Our topic today is about hobby and thanks. Actually, the topic is on your book on page a... (opening the book). Open page 97... Page 97.

In the speaking last time, we have learnt with no expres thanks, so the topic is expressing thank. What is thank?

Sts : (no response) (two students are asking permission).
No talk

Sts : (making noises and shouting) Astaghfirllah hal adzim...
All talk

Mind your own bussiness! Urus urusan sendiri!

Okay, thanking. The topic is thank or thanking. Why do we have to thank people? Why do we have to thank other?

When other people give you a help.
Expected Response

Ya! Because other persons give a help, so you thank him.

What else? Give you a help?
St : Give something.
Predictable Response

T : Give something to you. You are happy or not?
    Acc  El

Sts : Yes...
    All talk

T : If somebody offers you help, offers you something but you refuse it.
    Com

    Do you give him thank too?
    El

Sts : Yes...
    All talk

T : Yes, eventhough you don’t make use the help, we still thank the person.
    Acc  Com

    Why?
    El

Sts : (mourning)
    All talk

T : Louder please.
    D

Sts : (mourning)
    Confusion

T : Because other person has already the good inten...
    El

Sts : (no response)
    No talk

T : What is intention?
    El

Sts : Perhatian
    All talk

T : Perhatian, maksud and so on.
    Acc
So, eventhough you refuse it, it is the culture of the English people to thank the person because the person has already offered him or her the good.

St : After buying something? (mourning)  
Initiated Response

T : Pardon?  
El

St : After buying something?  
Initiated Response

T : After buying something, so the seller or shopkeeper give the item you bought and then you thank him because of the service they have given to us.  
Karena layanan, servis, and so on.

T : So, and a… we can give attention and retell news, so after the dialogue maybe you have to listen to monolog in the focus of news item so later you have to do a monolog after you read the dialogue.

T : Okay, now task 11. Study the following interview. (reading the instruction on the book).

T : So, this is about a television interview between Collin Davis and the interviewer Robin. Jadi dikatakan he is collecting coin.
What is collecting coin?

El

Sts: Koleksi koin.
Expected Response

T: Most people have some kind of hobby.

S

In this dialogue is also talk about hobby.

I

So, hobby can be collecting coin, watching, playing football, shopping.

S

I

Who like shopping in this class?

El

Sts: (pointing each other), Ini ma’am…

All talk

T: So most people like shopping. What about you? Do you have hobby?

R

El

El

Sts: Yes...

All talk

T: What is your hobby?

El

St: Singing.

Expected Response

T: Singing? Oh good. Later you have to sing aloud.

Ch

Ev

F

Sts: (shouting), Waaaa…

All talk

T: Ok. What about you? Do you have your hobby?

S

El

El

St: Yes.

Expected Response

T: Yes. What is it?

Acc

El
St : Playing music.
Expected Response

T : So, you can cooperate with her.
S R

Sts : (shouting). Cieee… (applauding).
All talk

T : You play the music and she will sing. So, tomorrow bring your guitar.
Com S F / Com

Sts : Cieee…
All talk

T : And what about you?
El

St : Football.
Expected Response

T : You like football? Why do you like football?
El El

St : Football makes me healthy.
Expected Response

T : Football makes you healthy. To him, football makes him happy.
Com I

T : And you?
El

St : Playing computer.
Expected Response

T : Playing computer. Why do you like playing computer?
Acc El

St : It’s fun.
Expected Response

T : It’s fun? Playing computer is fun?
El Ch
Well, do you remember since when do you have that hobby?

S
El

St : Since I was kid.

Expected Response

T : Since he was kid. And for you, you like playing computer since…

Acc S
El

St : Junior High School.

Expected Response

T : Well, who influence you to have that hobby?

S
El

T : You said you like playing music.

S

Who introduce you to music or who influence you to make you interested in music?

El

St : My father.

Expected Response

T : Your father. Your father also playing music?

Acc
El

St : Ya…

Expected Response

T : Give your reason why do you do your hobby?

El

St : For money.

Expected Response

Sts : (all students are shouting) Huumuuuu…

All talk

T : It’s all about money. Sometimes you don’t ask for them to give reason they don’t ask for money. Did you watch Mr. Bean last night?

I

El
T: People who passing or people who listening give him money without reason.

R: So, hobby gives you enjoyment like what he said. He likes playing computer because playing computer is fun.

