <i>Ohh Narrative story</i> ”		3(T.T.Idea) 9(S.T.Intia)
016 (1B)	PT: “ok, please guess what the picture about, okey ?” SS: “Yess, sir”		6(T.T.Direct) 8(S.T.Respon)
017 (1B)	PT: “Okey, this one. Can you guess it ?” S: “Yeah” S: “ No no”	<i>The Teacher showing some picture</i>	4(T.T.Ask.Quest) 8(S.T.Respon) 8(S.T.Respon)

018 (1B)	PT: "Hah ? it's a girl" S: " <i>Wonderwoman?</i> "		5(T.T.Lect) 9(S.T.Intia)
019 (1B)	PT: "Oh noo. This one!" S: "Timun mas"		3(T.t.Idea) 8(S.T.Respon)
020 (1B)	PT: "Yaaa Zaitun! amazing!" S: " <i>Golden timun</i> " S: " <i>Golden cucumber</i> "		2(T.T.Pra) 9(S.T.Intia) 9(S.T.Intia)
021 (1B)	PT: " Berikutnya... anyone can guess ?" S: "Bawang Putih Bawang merah" PT: "Woowww amazing!"		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
022 (1B)	PT: "and last one. What is ? " S: "Putri Duyung.."		4(T.T.Ask.Quest) 8(S.T.Respon)
023 (1B)	SS: "Malin Kundang!" PT: "Very good very good! Malin kundang."		8(S.T.Respon) 2(T.T.Pra)
024 (1B)	PT: "Have you ever watched about story of.... Have you ever wathed about Malin kundang story ?" SS: "Yeess yess"		4(T.T.Ask.Quest) 8(S.T.Respon)
	PT: "Where is the stoy from ?" S: "Sumatera Barat"		4(T.T.Ask.Quest) 8(S.T.Respon)
025 (1B)	PT: "Right!" S: " <i>Wiihh ... seratus!</i> "		2(T.T.Pra) 8(S.T.Intia)
026 (1B)	PT: "Amazing! and what is the capital city of Sumatera Barat ?" S : " <i>Yess....of course</i> "		4(T.T.Ask.Quest) 8(S.T.Intia)
027 (1B)	PT: "What is the capital city ?" S: "Padang!"		4(T.T.Ask.Quest) 8(S.T.Respon)

028 (1B)	PT: "What is the traditional food from padang ?" S: "Rendang!!"		4(T.T.Ask.Quest) 8(S.T.Respon)
029 (1B)	PT: "Yess amazing!. udah sarapan belum ? udah sarapan ?" SS: "Beluum"		1(T.T.Acpt) 8(S.T.Respon)
030 (1B)	PT: "Abis kelas sarapan yah ke kantin" SS: "Okee , sir" PT: "Bayar sendiri tapi "		1(T.T.Acpt) 8(S.T.Respon) 1(T.T.Acpt)
031 (1B)	PT: "Okey berikutnya..Mr. Fatchan akan membagikan selebaran tentang narrative story Malin Kundang. Okey..ini silahkan bagiin ke teman teman pastikan semua dapet satu satu yaah ."	<i>The teacher share the handout</i>	6(T.T.Direct)
032 (1B)	PT : "Okey berikutnya... judulnya adalah Malin Kundang okey nah kan coba... kan kita udah belajar tentang adverb of time kemudian past tense , right ?" S : "Yess!"		5(T.T.Lect) 8(S.T.Respon)
033 (1B)	PT : " Okey ,could you mention which part of eehh.. adverb of time in this text ?" S: "Long time ago"		4(T.T.Ask.Quest) 8(S.T.Respon)
034 (1B)	PT: "Oke bagus, next ?" S: "One day" S: "Many years later"		2(T.T.Pra) 8(S.T.Respon) 8(S.T.Respon)
035 (1B)	PT : "Oke excellent. Then... past tense could you mention ? ok Ama, please!" S: " <i>Mention the verb ?</i> "		4(T.T.Ask.Quest) 9(S.T.Intia)
036 (1B)	PT: " Yess!" S: " Late"		3(T.T.Idea) 8(S.T.Respon)
037 (1B)	PT: " Okey, good. eehh.... Fazhiah? "		2(T.T.Pra)

	S: "Went"		8(S.T.Respon)
038 (1B)	PT: "Yeeeah good. And then could you mention which one direct speech? Ok vika please!" S : "Enough, old woman!" PT : "yaa, that's good vika "		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
039 (1B)	S : " <i>Di paragraph mana ?</i> " PT : "In this part! Enough old woman in paragraph 5 got it ?" SS: "Yeess"		9(S.T.Intia) 5(T.T.Lect) 8(S.T.Respon)
040 (1B)	PT : "Biasa nya direct speech itu ditandai dengan apostrophe, tanda kutip. Itu biasa nya present tense, kalau yang lain past tense tapi dibagian direct speech itu present tense " SS : "Ohh.. "		5(T.T.Lect) 8(S.T.Respon)
050 (1B)	PT : "Tadi yang kalian sebutkan tentang adverb of time, kemudian apalagi... past tense dan direct speech ini merupakan karakteristik atau language features dari narrative story. Ok terus berikutnya apakah sebenarnya narrative text itu ?" S : "(Not audible)"		4(T.T.Ask.Quest) 8(S.T.Respon)
051 (1B)	PT: " Yess, good point. And then did you know about the structure of the narrative story?" S : " <i>Novel ?</i> "		4(T.T.Ask.Quest) 9(S.T.Intia)
052 (1B)	PT : "Noo,.. the structure" S : " Oh the sturture "		2(T.T.Pra) 8(S.T.Respon)
053 (1B)	PT : " Okey , let me tell you. There is we can called OCR . Orientation, Complication and resolution The structure of Narrative text biasanya orientation itu berisi tentang pengenalan atau introducing tentang siapa, dimana, terus... kapan , coba contoh...lihat disini. Ini kan kayak long time itu		5(S.T.Lect)

	kapan nya kemudian siapa nya Malin Kundang , the mother ya kan ? kemudian dimana nya juga Sumatera/		
054 (1B)	PT : “dalam paragraph Malin Kundang ini Orientation ditunjukkan paragraph ?” S : “ Satu... dua “ PT : “1 dan paragraph 2. Betul!”		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
055 (1B)	PT : “Kemudian complication ini udah mulai masuk ke konflik atau problem dalam sebuah cerita dalam hal ini bias ditunjukkan dalam paragraph ke ?” S : “Tiga.. empat...” PT: “Yaa good point! tiga , empat dan lima “		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
056 (1B)	PT : “ Berikutnya adalah resolution ini berisikan semacam problem solving jadi conclude solve the problem like kan ini ada masalah nih nah ini bagaimana cara akhirnya atau ending nya apakah happy ending atau sad ending seperti itu... okey dan berikutnya kan pasti dalam sebuah teks itu ada moral value atau pesan yang disampaikan author kepada readers ya kan.”		5(T.T.Lect)
057 (1B)	PT: “How to find the moral value? ada yang tau ga cara menemukan moral value gimana ? S : “ Read the full text “		4(T.T.Ask.Quest) 8(S.T.Respon)
058 (1B)	PT : “ Ya, good point. Anyone..ada lagi ? “ S : “ Dari masalah nya “		4(T.T.Ask.Quest) 8(S.T.Respon)
059 (1B)	PT : “ Ya bisa, dari masalah itu akan ada apa ? misalnya berisikan hal baik atau buruk ?” S: “Bisa dua dua nya “		4(T.T.Ask.Quest) 8(S.T.Respon)
060 (1B)	PT : “Oke untuk menemukan moral value kita harus memaca teks keseluruhan seperti yaya tadi		5(T.T.Lect)

	abis itu kita tadi .. kan baca kita kan mencari tahu oh mana sih , hal baik nya mana sih hal buruknya itulah kita bisa menyimpulkan moral value nya. Pesan yang ingin disampaikan authors kepada readers seperti itu”	
061 (1B)	PT : “.jadi gimana untuk menemukan moal value ?”	4(T.T.Ask.Quest)
062 (1B)	S : “ Baca” PT : “Baca ,terus ? cari hal positif atau negatif nya ”	8(S.T.Respon) 5(T.T.Lect
063 (1B)	S : “ <i>Sir, kalau misal tidak ada moral value nya gitu, bisa enggak ya ?</i> PT: “Mostly, di semua text itu pasti ada”	9(S.T.Intia) 5(T.T.Lect)
064 (1B)	S : “ Semua narrative text using past tense ?” PT : “Iya , karna itu tentang masa lalu.”	8(S.T.Respon) 3(T.T.Idea)
065 (1B)	PT: “Kalian tau enggak tujuan dari narrative text ? S : “Biar kita paham”	4(T.T.Ask.Quest)
066 (1B)	PT : “Noo. Senang senang” S: “ <i>Sehat!</i> ”	5(T.T.Lect) 9(S.T.Intia)
067 (1B)	PT : “ Noo. Terhi...” S: “ Terhiburr...”	5(T.T.Lect) 8(S.T.Respon)
068 (1B)	PT : “ Yaa betul, to entertain the reader. ya jadi bagus banget nih selain untuk menghibur juga ada pesan pesan moral dari text tersebut. Betul gak ?” SS : “ Betul “	2(T.T.Pra) 8(S.T.Respon)
069 (1B)	S : “ Sir, kalau pake simple future bias gak ?” PT : “ Ohh belum.. hehe”	4(T.T.Ask.Quest) 8(S.T.Respon0
070 (1B)	S : “ Jadi khusus pake simple past tense aja ?” PT : “ Yaa jadi pake simple past tense “	4(T.T.Ask.Quest) 2(T.T.Pra)
071 (1B)	PT : “ Next step I would like to eehh... guys like you into in pair please count one until eight start	6(T.T.Direct)

	from heny “ S : “One ...two.. three..four Five ... six. Seven..eight “		9(S.T.Intia)
072 (1B)	PT : “ Okey sekarang silahkan berkumpul bersama teman masing masing. Inget inget yaah ayo 1 sini , siapa 1 ? ”		6(T.T.Direct)
073 (1B)	S : “ <i>Enam enam</i> ” S : “ <i>Mager banget buat berdiri</i> ” S : “ <i>Disini aja disini</i> ”		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
074 (1B)	PT : Dihitung yaa satu sampai tiga harus sudah duduk dengan kelompok nya sat... dua.. okey udah semua ya ?”		7(T.T.Crt)
075 (1B)	PT : “ Okey jadi mr fatchan punya story atau text tentang fable. Jadi narrative text itu ada macam-macam nya ada fable, ada fairytale, myth. dan kali ini Mr punya fable jadi di setiap teks nya disini ada moral value nya tugas kalian adalah mencocokkan moral value dengan story nya tapi... tapi ini akan Mr acak jadi misalnya nih contoh nya true friend nih kan Mr kasih pasangan ini tapi ini belum pasti... kayak berbeda”		5(T.T.Lect)
076 (1B)	S : “ <i>Oh jadi dia nyari pasangan nya ?</i> “ PT : “ Ya betul sekali jadi kita nyari pasangan nya. “		9(S.T.Intia) 3(T.T.Idea)
077 (1B)	S : “ <i>Nyari pasangan nya gimana dong ?</i> “ PT : “ Jadi baca dulu terus cari moral value nya.. kira kira apasih moral value nya... cari hal positif dan negatif nya terus kalian simpulin jadi moral value gitu.. abis itu kan udah terpikir kan wah tapi kok ini beda sama yang ada disini nah.. kalian		9(S.T.Intia) 6(T.T.Direct)

	tugasnya nyari moral value nya “		
078 (1B)	S : “ <i>Kalau ga ketemu gimana?</i> “ PT : “ <i>Cari lagi, pasti ada</i> ”		9(S.T.Intia) 3(T.T.Idea)
079 (1B)	PT : “ <i>Paham kan ?</i> “ S : “ <i>Paham, sir</i> ”		4(T.T.Ask.Quest) 8(S.T.Respon)
080 (1B)	S : “ <i>Wih true friends!</i> ” S : “ <i>Biasa aja dong!</i> “ S : “ <i>Songong banget!</i> ”		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
081 (1B)	PT : “ <i>guys, i think is enough let’s...</i> ”		5(T.T.Lect)
082 (1B)	S : “ <i>Belum sir, baru aja baca</i> ” S : “ <i>Ya Allah!.baru aja baca</i> ” S : “ <i>Protes aja jadi siswa</i> ”		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
083 (1B)	PT: “ <i>Oke kita selesaikan nanti ya kita beralih ke tugas berikutnya</i> ” S : “ <i>Ohh iya sir</i> “		4(T.T.Direct) 8(S.T.Respon)
084 (1B)	PT :” <i>Berikutnya Mr akan memberikan sama juga Narrative text tapi ini tentang Narrative dari Indonesia. Okey jadi kita lebih mencintai kearifan lokal ya,jadi Mr akan membagi kalian menjadi 4 grup please count from one until four start from here</i> ” SS :” <i>One... two... three... four</i> ”		6(T.T.Direct) 9(S.T.Intia)
085 (1B)	PT: “ <i>Okey good. Oke sekarang kumpul sama kelompok nya masing – masing</i> ”		6(T.T.Direct)
086 (1B)	S : “ <i>one one</i> ” S : “ <i>four.. four</i> ” S : “ <i>Fairuzz!</i> ”		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
087 (1B)	PT : “ <i>Eehmm attention please.... jadi tugas nya kalian membaca ini lalu cari moral value nya kalau</i>		6(T.T.Direct)

	sekarang gada clue- clue nya... sekarang murni dari kalian mencari moral value okeyy baca cari baik dan buruknya dan simpulkan pesan atau moral value nya. Silahkan”		
088 (1B)	PT: “Oke guys... everyone! are you finish ? “ S : “ Yaa”		4(T.T.Ask.Quest) 8(S.T.respon)
089 (1B)	PT :” Ok thank you. I think today is enough. Ya jadi hari ini kita udah belajar apa aja ? coba sebutkan “ S : “ Narrative text		4(T.T.Ask.Quest) 8(S.T.respon)
090 (1B)	S : “ Timun mas” PT : “ Oke thank you fairuz!”		8(S.T.Respon) 2(T.T.Pra)
091 (1B)	PT: “ Ok, apasih ciri-ciri atau karakteristik dari Narrative text ?”		4(T.T.Ask.Quest)
092 (1B)	S : “Use past tense “ S : “Adverb of time” S : “Wuuiihh “		8(S.T.respon) 8(S.T.respon) 9(S.T.Intia
093 (1B)	PT : “Okey apasih structure dari Narrative text itu sendiri ?” S : “Orientation, complication , resolution”		4(T.T.Ask.Quest) 8(S.T.Respon)
094 (1B)	PT : “Yaa bagus. Terus ?” S : “Sudah!” S : “Moral value!”		5(T.T.Lect) 8(S.T.Respon) 8(S.T.Respon)
095 (1B)	PT : “Yaa .gimana cara nemuin moral value itu ?”		4(T.T.Ask.Quest)
096 (1B)	S : “ Dibaca, dipahami” S : “Dicari positif negatif” S : “Wuiih”		8(S.T.Respon) 8(S.T.Respon) 9(S.T.Intia)
097 (1B)	S : “ <i>Sir kalau moral value nya negatif bisa gak ?</i> ” PT : “ Ohh enggak bisa”		9(S.T.Intia) 3(T.T.Idea)
098 (1B)	S : “ <i>Tapi kalau kita ga nemu gimana ?</i> ” PT : “ Enggak, kita ambil baik nya jadi guna nya		9(S.T.Intia) 5(T.T.Lect)

	moral value kita ambil baik nya tinggalkan buruk nya”		
099 (1B)	S : “ <i>Kalau ada yag ambil buruknya ?</i> ” S : “ <i>Ya kan enggak bisa!</i> “		9(S.T.Intia) 9(S.T.Intia)
0100 (1B)	PT : “ Ok everyone, thank you Wassalamualaikum Warahmatullahi Wabarakatuh”		1(T.T.Acpt)

UNIVERSITAS ISLAM INDONESIA
 الجامعة الإسلامية
 بالاسلام والاندونيسي

Transcript Video Classroom Observation 2

Duration	: 19:35
Topic	: Describing People
Pre-Service Teacher	: Teacher A (Diah)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Extraxt	Conversation	Researcher Note	Code
001 (2A)	PT: "Assalamualaikum.wr.wb" SS: "Waalaikumsalam wr.wb"	<i>The teacher opening the class</i>	1(T.T.Acpt) 8 (ST.Respn)
002 (2A)	PT: "Good morning everyone!" SS : "Good morning , miss"		1(T.T.Acpt) 8(Respn)
003 (2A)	PT : "How are you today ? " SS : "I'm fine, thank you and you ?"		1(T.T.Acpt) 8(ST.Rspn)
004 (2A)	PT: "Oh i'm really fine. How are you miskat ?" S: "Good"		1(T.T.Acpt) 8(S.T.Rspn)
005 (2A)	PT: "How about Ai ? how are you ?" S : "Alhamdulillah, luar biasa Allahu Akbar"		1(T.T.Acpt) 8(S.T.Rspn)