S: Besides, hobby can give you money because by doing it we can get payment especially when you seen on TV.

T: Ok. How you give reason that hobby can spend a lot of money?

S: So some hobbies are expensive and some hobbies are cheap. Yes or no?

T: Can you mention which hobby that spend a lot of money?

S: Golf.

T: Playing golf. Why do you think that playing golf is an expensive?

Sts: (shouting each other) the stick, the ball, the shoes…. Expected Response/ All talk

T: One by one. Because you must buy the stick, what else? Not only the stick…

Sts: (answer together) The ball, the area, the caddy. All talk
T : The ball, the caddy. What is the caddy?

Acc  El

Sts : The helper.
All talk

T : Yes the helper, the assistant and the course.
Acc

And to play in the certain golf course like that, you have to pay.
I

You pay for the membership.
I

You pay for the trainer, equipment and also the helper and so on.
I

T : Some hobby are cheap. What are they?
I  El

Sts : Swimming, jogging, reading, badminton, singing.
All talk

T : Singing? You can sing in the bathroom.
El  Com

St : Sleeping.
Expected Response

T : Sleeping is not a hobby but it is a need. Kebutuhan. A hobby…
Ev  Com  S

When you do your hobby? You do it in your… In your activity?
El  Cl  El/Cl

Sts : No...
All talk

T : No. You do your hobby in your…
Acc  Cl

Sts : (no response).
No talk

T : When?
El
Sts : Oalah… Kapan. Sunday.
      All talk

T : Why every Sunday?
   El

Sts : Free.
     Initiated Response

T : It means it is your free…
    Cl

Sts : Time.
     Expected Response

T : It’s your free time. Leisure time. So, you do your hobby in your leisure time.
     Acc    Acc    R

You can kill your time by doing your hobby. Okay, that’s all for today.
     I/Com    S    I

Learn how to offer thank for the next meeting.
     D
### Meeting 1 (Teacher A)

#### Teacher Initiate

<table>
<thead>
<tr>
<th>Types of Initiations</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit (El)</td>
<td>43</td>
</tr>
<tr>
<td>2. Direct (D)</td>
<td>7</td>
</tr>
<tr>
<td>3. Nominate (N)</td>
<td>-</td>
</tr>
<tr>
<td>4. Inform (F)</td>
<td>28</td>
</tr>
<tr>
<td>5. Recapitulate (R)</td>
<td>4</td>
</tr>
<tr>
<td>6. Frame (F)</td>
<td>2</td>
</tr>
<tr>
<td>7. Check (Ch)</td>
<td>2</td>
</tr>
<tr>
<td>8. Starter (S)</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
</tr>
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</table>

#### Teacher Response

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate (Eva)</td>
<td>2</td>
</tr>
<tr>
<td>2. Accept (Acc)</td>
<td>17</td>
</tr>
<tr>
<td>3. Comment (Com)</td>
<td>9</td>
</tr>
<tr>
<td>4. Clue (Cl)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Frequency</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

#### Student Talk

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected/Predictable</td>
<td>16</td>
</tr>
<tr>
<td>Initiated</td>
<td>3</td>
</tr>
<tr>
<td>NoTalk/All</td>
<td>23</td>
</tr>
<tr>
<td>Talk/Silence/Confusion</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
T : We are going to learn about disaster. There are two kind of disaster.

I          I

What are they?
El

Sts: Natural and non-natural disaster.

Expected Response

T : Natural and non-natural disaster. So, natural purely because of the natural

I

power.

S

I

Right, Like...?

Ev

El

Sts : Earthquake, erruption.

Expected Response

T : Volcanic erruption. What else?

Acc

El

Sts : (shouting each other) Flood... Tornado...

Expected Response

T : Flood. Do we have tornado here?

Acc

El

Sts : No (answer together).

Expected Response

T : Not exactly the same, but that is strong and powerful.

Acc

Com
T : Tornado can move the truck.

I

We are lucky not to be in those country especially in four seasons.

Com/I

T : Ya... We have also forest fire. What happen to compare near Surabaya?

S I/S El

Sts : Lapindo.

Expected Response

T : Ya... In Tanggulangin. What happen there?

Acc El

Sts : (shouting each other) Lapindo... Flood.

Expected Response

T : Ya lapindo. That is a disaster, mud volcano.

Acc I

T : And... Non-natural disaster?

El

St : Because of human.