006 (2A)	PT: "Good, Excellent. so, before we start the lesson let's pray together. Pray begin ! " S : "Aamiin"		1(T.T.Acpt) 8(T.T.Rspn)
007 (2A)	PT : "Ok, let me check the attendance first ya, is there any absent today ? " S : "Diah agustina ratu, miss"		4(TT.Ask.Quest) 8(S.T.Rspn)
008 (2A)	PT: "Why Diah is absent ?" S : " <i>dating miss</i> " S: " <i>Dating di mall!</i> " S: " <i>(Laughing)</i> "		4(T.T.Ask.Quest) 9(S.T.Intia) 9(S.T.Intia) 10(Silence)
009 (2A)	PT: "All right student, before we start the lesson let's play game! Do you exited ?" S : "yeaay play game"		5(T.T.Lect) 8(S.T.Respon)
010 (2A)	PT : "so in this game you are the grup A (the right side) and you are the group B (the lefr side) so I will give you three picture of someone, maybe it can celebrities or influencer or maybe an actor and then the rules of the game please listen to me very carefully the rules of the game you are every group you have one person to answer the question right, so i have the leader and then when you want answer the question you have to please raise your hand first and then answer the question so, if there is no group who not listen and follow the rules so will be disqualified. Are you ready ?" S : "yeess miss"		6(T.T.Diect) 8(S.T.Respon)
011 (2A)	PT: "Can you guess ? " S : "Atta Halilintar" PT: "Yeess."	"the teacher show some picture on the screen "	4(T.T.Ask.Ques) 8(S.T.Respon) 2(T.T.Pra)
012 (2A)	PT: ok, picture number two . get ready!"		4(T.T.Ask.Quest)

	S: "celline dion bukan sih? "		9(S.T.Intita)
013 (2A)	PT : "No, No" S : "Taylor Swift miss "		2(T.T.Pra) 8 (S.T.Respon)
014 (2A)	PT: "yeeeah Taylor Swift yaa..."		2(T.T.Pra)
015 (2A)	PT: "Similar ga similar ga ?" S: " (<i>laughing</i>)"		2(T.T.Pra) 10(Silnce)
016 (2A)	PT: "Oke third picture. Ok please raise your hand one two three. Ok, nadia" S : "Deddy Corbuzier"		6(T.T.Direct) 8(S.T.Respon)
017 (2A)	PT: "Ok who is it ?" S: " Deddy corbuzier "		4(T.TAsk.Quest) 8(S.T.Rspn)
018 (2A)	S : " <i>oh my god!...kayak kodok</i> " SS: "(<i>laughing</i>)"		9(S.T.Intia) 10(Silence)
019 (2A)	PT : "ya, Deddy Corbuzier yaa" S: "yess"		2(T.T.Pra) 8(S.T.Rspn)
020 (2A)	PT: "Ok and then the first picture is Atta Halilintar" S: "yess"		5(T.T.Lect) 8(S.T.Respon)
021 (2A)	PT: "Do you know Atta Halilintar ?" S : "yeeah, I know "		4(T.T. Ask.Quest) 8(T.T.Rspn)
022 (2A)	PT: "What is his hair color ?" S : "Green"		4(T.T.Ask.Quest) 8(S.T.Respon)
023 (2A)	PT: "Ok green" PT: " how about his nose ?" S: "Flat... flat" S: " Pointed" S;"(Laughing)		2(T.T.Praise) 4(T.T.Ask.Quest) 9(S.T.Intia) 8(S.T.(Respon) 10(Silence)
024 (2A)	PT : " ok. What about is he tall or short? " S : " short!" S : " <i>he is ugly!</i> "		4(T.T.Ask.Quest) 8(S.T.Respon) 9(S.T.Intia)
025 (2A)	PT: "ok, what about his eyes ?"		4(T.T.Ask.Quest)

	S: "Black , miss " S : " <i>Alay, He is alay!</i> "		8(S.T.Respon) 9(S.T.Intia)
026 (2A)	PT: "Ok so, it say before" Atta has green hair"	(<i>the teacher write on the board</i>).	5(T.T.Lect)
027 (2A)	PT:"Ok do you know what are going learn today ? " S: "yess, Describing people" PT: "Excellent! You are very Excellent !"		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
028 (2A)	PT:"ok so today i would like to play video. Please watch carefully yaa. So before i play the video you can take not, take note yaa !" S:"yess miss"		6(T.T.Direct) 8(T.T.Respon)
029 (2A)	PT: "please take about the physical aggression that appear on the video, okey" S: "Yess, miss "		6 (T.T.Direct) 8(S.T.Rspn)
030 (2A)	PT : " wait for a minute yaa"		6(T.T.Direct)
031 (2A)	PT: " Ok, let we see the video ! "	<i>"Students watching the video"</i>	6(T.T.Direct)
032 (2A)	PT: "Ok, what are you watching ?.what is her name ?" S: " Lauraa "		4(T.T.Ask.Quest) 8(S.T.Respon)
033 (2A)	PT: "What is <u>her</u> hair color?" S: "blonde hair" S : "curly hair"		4(T.T.Ask.Quest) 8(S.T.Respon) 8(S.T.Respon)
034 (2A)	PT: "How about her body?" S: " Slim body"		4(T.T.Ask.Quest) 8(S.T.Respon)
035 (2A)	PT: "How about her eyes?" S: "Blue eyes"		4(T.T.Ask.Quest) 8(S.T.Respon)
036 (2A)	PT : "So this is adverb maybe adjective to discribing people yaa, tadi ada hair nya kemudian body dan		5(T.T.Lect)

	ada color. so today we can see how to describe people.		
037 (2A)	PT: "ok so describe people is you can describe about his/her personality something like that yaa. the social funtion is to describe someone physicaly and then the language features you can use noun, adjective, verb and then so this is the table."		5(T.T.Lect)
038 (2A)	PT:" look at the table. in this table you can see what the adjective can be use, kan tadi disini kita udah liat yaa laura hair. "		6(T.T.Direct)
039 (2A)	PT:" what about her hair?" S: "Blonde"		4(T.T.Ask.Quest) 8(S.T.Respon)
040 (2A)	PT: "What about the body?" S: "Slim body"		4(T.T.Ask.Quest) 8(S.T.Respon)
041 (2A)	PT : "How about the eyes?" S: "Blue"		4(T.T.Ask.Quest) 8(S.T.Respon)
042 (2A)	PT : "So if you want to..... listen to me if you want to describe people you can use by her/his physical by using this table about the eyes or something like that."		5(T.T.Lect)
043 (2A)	PT : "and then now lets practice! i will devide you into two group. group A (<i>the right side</i>) and group B (<i>the left side</i>) and then this game is about matching. so every group has one person to come forward and the one who come forward to the group. she or he will deacribe the text and then in the table you have two picture and then you match the picture with the description that wll be say. already got it?" S:" Got it "		6(T.T.Direct) 8(S.T.Respon)
044 (2A)	PT : "Who is the leader of group A?"		4 (T.T.Ask.Quest)