Expected Response

T : Ya, because of human carelessness. What is carelessness?

Acc El

St : Tidak perdulian. Acuh.

Expected Response

T : Ok.

Acc

Now, we can see that flood, fire can be natural disaster or non-natural disaster.

S I

Is it possible flood natural disaster?

El

Sts : Possible.

Expected Response
T : Maybe when there is a lot of rain continuously without stopping
or can be non-natural.

T : Maybe because of human carelessness because you throw garbage not in
proper place. Yes or no?

El

Sts : Yes...
Expected Response

T : Yes. What else?

Acc El

And maybe this one also because of human showed sightedness or human
greed.

T : Apa greed? Greedy?

El El

St : Tamak.
Expected Response

T : Tamak. Ketamakan. For example?

Acc El

Sts : (the boys students are pointing one of his friend named Yeranatha) Yera..
All talk

T : You know Yera is not greedy.

Com

Sts : Wooaaahhh...
All talk

T : Actually, Yeranatha when he becomes a bussinessman...

S Com

Sts: Cieee...
All talk
T: He will be a wise businessman and he wouldn’t cut the trees in the jungle.

Com

So here, illegal logging make the jungle can’t absorb the rain water because the trees already been cut.

T: So, the rain water goes down to the lower land and it will cause flood.

S

I

So this on can be human carelessnes, also can because of the realy of the nature.

For example, if it rains for a week without stopping. Rain hard.

I

Ok, forest fire can be natural and non-natural.

S

I

T: Non-natural in the forest can it happen?

El

Sts: Yes...

Expected Response

T: Yes, When you go camping, you leave the little fire then what happen?

Acc

Cl

Sts: Will be a big fire.

Expected Response

T: Will be a big fire, Will burn the forest. You were careless. Yes or no?

Acc

Com

El

Sts: Yes...

Expected Response

T: Ok, Hm, Other examples for traffic accident here?

S

El

Sts: (no response)

No talk
T : Traffic accident because you were careless or not?
   El

St : Ya.
   Expected Response

T : Ya? Why?
   El

St : Do not use the helmet.
   Expected Response

T : Ya. You don’t use the helmet.
   Acc

You were speeding and you don’t use your seatbelt.
   Com

Sts : (some students were shouting) Sleepy ma’am...
   All talk

T : Ya sleepy. Drunk driver.
   Acc        Com

Sts : (no response but all students are laughing)
   All talk

T : Who is he, Evan? Who is the drunken driver?
   N           El

Sts : (the boys students are laughing again)
   No talk

T : What else? What happen with the Adam Air? Garuda?
   El         El

St : Human carelessness.
   Expected Response

T : Plane...
   Cl

Sts : Plane disaster.
   Initiated Response
T : Plane...?  
El

St : Plane crash.  
Expected Response

T : Plane crashes. We have so many. How many times of the Adam Air?  
Acc Com El

How many times of plane accident, Alvin?  
N

Alvin : Maybe twenty six.  
Expected Response

T : Twenty six? Oh... so many. Why plane accident happen?  
El Com El

Sts : (no response).  
No talk

T : Careless maintenance. Ok now, what happen when there is an earthquake?  
I S El

St : Trauma.  
Initiate Response

T : Ya?  
El

St : Trauma.  
Initiate Response

T : Ya, people can be in a traumatic condition.  
Acc

People loose the life also the property, also the surrounding.  
Com

What happen to the plantation?  
El

Sts : Die.  
Expected Response
T : The plant will be die because of the disaster.

Com

Ok now we are going to have listening on disaster.

F

T : I have given you worksheet, but I don’t have enough copy so use one for.

I

two

First of all, we will have mountain erruption.

S

We have free listening activity, will you answer the question based on the

S El

background knowledge? You work in pair.

D

T : What happen to the mountain?

El

Sts : Meletus.

Expected Response

T : Meletus. What is meletus in English?

Acc El

Sts : Erruption.

Expected Response

T : Erruption. So, mountain erruption of volcanic erruption.

Acc R

And then number two, we have mountain erruption.

I

Before the mountain errupt, what happen?

S El

Sts : (no response)

No Talk

T : There are sign before the mountain errupt?

Cl
Earthquake. Usually before the mountain errupt there was an earthquake.

Ya... and then what happen when there is an earthquake? The land...

The land...

Shooking.

Shake. Ya... the land is shaking. And then, it is effect on...

On the people, on the surrounding, on the company, et cetera.