	S: "Della"		8(T.T.Respon)
045 (2A)	PT: "Oke Della you can come to forward. how about thw group B?" S: "nadia"		4 (T.T.Ask.Quest) 8 (T.T.Respon)
046 (2A)	PT: "Ok and then della and nadia please read the deaception to the group. I have one minute for practice so the group who can answer firstly is the winner"	<i>" volunter read the description and the group guest by showing the picture"</i>	6(T.T.Direct)
047 (2A)	PT : oke thank you so the group winnee is group A" S: "yeeeayy"		2(T.T.Pra) 9(S.T.Intia)
048 (2A)	PT :I will give you a worksheet and then in the worksheet . there is picture and also the description text , your job is underline the physical aggression in the text oke already? understand?" S:"Yeess"		6(T.T.Direct) 8(S.T.Respon)
049 (2A)	PT: "Ok i will give you 5 minutes to underlined the text. "	<i>'the student do the worksheet'</i>	6(T.T.Direct)
050 (2A)	PT: "Allright.. are you done?" SS: "Done miss"		4(T.T.Ask.Quest) 8(S.T.Respon)
051 (2A)	PT:"Ok let we check together" SS:"yess miss"		6 (T.T.Direct) 8(S.T.Respon)
052 (2A)	PT : About number one. hai my name is monika...." S:"Number 7"		6(T.T.Ask.Quest) 8(S.T.Respon)
053 (2A)	PT:" Number 7 ? " S: "Yees"		2 (T.T.Pra) 8 (S.T.Respon)
054 (2A)	PT: "Great, thank you savira" PT: "And then number 2 ?"		2 (T.T.Pra) 6(T.T.Ask.Question)
055 (2A)	S: " number 3" PT: "yess, thank you Della. "		8(S.T.Respon) 2(S.T.Pra)
056 (2A)	PT: "Ok, so the worksheet is enough . we are going		6(T.T.Direct)

	to play a game again!" S: "Wohoo..."		9(S.T.Intia)
057 (2A)	PT: "Ok i will devide you into group using the color candy choose the candy first yaa" S : "ini bisa dimakan miss ? "		6 (T.T.Direct) 9 (S.T.Intia)
058 (2A)	PT: "ohh, Noo, dont eat yaa"	" the teacher give the color candy"	3(T.T.Idea)
059 (2A)	PT: "Ok so , who is the red group ? "	" the red group raise their hand "	4(t.t.Ask.Quest)
060 (2A)	PT : "Ok you can go to another island. Ok and the who is the yelow ? "	" the yellow group raise their hand "	4(T.T.Ask.Quest)
061 (2A)	PT: Ok yellow in here island. And then please the green in here (the left side) and blue can you go to another island "		6(T.T.Direct)
062 (2A)	PT: "Anyway , the candy that you get is to for playing the board game why you eat the candy ?" S : "yaahh , miss "		7(T.T.Crt) 9(S.T.Intia)
063 (2A)	PT : "I told you before yaa. Kan ga boleh dimakan " S : mubazir miss		7(T.T.Crt) 9(S.T.Intia)
064 (2A)	PT : " Ok you have 5 minutes to play a game. "	"The student plays a board game"	6(T.T.Direct)
065 (2A)	PT : "Ok we have the winner in here. Ok stop the winner is the red group "		6(T.T.Direct)
066 (2A)	PT: "Ok now listen to me, the game is over. Are you exited ?" S:" Yess"		4(T.T.Ask.Quest) 8(S.T.Respon)
067 (2A)	PT;"Are you exited ? S:" Yess"		4 (T.T.Ask.Quest) 8(S.T.Respon)
068 (2A)	PT: "Are you happy ?" S: "Yess "		4 (T.T.Ask.Quest) 8(S.T.Respon)
069 (2A)	PT: "Ok what are you learn today ? "		4 (T.T.Ask.Quest)

	S: " Describing people "		8 (S.T. Respon)
070 (2A)	PT: "Can you mention it , Anggi ? " S : "Describing people "		4 (T.T.Ask.Quest) 8 (S.T. Respon)
071 (2A)	PT: "What are adjective or noun that we use ?" S: "Tall, curly hair, blue syes "		4 (T.T.Ask.Quest) 8 (S.T.Respon)
072 (2A)	PT: "Ok, so thank you for today wassalamualaikum.wr.wb" SS :wassalamualaiku.Wr.Wb		1(T.T.Acpt)

Transcript Video Classroom Observation 2

Duration	: 22:52
Topic	:Asking and giving opinion
Pre-Service Teacher	: Teacher B (Fatchan)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Extract	Conversation	Researcher Note	Code
001 (2B)	PT: “ Assalamualaikum Warahmatullahi Wabarakatuh” SS: “Waalaiкусalam Warahmatullahi Wabarakatuh”	The teacher opening the class	1 (T.T.Acpt) 8(S.T.Respon)
002 (2B)	PT:” well, Morning students! SS:” Morning , Sir”		1 (T.T. Acpt) 8 (S.T.Respon)
003 (2B)	PT: “How is your life ? SS: “ Great! Very good!”		4 (T.T.Ask.Quest) 8 (S.T.respon)
004 (2B)	PT: ”Great. Very good .okey, before we start our lesson today let’s pray together in silence. Pray begin.... Finished..”		6(T.T.Direct)
005 (2B)	PT: “Okey who is absent today ?”		4(T.T.Ask.Quest)

	S: "Auulll"		8(S.T.Respon)
006 (2B)	PT: "And then ?" SS: "and then.. Adib, Tiswo" PT: "Adib, Tiswo wow okey"		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
007 (2B)	PT: "Yup today we would like to watch a video" S: "Yeeaaay video"		5(T.T.Lect) 8(S.T.Respon)
008 (2B)	PT: "And please pay attention carefully to the video like where is the place, who is and what happen. Okey please pay attention "	<i>The techer showing video</i>	6(T.T.Direct)
009 (2B)	PT: "Well, what do you feel after..." S: "Sad"		4(T.T.Ask.Quest) 8(S.T.Respon)
010 (2B)	S: "Very poor" PT: "Very poor, sad and emotional"		8(S.T.Respon) 2(T.T.Pra)
011 (2B)	PT: "Well, I would like to ask some question about the video like, actually what is the topic about ? SS: "About bullying"		4(T.T.Ask.Quest) 8(S.T.Respon)
012 (2B)	PT: "Yes, right! It tells about bullying. And then , what happen ? about the video, yes vika Please!" S: "He bully is bad"		4(T.T.Ask.Quest) 8(S.T.Respon)
013 (2B)	PT: "Ohh yess right! And then where is the place it take ? " SS: " School"		4(T.T.Ask.Quest) 8(S.T.Respon)
014 (2B)	PT: "Good. And you think bullying is serious issue in school ?" SS: "Yess"		4(T.T.Ask.Quest) 8(S.T.Respon)
015 (2B)	PT: "Yes okey, and did this video change your awareness about bullying ?" S: " Sorry?"		4(T.T.Ask.Quest) 9(S.T.Intia)
016 (2B)	PT: " Did this video change your awrnness about		4(T.T.Ask.Quest)

	bullying ? “ SS:” Hmm yess”		8(S.T.Respon)
017 (2B)	PT: “Yes, and the last one. Do you think it is necessary to educate people on issue in bullying ?” SS:” Yess”		4(T.T.Ask.Quest) 8(S.T.Respon)
018 (2B)	PT:” Well, i would like you to explain you about the material today!. Let’s we say stop to bullying!”		5(T.T.Lect)
019 (2B)	PT : “ ya here’s some netijen comments like this talk about bullying in my school okey so today we would like to learn about asking and giving opinio”		5(T.T.Lect)
020 (2B)	PT: “So how do you know about opinion ? anyone?” S :” argue”		4(T.T.Ask.Quest) 8(S.T.Respon)
021 (2B)	PT :” ya good. Yes... opinion is the way you feel or think about something and then opinion mostly based on our prespective and it would be good opinion it we use our opinion with a reason. Okey.. Opinion is about a feeling, and then about thought and then about our prespective. So.. here are some expression of asking and giving opinion actully they are many expression but most people use this kind of expression like what do you think about?, what is you opinion about ? how do you feel ? and many more and then giving opinion you can say i think, in my opinion, i believe that yaa something like that and then here are the structure of want to give opinion like this one ‘ I agree what you are saying, we believe this is not the right way to handle things ‘ like subject verb and object . understand ? ” SS : “ Yes!!!”		5(T.T.Lect) 8(S.T.Respon)

022 (2B)	PT : “ Next here are the example of people usually give opinion in social media here are woman have a rare skin condition and most people comment like ‘ wow you are very beautiful’ so anther comment some people also give comment in the back of cover”		5(T.T.Lect)
023 (2B)	PT: “have you read laskar pelangi, before ?” S : “ not yet”		4(T.T.Ask.Quest) 8(S.T.Respon)
024 (2B)	PT : “Ok some people also give comment in the back of novel like testimonial” S : “ <i>aah iyaa</i> ”		5(T.T.Lect) 9(s.t.Intia)
025 (2B)	PT : “ okey... let’s practice! I would like to give you a worksheet! Please work individually! “	The teacher share the worksheet	5(T.T.Lect)
026 (2B)	PT : “ okey, so please focus on the instruction read the dialogue below and underline the expression asking and giving opinion. I’ll give you 1 minutes” SS : “(the student do the task”		6(T.T.Direct) 10(silence)
027 (2B)	PT : “ oke done ?” S : “ yess!!”		4(T.T.Ask.Quest) 8(S.T.Respon)
028 (2B)	PT: “ okey, let’s check it!. Eehh.. Zaitun which one of the expression asking opinion ?” S : “ asking opinion?” PT : “ opinion”		4(T.T.Ask.Qyest) 9(S.T.Intia) 3(T.T.Idea)
029 (2B)	S: “ <i>What’s your view on this, lisa ?</i> ” PT : “ yaa . good! “		8(S.T.Respon) 2(T.T.Pra)
030 (2B)	PT : “And then, heny. Which one is giving opinion ?” S : “ <i>Well, i think is not good idea especially for girls</i> ”		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)

	PT : “ yaaa... god job!		
031 (2B)	PT: “And then.. so i would like you to work in pair like your opinion about the picture that what i will see to you. Work in pair.. but i would like to you work in pair by a random using this... ok please two students come forward... please ama come forward and next ama will pair with Zaitun”		6(T.T.Direct)
032 (2B)	PT : “ ok, so Ama will be asking zaitun what the picture about.. and zaitun can use expression of giving opinion come from before” S : (practice in the front of class but not audible)		6(T.T.Direct) 10(Silence)
033 (2B)	PT : “ okey one more “ SS: “ Kurnia!”		6(T.T.Direct) 9(S.T.Intia)
034 (2B)	SS : “ <i>Adibb!</i> ” SS : “ <i>adib nya enggak ada</i> ” SS : “ <i>Fiqrii..</i> “		9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
035 (2B)	PT : ‘ okey, nia ... fiqri will ask you about your opinion okey” S : “(practice in the front of class but not audible)		5(T.T.Lect) 10(Silence)
036 (2B)	PT : “ okey good thank you give applause”		2(T.T.Pra)
037 (2B)	PT : “ okey... next activity let’s practice to make eeeh ...giving opinion in eeehh do you have instagram , right ?” S: “ yess”		5(T.T.Lect) 8(S.T.Respon)
038 (2B)	PT : “ Please open your mobile phone and instagram and goes to my instagram account and then so please give your opinion in this picture!” S : “ <i>in comment?</i> ”		6(T.T.Direct) 9(S.T.Intia)
039 (2B)	PT : “ yess you have to comment like by using giving opinion expression like ‘ in my opinion, I		5(T.T.Lect)

	think, i believe that' and many more. I will chech it your answer " S : " <i>wwuuh</i> "		9(S.T.Intia)
040 (2B)	PT : " Monika please! Kurnia please! S : (silence)		7(T.T.Crt) 10(Silence)
041 (2B)	S : " <i>semua nya ya , sir?</i> " PT : " yess all of you should comment!"		9(S.T.intia) 3(T.T.Idea)
042 (2B)	PT : " So you can comment about your feeling, your thoughts and your prespective so it's up to you...so please if you want to comment read carefully the caption about "		5(T.T.Lect)
043 (2B)	PT : " are you done ?" S : " yes, sir"		4(T.T.Ask.Quest) 8(S.T.Respon)
044 (2B)	PT : " okay everyone!, today we learn about asking and giving opinion like about feeling, our thought and our prespective and please support with your reason..		5(T.T.Lect)
044 (2B)	PT : "Oke.. i think is enough for today thank you for comingbefore we close our lesson let's pray together.. begin... Thank you. Wassalamualaikum waramatullahi wabarakatuh" SS : " Waalaikumssalam warahmatullahi wabarakatuh"		1(T.T.Acpt) 8(S.T.Respon)

Transcript Video Classroom Observation 3

Duration	: 20:57
Topic	: Asking and giving direction
Pre-Service Teacher	: Teacher A (Diah)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Extract	Conversation	Researcher note	Code
001 (3A)	PT:“Assalamualaikum. Warahmatullahi. Wabarakatuh” SS: “Walaikumsalam Warahmatullahi Wabarakatuh “	<i>Teacher open the class</i>	1(T.T.Acpt) 8(S.T.Respon)
002 (3A)	PT: “Good morning” SS: “Good morning”		1(T.T.Acpt) 8(S.T.Respon)
003 (3A)	PT: “Good morning, Dewi ?” S: “Morning”		1(T.T.Acpt) 8(S.T.Respon)

004 (3A)	PT: "Good morning Ai?" S: "Good morning miss!!"		1(T.T.Acpt) 8(S.T.Respon)
005 (3A)	PT: "Ok, how are you today ?" S: "Fine!!"		4(T.T.Ask.Quest 8(S.T.Respon)
006 (3A)	PT: "Ok, how's your fasting today ?" SS: "Great" PT: "Ohh great, masih pagi ya is still great"		4(T.T.Ask.Quest 8(S.T.Respon) 3(T.T.Idea)
007 (3A)	PT: "So before we start the class. let's pray together. Please hanif lead the prayer!" S: "ok, everyone before we start our lesson let's pray beginning. Pray begin!" Pray begin"		6(T.T.Direct) 8(S.T.Respon)
008 (3A)	PT : "Ok guys,so if any absent today ?" S:' Diah"		4(T.T.Ask.Quest 8(S.T.Respon)
009 (3A)	PT: "diah, Ok why she is absent?" S: " <i>Lagi Nge date</i> " PT: "Lagi nge date ? ok ok"		4(T.T.Ask.Quest 9(S.T.Intia) 7(T.T.Crt)
010 (3A)	PT: "Ok now, befoe we go to the material let's play a game its called Gojek rider" S:" Yeeaaay !"		5(T.T.Lect) 8(S.T.Respon)
011 (3A)	PT: "Ok,so you are devided into group this is the group A (<i>the left side</i>) and this one is group b (<i>the Right side</i> "		6(T.T.Direct)
012 (3A)	PT:" Excuse me guyss, please!..ok guys! I have rules for this class! Listen to me carefully! no handphome allowed, no food allowed ,no chiat-chat allowed because this is classrom and then if you are	<i>The student are noisy</i>	7(T.T.Crt)

	not obey to the rules, you only have three changes and if you ... if you... so, we have rules. No food, no chit-chat. if you doing three things you can go outside.”		
013 (3A)	PT : “Ok, so listen to me there are two maps this is the group A and this is the group B.Right ? S:’ yaa”		5(T.T.Lect) 8(S.T.Respon)
014 (3A)	PT:” There are two maps you can see. This is map A and this is map B” S: “ <i>Yang B yang mana , miss ? ini A ?</i> ” PT:”This is map A and this is map B”		5(T.T.Lect) 9(S.T.Intia) 3(T.T.Idea)
015 (3A)	PT: “you find the places and draw the line. Understood ? find the places and draw the linewith the marker” SS:”yaa”		6(T.T.Direct) 8(S.T.Respon)
016 (3A)	PT : : “this for this group and then this one is for this group “ S: “ <i>spidol nya mana miss ?</i> ”	<i>The teacher share the map to all of group</i>	5(S.T.Lect) 9(S.T.Intia)
017 (3A)	PT:” the fastest group to draw the line is the winner. So I count one Two three”	<i>the students draw the line in the map</i>	6(T.T.Direct)
018 (3A)	PT:” are you done ? Are you finish ?” SS:”finish”		4(T.T.Ask.Quest) 8(S.T.Respon)
019 (3A)	PT:” Who is done first ?” S:” group B”		4(T.T.Ask.Quest) 8(S.T.Respon)
020 (3A)	PT: ok give applause for group B” SS” Yeeay”		2(T.T.Pra) 8(S.T.respon)
021 (3A)	PT:” ok attention. What do you see the picture ? Where is the map located ?”		4(T.T.Ask.Quest)

	S: "Jakarta"		8(S.T.Respon)
022 (3A)	PT:" no, you can see. Where is Bringharjo ? S:"Mandala Krida is.... "		4(T.T.Ask.Quest) 9(S.T.Intia)
023 (3A)	PT:" Where is the city ?" S:" Jogja"		4(T.T.Ask.Quest) 8(S.T.Respon)
024 (3A)	PT:"Yaa Jogjaa. Ok so this is jogja map right ? ok and then how do you say when you are going to bringharjo bringharjo in here yah. You are from UII and then you go out.. go long this street" S : " <i>Go long?</i> " student are laughing)		5(T.T.Lect) 9(S.T.Intia)
025 (3A)	PT: " go straight, go straight. And turn left, turn right. Turn left or turn right ? turn ? " S : " turn right!"		5(T.T.Lect) 8(S.T.Respon)
026 (3A)	PT : "right!, yes! Great!. After that go straight, then turn left and then, go fast until this one and then turn left. So, this one is near the.... what it is, so when you say to get diection you can say what is it ? go to left or right go straight. It is like respon to giving direction"		5(T.T.Lect)
027 (3A)	PT : "So now do you know today we going to learn about asking and giving direction"		5(T.T.Lect)
028 (3A)	PT : "Ok have you ever look the sign before savira and della ?" S: "yyaa" PT:" What is mean ? where is we find this sign ? S : " <i>itu tempatku..</i> " S:" Lampung"		4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 9(S.T.Intia) 8(S.T.Respon)