Now, about listening.

First play, put a check mark on the vocabulary that you hear on the listening material. Ok now, we start.

Our program tonight is about disaster. This year, there have been five claims...

Ok just listen. (they are listening) earthquake (the teacher repeat the speaker).

There are guests in the radio or TV studio those who were survive for the...
four disasters.

T : Now you do A. Holiday stated here in list?
D   El

Sts : Yes.
Expected Response

T : What about number two? Number two?
El   El

Sts : Yes (students are shouting each other)
Expected Response

T : One by one. Alex?
D   N

Alex : Yes.
Expected Response

T : Sleeping?
El

Sts : Yes... No... (the students have different opinion)
All talk

T : Yes or no? We’ll check again. Yes and no?
El   D   El

Sts : No...
Expected Response

T : Are you sure?
El

Sts : Yes.
Expected Response

T : Next, number four. Harbor?
D   El

Sts : Yes.
Expected Response
T: Yes. Five?
Acc El

Sts: Yes.
Expected Response

T: Yes. Six?
Acc El

Sts: No.
Expected Response

T: Seven?
El

Sts: No.
Expected Response

T: Thunder?
El

Sts: No.
Expected Response

T: Night gown?
El

Sts: No.
Expected Response

T: No? Lava?
Ch El

Sts: Yes.
Expected Response

T: Ok. We’ll check.
Acc D

T: Ok. On holiday. Small island. I was having arrest when the volcano erupted.
S I I I

Because I was having arrest when the volcano erupted.
I
The noise wake me up. So how did Martha Huggins arrest?

I

El

St: Sleeping. Expected Response

T: Sleeping. Expected Response

So, she was sleeping at that time because you heard a word “woke me up”.

S

I

Membangunkan saya. So, sleeping yes... next.

I

S

I

D

North sea or Pogohiti on South Pacific?

El

T: Yes you are true. (listening again)

Ev

T: Yes harbor. I just put on a coat... (listening again).

Acc

I

T: Yes... Lava.

Acc
### Meeting 2 (Teacher A)

#### Teacher Initiate

<table>
<thead>
<tr>
<th>Types of Initiations</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit (El)</td>
<td>50</td>
</tr>
<tr>
<td>2. Direct (D)</td>
<td>10</td>
</tr>
<tr>
<td>3. Nominate (N)</td>
<td>3</td>
</tr>
<tr>
<td>4. Inform (I)</td>
<td>32</td>
</tr>
<tr>
<td>5. Recapitulate (R)</td>
<td>1</td>
</tr>
<tr>
<td>6. Frame (F)</td>
<td>1</td>
</tr>
<tr>
<td>7. Check (Ch)</td>
<td>1</td>
</tr>
<tr>
<td>8. Starter (S)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total** | **113**

#### Teacher Response

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate (Eva)</td>
<td>3</td>
</tr>
<tr>
<td>2. Accept (Acc)</td>
<td>27</td>
</tr>
<tr>
<td>3. Comment (Com)</td>
<td>12</td>
</tr>
<tr>
<td>4. Clue (Cl)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Frequency** | **47**

#### Student Talk

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected/Predictable Initiated</td>
<td>35</td>
</tr>
<tr>
<td>NoTalk/All Talk/Silence/Confusion</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total** | **47**
MEETING 1

Date : Tuesday, May 3, 2007
School : SMU Negeri 9 Surabaya
Teacher : Teacher B
Topic : Tenses (Adverb)


Nomer 1. Noun.

Pada kalimat induk sentence, noun biasanya sebagai as the subject atau sebagai object.

In the sentence, Noun as the object or subject terbalik boleh.

Subject or Object. Kemudian nomer 2, yang namanya Adjective.

Artinya sudah tau belum Adjective, Noun and Adverb?

Dalam bahasa Indonesia siapa yang belum tau?

T : Noun apa?

Sts: Kata benda.

T : Kata benda, Adjective?