029 (3A)	PT:” in the Lampung ? in the north of Lampung ? “ S:”In the Lampung Selatan “		4(T.T.Ask.Quest) 8(S.T.Respon)
030 (3A)	PT:” ok, please watch the video carefully you can take note about the video is playing”		6(T.T.Direct)
031 (3A)	PT: Vira and della you are ready smooze your phone ? “ S: ” <i>Noo</i> ”		7(T.T.Crt) 9(S.T.Intia)
032 (3A)	PT:” so please keep you phone and also Anggi and Dinda please take a note ya” S:”yaa” PT: “ and you can draw the sign”		6(T.T.Direct) 8(S.T.respon) 6(T.T.Direct)
033 (3A)	PT:” Excuse me, can you tell me the way to the museum ? What is mean ? when you are want you ask ...?” S: “Direction ?” PT: “Yeaah great, is this way ”		4(T.T.Ask.Quest) 8(S.T.Respon) 3(T.T.Idea)
034 (3A)	PT:”it is go straight ahead at the traffic light. Go straight, What is go straight mean ?” S:”lurus miss”		4(T.T.Ask.Quest) 8(S.T.Respon)
035 (3A)	PT:”yess lurus, ke jalan yang benar yaa haha ” S:” <i>belok kanan?</i> ”		2(T.T.Pra) 9(S.T.Intia)
036 (3A)	PT:” like this, turn right, walk past the park. Past the park this is the park and keep going straight until you see the sign of the museum. Understand ? S:” yeeah”		5(T.T.Lect) 8(S.T.Respon)
037 (3A)	PT: “Ok can you tell me way the museum.. what is kind of the phrase. Asking or giving direction ?		4(T.T.Ask.Quest)

	S: "Asking" PT: "Yaa, great Vira "		8(S.T.Ask.Quest) 2(T.T.Pra)
038 (3A)	PT:" and the go straight is giving direction...so this sentences is when you want to asking the direction like excuse me where is the bus station ? where is the UII Campus ? and something like else in this one is giving direction like go straight on main street,turn lest and something like this."		5(T.T.Lect)
039 (3A)	PT:"and this is the sign . can you guess what is it ? S:"go straight "		4(T.T.Ask.Quest) 8(S.T.Respon)
040 (3A)	PT : " ok ,go straight" S:" turn right"		2(T.T.Pra) 8(S.T.Respon)
041 (3A)	PT:" and then ? S:"go around" S:" turn left"		4(T.T.Ask.Quest) 8(S.T.Respon) 8(S.T.Respon)
042 (3A)	PT:"and then ?" S:" go past" S:" go along S:"cross"		4(T.T.Ask.Quest) 8(S.T.Respon) 8(S.T.Respon) 8(S.T.Respon)
043 (3A)	PT:" and the last ? S:" go over"		4(T.T.Ask.Quest) 8(S.T.Respon)
044 (3A)	T:" so now i would like you to give the worksheet. The kind of test the first test is matching and then the second task is fill in the blank so you must complete the conversation with the correct keywords . ok understood ? " S: "yaaa"		6(T.T.Direct) 8(S.T.Respon)
045 (3A)	PT:" ok i wil give you 5 minutes"		6(T.T.Direct)

046 (3A)	PT: "hello, Vira Hei can you..." S: " <i>enggga miss, tadi udah di taro disini tapi dia hidup-hidup sendiri</i> "		7(T.T.Crt) 9(S.T.intia)
047 (3A)	PT: "Dinda and Anggi are you ok?" S: " ok miss"		4(T.T.Ask.Question) 8(S.T.Respon)
048 (3A)	PT: " ok time is up. number 1 is matching where he is go ? S: " Go straight" PT: " Go straight! Right!"		4(T.T.Ask.Question) 8(S.T.Respon) 2(T.T.Pra)
049 (3A)	S: " turn around " PT: "ok thanks vira!"		8(S.T.respon) 2(T.T.Pra)
050 (3A)	PT: "And then ?" S: "Stop"		4(T.T.Ask.Question) 8(S.T.Respon)
051 (3A)	PT: "yeah stop, right and then go to the B section"		6(T.T.Direct)
052 (3A)	PT: "number one 'Excuse me could you tell me the way to go the cinema? Yes certainly go...' go what ?" S: " Go straight"		4(T.T.Ask.Question) 8(S.T.Respon)
053 (3A)	T: " go straight ? yeess" S : " <i>go massage..</i> "		2(T.T.Pra) 9(S.T.Intia)
054 (3A)	PT: " ok you already understood the practice now we would like to playing game.the game is The Blindfolded Maze Endgames.so how you ever watched end game before ?" SS: "yaa"		5(T.T.Lect) 8(S.T.Respon)
055 (3A)	PT: " do you know Thanos ?" SS: "yeess miss" S: " <i>yee i love thanos</i> "		4(T.T.Ask.Question) 8(S.T.Respon) 9(S.T.Intia)

056 (3A)	PT:"do you know the avengers ? " SS:" yess"		4(T.T.Ask.Quest) 8(S.T.Respon)
057 (3A)	PT:" so we are going today is..." S: "miss ga boleh spoiler "		5(T.T.Lect) 9(S.T.Intia)
058 (3A)	PT:'ya ga boleh spoiler!"		3(T.T.idea)
059 (3A)	PT : "we are ging to play Blindfolded game. Wo we are going to giving direction with Blindfolded..so this is the group A and this is the group B"		6(T.T.Direct)
060 (3A)	PT : "Please the leader group A?" S:" Hanif"		4(T.T.Ask.Quest) 8(S.T.Respon)
061 (3A)	PT:" please the leader of group B ?" S:" viraa"		4(T.T.Ask.Quest) 8(S.T.Respon)
062 (3A)	PT:"oke hanif and viraa.." S: " gamau miss"		2(T.T.Pra) 9(S.T.Intia)
063 (3A)	PT:" gamau ? why hanif ?" S: " harus mau.. "		7(S.T.Crt) 9(S.T.Intia)
064 (3A)	PT:" ok vira do you want thanos or avengers ? " S: " gamau. mau Lucinta Luna" (laughing) S: " viraa thanoss thanoss "		4(T.T.Ask.Quest) 9(S.T.Intia) 9(S.T.Intia)
065 (3A)	PT:" noo. That only two option" S:" Thanos aja deh"		7(T.T.Crt) 8(S.T.Respon)
066 (3A)	PT:" ok so this is the avengers team , right ? SS:" yaa"		4(T.T.Ask.Quest) 8(S.T.Respon)
067 (3A)	PT:" so listen to me carefully. The game is you giving the direction to the leader like turn left, go straight, turn right something like that. So The		6(T.T.Direct)

	mission remember ! for that avengers team you should go to the safe place in there with using the blindfolded and bring thanos gloves alright ?” S:” yaa”		8(S.T.Respon)
068 (3A)	PT:” so for the Thanos team. Listen to me carefully. The thanos team you should catch the laeder because he using thanos gloves and then with the blindfolded. Understood ?“	<i>The teacher give the instruction to thanos team</i>	6(T.T.Direct)
069 (3A)	PT:” ok so move move . for the avengers team you can stand up in there” S:”Thanos dimana ?” PT: “Thanos in there....quicck quicckk. Ayoo ayo”		6(T.T.Direct) 9(S.T.Intia) 7(T.T.Crt)
070 (3A)	PT:” Ok everybody ready ?..		4(T.T.Ask.Quest)
071 (3A)	PT :”ok remember that you are going to safe place and protect the Thanos gloves.” S: “Ok”	<i>The teacher give instruction for avengers team</i>	5(T.T.Lect) 8(S.T.Respon)
072 (3A)	PT:” by the direction from the team ya so the team say the direction” understand ? SS:” ohh yaya miss “		5(T.T.Lect) 8(S.T.Respon)
073 (3A)	PT:’ ok now 1.. 2.. 3..” SS : “ The students are playing the games S:”go straight go straight” S:” turn right” S : “ ayoo cepaat!”		6(T.T.Direct) 10(Silence) 9(S.T.Intia) 9(S.T.Intia) 9(S.T.Intia)
074 (3A)	PT: “Ok remember you have only 1 minutes”		6(T.T.Direct)
075 (3A)	PT:” ok so the Thanos is the winner ...ok guys so what we learn today ?” SS:” asking and giving direction”		4(T.T.Ask.Quest) 8(S.T.Respon)

076 (3A)	S: ' miss waktu nya abis miss..'” PT: “Ok ok yeah i know”		9(S.T.Intia) 2(T.T.Pra)
077 (3A)	PT : “so today we learn about ?“ S:” asking and giving direction”		4(T.T.Ask.Quest) 8(S.T.Respon)
078 (3A)	PT:” can you mention , Baikuni ?” S:” go straight, go ahead, turn right “		4(T.T.Ask.Quest) 8(S.T.Respon)
079 (3A)	PT: “ oke So thank you for today. I hope that you can use the phrases for your daily life wassalamualaikum.Waahmatullahi.wabarakatuh”		1(T.T.Acpt)

Transcript Video Classroom Observation 3

Duration	: 32.44
Topic	: Procedure text
Pre-Service Teacher	: Teacher B (Fatchan)
Lesson	: Microteaching Class

PT :Pre-Service Teacher

SS : Students

S : Student

Ectract	Conversation	Researcher Note	Code
001 (3B)	PT:" Hello Students!" SS:" hello, sir!"	<i>Teacher opening the class</i>	1(T.T.Acpt) 8(S.T.Respon)
002 (3B)	PT:" okay, Assalamu'alaikum Warahmatullahi Wabarakatuh" SS:"Waalaiikum'salam Waramatullahi Wabarakatuh"		1(T.T.Acpt) 8(S.T.Respon)
003 (3B)	PT:" Oke, how is your life, Ama ? " S:" Good!"		4(T.T.Ask.Quest) 8(S.T.Respon)
004 (3B)	PT:" Good!, oke, Zaitun ?" S : " Excellent!"		4(T.T.Ask.Quest) 8(S.T.Respon)
005 (3B)	PT:" Excellent woouuh. Amazing!" S:" yeaah"		2(T.T.Pra) 8(S.T.Respon)

006 (3B)	PT: "okay, fifin? How is your life?" S: "Great!" PT: "okay, Amazing!"		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
007 (3B)	PT: "Then okay, before we start our lesson today let's pray together okey Bismillah. Please come on!" SS&PT: "Bismillahirrahmanirrahim rodhitubillahi robba wabil islamidiyna wabimuhammadinnabiyah warasula robbi zidni 'ilman warzuqni fahman, Aminn."		6(T.T.direct)
008 (3B)	PT: "Okay, thank you ! .so , how is your fasting ? vika? Vika hello, are you okay ? how is your fasting ? " S: " good!"		4(T.T.Ask.Quest)
009 (3B)	PT: " good, okay poy? How is your fasting ?" S: " Good" PT: " Good, Excellent!"		4(T.T.Ask.Quest) 8(S.T.Respon) 2(T.T.Pra)
010 (3B)	PT : "Okey guys , I would like to sing a song for you and I would like to divide you into two sides and fifin please to get come in the right side. I divide you in the Right side and left side okay. If I say for example " Ramadan tiba Ramadan tiba Ramadan tiba , tiba tiba Ramadan. Gitu ya okay. Okay, it's okay . yooo let's start , one,two,three.....ramadan tba Ramadan tiba ayo mumpung semangat nih come on oke, guys hallo...." S: " Dangdut aja, sir" PT: " dangdut ? later okay"		6(T.T.Direct) 9(S.T.Intia) 7(T.T.Crt)
011 (3B)	PT: "come on together is okay. One, two, three... Ramadan tiba Ramadan tiba Ramadan tiba, tiba tiba Ramadan (while claping hands) tiba tiba Ramadan	<i>teacher and students singing together</i>	6(T.T.Direct)

	(students are laughing). Oke please give applause for us!"		
012 (3B)	PT:" I have a video for you , this video.... Wait a minute okay... okay this video talk about some food or menu for Ramadan okay. You can pay attention.... Hello... okay please pay attention to the video I would like to ask some question" SS:"Okay."		5(T.T.Lect) 8(S.T.Respon
013 (3B)	PT:"Nia, please! Yaya! Please pay attention. Okay, " S: "yes "		7(T.T.Crt) 8(S.T.Respon)
014 (3B)	PT: "So, can you mention ee some of foods ee in the video. Adib?" S:" Pisang ljo"		4(T.T.Ask.Quest) 8(S.T.Respon)
015 (3B)	PT: "Pisang ljo! Yes, do you like it Pisang ljo?" S: "Very like" PT: "Okay, Ama?" S: "Eeehh... Es buah nggak sih?"		4(T.T.Ask.Quest) 8(S.T.Respon) 4(T.T.Ask.Quest) 8(S.T.Respon)
016 (3B)	PT:" "Okay, Guys guys guys okay. Pay attention. I will respect you if you respect me, okay?"		7(T.T.Crt)
017 (3B)	PT: "Okay then, do you like to eee play a game?. Please open your smartphone. Open your smartphone please guys."		6(T.T.Direct)
018 (3B)	PT : "Yaya ,where is your smartphone? smartphone, Eee this one! A smartphone. Where is it?" S: "Ee I don't bring it."		4(T.T.Ask.Quest) 8(S.T.Respon)
019 (3B)	PT: ""Really? Okay, you can join with Zaitun okay? Okay it's okay"		6(T.T.Direct)
020	PT: "Fairus, Vika. Fairus, do you hear me? please		7(T.T.Crt)

(3B)	open your smartphone!"		
021 (3B)	PT: "Okay guys please open your smartphone okay and type"		6(T.T.Direct)
022 (3B)	PT: " Fifi, Nia please, come on! Please open your smartphone, once again this is my last time to ask you okay, please open your smartphone and then type www.menti.com "		7(T.T.Crt)
023 (3B)	S: "Type in where?" PT: "Yes, in that web, this one."		9(S.T.Intia) 3(T.T.Idea0)
024 (3B)	PT : "Okay, Type www.menti.com it's different okay. Just enough to www.maintycom okay no mainity no, mainty, mainty .mainty meter, okay."		5(T.T.Lect)
025 (3B)	PT: "Yes right! Nia, please open Nia! Can I help you? Okay please type www.menti.com "		7(T.T.Crt)
026 (3B)	PT: "Vika how about you? Okay all done." PT : "Yes good. Zaitun?" S: "I'm shy to use"		4(T.T.Ask.Quest) 2(T.T.Pra) 8(S.T.Respon)
027 (2B)	PT: Why??? It's your smartphone right?" S: "I'm shy, I'm shy with Yaya."		7(T.T.Crt) 8(S.T.respon)
028 (3B)	PT: "Okay Yaya you can help Zaitun to open the web"		6(T.T.Direct)
029 (3B)	PT : "Ee come on guys! Okay, please ee okay...if you ee please pay attention to your friends okay. Okay please, you can type eee the number 5,1,7,0,44. Okay. Ah? Yeah type the code."		6(T.T.Direct)
030 (3B)	S : "Ini?" PT : "Yes. Try! Type code 5170 and 44. Ronyms, Okay you have to type like what is your favorite ee food or menu for Ramadan okay."		9(S.T.Intia) 6(T.T.Direct)

031 (3B)	PT: "Everyone! Please, hallo. Have you done?" S: "Yes done, Sir."		4(T.T.Ask.Quest) 8(S.T.Respon)
032 (3B)	PT: "How about you? Yes and then okay, Adib. Oh yeah okay wait okay. Then, okay please, okay"		
033 (3B)	Pt : "Oke...oke everyone please. Done? Ama? Okay. Ramen, Pisang ljo, Puding forl yfe, come on come on. Ada Pisang ljo, Es Buah okay, come on come on. Kak Nia? (Laughing) Oh okay, Yes. www.menti.com yes right. And submit the code number 517044. Just submit what is your favorite food. Okay. Are you serious? Who likes Kolak Tikus?" S:"Adibbb."		4(T.T.Ask.Quest) 9(S.T.Intia)
034 (3B)	PT : "Okay, then, who is Puding for lyfe? What's meaning? Okay. Thank you everyone! Okay, then I would like to show you ee one of my video just in my youtube channel. Just watch my video just in my youtube channel. Please pay attention to the step and word. (Video is playing) "Ramadan Ramadan Ramadan..." Okay well, thank you guys. Okay, guys could you mention ee what the ingredients of Kolak? Apa?" S : "Banana,"		4(T.T.Ask.Quest) 8(S.T.Respon)
035 (3B)	PT : "Adib? What Kolak ingredients in my video ?" S : "Water"		4(T.T.Ask.Quest) 8(S.T.Respon)
036 (3B)	PT: "Water okay, and then Fairus, could you mention what other ingredients?" S: "Susu."		4(T.T.Ask.Quest) 8(S.T.Respon)
037 (3B)	PT : "Susu. What is Susu? in English. Can you repeat?" S: "Milk. Milk."		4(T.T.Ask.Quest) 8(S.T.Respon)

038 (3B)	PT : “Milk, Okay good. Okay, okay there is ee also some of the ingredients and also there is ee steps of how to make Kolak”		5(T.T.Lect)
039 (3B)	PT :” Yaya! Please okay. What’s wrong with you? Okay please pay attention to me, okay! All of you, Fairus! Please! Fifi!		7(T.T.Crt)
040 (3B)	PT: Well. Okay, today we would like to learn about procedure text. So, what is procedure text ? .. if you want to talk about procedure text.. it’s talk about how to make or how to use something. So you know to do something there has some step that we have to follow... there is step. The step is sequences.. oke next its about part of procedure text .the first one is aim or goal to make somthing. Okey... for the second is material but is optional and the last one is step. The step is draft be done.. we must be done for make or to do something....”		5(T.T.Lect)
041 (3B)	PT : “Hello guyss hello!!... please pay attention .Vika! please look at me! “		7(T.T.Crt)
042 (3B)	PT : “ oke for the next one is about characteristic.. everyone! Please mention in the board! Number one....” S : “ (silence) S : “ <i>please! ,guys please pay attention!</i> ”		7(T.T.Crt) 10(Silence) 9(S.T.Intia)
043 (3B)	PT :” okey, this is the characteristic of precedure text... the first one is using simple present tense, Ama could you mention eee one of the example of simple present tense?” S : “ <i>the verb?</i> ”		4(T.T.Ask.Quest) 9(S.T.Intia)
044	PT : “ ya the verb”		3(T.T.Idea)

(3B)	S : “ make!”		8(S.T.Respon)
044 (3B)	PT : “ okey make.. then we can also use action verb like make, take and oyers., boil, cook. And the thord you can use imperative sentences and command like ‘ we put a noodles. Cut the onion , and wash the tomatoes and then also use connectives like the first, second then and finallyand also we can use adverbial phrases like for five minutes then 2 centimeters like oke please cut the paper something like that . okeyy.. here's... ” S : “ wowow”		5(T.T.Lect) 9(S.T.Intia)
045 (3B)	PT : “ how do you feel?” S : “ hott!”		4(T.T.Ask.Quest) 8(S.T.respon)
046 (3B)	PT : “ haha you can make this afternoon for fasting okey. So. How to make iced tea ? here the ingredients how to make iced tea then.. everyon! ” S : “ yess”		4(T.T.Ask.Quest) 8(S.T.respon)
047 (3B)	PT : “ yaya could you mention what ingredients how to make iced tea ?” S : “ hmm..”		4(T.T.Ask.Quest) 8(S.T.respon)
048 (3B)	PT : “ this one! Just read” S : “ eeh..tea bag”		5(T.T.Lect) 8(S.T.Respon)
049 (3B)	PT : “ okey” S : “ sugar, ice cubes, water”		2(T.T.Pra) 8(S.T.Respon)
050 (3B)	PT : “ yes good. Okey this is some step, you know what first is about connectives like first, second, third, next , then,after that, finally it's called connectives okey and then boil, pour, steep, add is called action verb . okeyy.. here's called aim or goals..”		5(T.T.Lect)
051	PT: “Ok yaya what is the aim or goals ?”can you		4(T.T.Ask.quest)

(3B)	mention ? S : “ first boil the water...”		8(S.T.Respon)
052 (1B)	PT : “ nooo!, the aim or goals is we want to make ?” S : “ make iced tea”		4(T.T.Ask.Quest) 8(S.T.Respon)
053 (3B)	PT : “ yess, excellent vika!” PT : ‘Okey and then this one is material... poy! What is material ? ” S : “ water, sugar,”		2(T.T.Pra) 4(T.T.Ask.Quest) 8(S.T.Respon)
054 (3B)	PT : “ okey, thank you poy !. okey the last one is steps, there is some steps to make iced tea so there are is three part of procedural text.. it’s consist of three part is aim or goals, materials and then stps. Understand ?” S : “ yess”		5(T.T.Lect) 8(S.T.Respon)
055 (3B)	PT : “ any question so far ? “ S : “ noo! “		4(T.T.Ask.Quest) 8(S.T.Respon)
056 (3B)	PT : “ okey next.. why the materils is optional like i say that materials it’right ? SS : “ (silences)		5(T.T.Lect 10(Silence)
057 (3B)	PT : “ how to operate TV.. we know that the tittle is how to operate Tv and this eehh nothing like materials but the instruction... there is no material okey! Only aim or goals and steps but it depends with on the like a procedure what you want to make, what you want to do and what do you want to use.. okey let’s try! “		5(T.T.Lect)
058 (3B)	PT : “ okey guys i will divide you into groups and i have a coins one hundred coin and two hundred rupiah coin please each of you can come forward and take one coin.. oke please everyone come forward” SS : “ <i>The students come forward take a coin</i> ”		4(T.T.Direct)
059	PT : “ oke thank you! So please go to your group...		4(T.T.Direct)

(3B)	one hundred rupiah please in here! And two hundred rupiah in here!"		
060 (3B)	PT : " oke then i will give you some missing steps there is ingredients ingredient and there is missing text and i will divide you to arrage this missing steps.. this is for you group two hundred and this for you group one hundred. Oke you can stick that sentences in here, please arrage the sentences, the steps how to make like es cappucino and milo.. please you can start "		4(T.T.Direct)
061 (3B)	S : " done sir! " PT : "oke done. Let me review... group two hundred is correct... group one hundrede is correct oke good.. oke then i would like you to give you... this for group one hundred and then for group two hundred please fill in the blank for missing words oke "		9(S.T.Intia) 4(T.T.Direct)
062 (3B)	S : " (Not Audible)" PT : " oke good thank you vika."		8(S.T.Respon) 2(T.T.Pra)
063 (3B)	PT: "Oke then please same on your grup oke and one student to come forward and tell what do you make about you can tell us like step or ingredients... and you group two hundred also please make something like text it's up to you. You want to make of something food and then you can tell and come forward!"		4(T.T.Direct)
064 (3B)	PT : " oke please vika! Come forward to tell us " S : "(Not Audible)		4(T.T.Direct) 8(S.T.Respon)
065 (3B)	S : " oke thank you vika!. So, the last assigment for next week. You will work individually an then make a short video with a procedural like how to make a food. You can.. it's up to you. You want to make kolak or you want to make dodol, es cendol, or yeah it's up to		4(T.T.Direct)

	<p>you oke.. make sure that your score will be video it's consist of three parts like aims , the materials and steps. Oke.. please upload your video on your youtube channel.. and the deadline will be next week. Which is on fifteen may oke. Over that video the score will be not proceed. Oke... you are understand ? “</p> <p>SS : “ yes, sir ”</p>		
066 (3B)	<p>PT : “ any question ? “</p> <p>S : “ noo! “</p>		<p>4(T.T.Ask.Quest)</p> <p>8(S.T.Respon)</p>
067 (3B)	<p>PT : “ so, today we have learned about ? “</p> <p>S : “ procedure text</p> <p>PT : “ yes, good vikal.”</p>		<p>4(T.T.Ask.Quest)</p> <p>8(S.T.Respon)</p> <p>2(T.T.Pra)</p>
068 (3B)	<p>PT : “And part of procedure text ? “then what the characteristic of procedure text “</p> <p>S : “ using simple present tense! “</p>		<p>4(T.T.Ask.Quest)</p> <p>8(S.T.Respon)</p>
069 (3B)	<p>PT : “ ok. Good ama !. and then what the part of procedure text. Nindia , what is part of the procedure text “</p> <p>S : “ ingredients, materials and steps”</p>		<p>4(T.T.Ask.Quest)</p> <p>8(S.T.Respon)</p>
070 (3B)	<p>PT : “ oke, thank you . i think today is enough please say hamdallah together!</p> <p>PT & SS : “ Alhamdulillah”</p> <p>PT : “ oke thank you for your attention.</p> <p>Wassalamualaikum Warahmatullahi wabarakatuh! “</p>		<p>6(T.T.Direct)</p>