All talk
Sts: Kata sifat.
   All talk

T : Adverb?
   El

Sts : Kata kerja.
   All talk

T : Adverb bukan kata kerja.
   Ev

Sts : Kata keterangan.
   All talk

T : Kata keterangan. Untuk Adjective, modify Noun or pronoun only.
   I

   Jadi, pemberi keterangan pada kata benda atau pengganti kata benda.
   S 

T : The adjective in the sentence modify the Noun or pronoun lainnya tidak.
   I

   Jadi, hanya memberi keterangan pada bendanya atau pengganti bendanya.
   S 

   Sehingga yang ketiga yang ada dibuku kalian yang namanya Adverb.
   I

   Apa tadi Adverb? Jangan keliru, sekali lagi Adverb apa?
   El D El

Sts : Kata keterangan.
   All talk

T : Kata keterangan bukan kata kerja lo yo... Kata kerja oyo?
   Ev El

Sts : Verb.
   Initiated Response

T : Jangan keliru. Kalau relative pronoun?
   D El
Relative pronoun, you can find relative pronoun in the...

Sts: (no response).
No talk

T: In the...

Sts: (no response)
No talk

T: Semester satu. You can find the relative pronoun in the...

Sts: (no response)
No talk

T: Adjective clause. What they are? Relative Pronoun diingat lagi.

Sts: (no response)
No talk

T: X-7, what semester?

Sts: Who, whom, whose, which, that,

Expected Response

T: Ya. Who, whom, whose, which or that namanya relative pronoun.

Sts: Kata ganti penghubung.

Expected Response

T: Kata ganti penghubung.

What the meaning of relative pronoun in Indonesia?

Sts: Kata ganti penghubung.

Expected Response

T: Kata ganti penghubung.
Sekarang kembali ke Adverb hal 46. The adverb modify the noun.

T : Adjective and other adverb bisa menerangkan kata kerja.

Menerangkan kata sifat dan menerangkan kata keterangan itu sendiri.

Berarti ada kata keterangan kata lain namanya and other adverbs.

T : Mari kita lihat contohnya, yang digarisbawahi pada contoh yang akan saya berikan kira-kira namanya apa setelah kamu melihat uraian yang ada di number 1-3? Kamu baca disana, dipahami kemudian membaca yang disini.

Kamu baca dulu sana uraiannya, kalau mau dicatat boleh.

T : Kata yang ada di tiap-tiap nomer yang digarisbawahi kalau kita lihat uraian mengenai noun, adjective, and adverb kira-kira kata yang digarisbawahi itu berupa atau namanya apa?

Apakah Noun, ataukah Adjective atau Adverb pada nomer 1?

Sts: Noun.

Expected Response

T : Ya, ini namanya noun. Ditulis dalam kurung Noun untuk menandai bahwa underline word in the sentence is Noun. Ya, kemudian nomer 2.
Sts: Noun.
   Expected Response
T : Noun juga. Nomer 3?
   Acc El

Sts: Noun.
   Expected Response
T : Sehingga pada kalimat nomer 1, noun di dalam kalimat bisa sebagai Subject
   atau Object. Sekarang nomer 4.
   D

Sts: Adjective.
   Expected Response
T : Number five?
   El

Sts: Adjective.
   Expected Response
T : Number six?
   El

Sts: Adjective.
   Expected Response
T : Kalau Ibu tanya kalian kenapa big, clever dinamakan adjective kalimat
   tersebut?

Sts: Kata sifat.
   Expected Response
T : Keterangannya bagaimana?
   El

Sts: (no response).
   All talk
T : Lihat sekarang, ini menerangkan... (pointing to the white board)
   D El
Sts: Noun.
   Expected Response

T : Noun. Mana nounnya yang diterangkan pada kalimat nomer 4?
   Acc   El

Sts: Big.
   Expected Response

T : Ini yang namanya noun. Pada kalimat nomer 5?
   I     El

Sts : Students.
   Expected Response

T : Pada kalimat nomer 6?
   El

Sts : Student.
   Expected Response

T : Sekarang Ibu tanya antara kalimat nomer 5 dan 6 sama-sama namanya
   I
   adjective.

   Apa perbedaannya dan menerangkan siapa Adjective tersebut?
   El

Sts: Students.
   Expected Response

T : Apa perbedaanya nomer 5 dan 6 pada kalimat yang kalian lihat itu?
   El

Sts : (no response).
   All talk

T : Yang satu singular yang satu plural. Yang mana yang singular? Yang sini?
   I     El
   El

Sts : Plural.
   Expected Response

T : Plural. Berarti kalau ada satu singular dan plural diterangkan dengan
   Acc   El
adjective yang harus disesuaikan dengan apanya?

Sts : (no response).
No talk

T : Hm... Lihat (pointing to the white board).
D

Sts: To be.
Expected Response

T : To be boleh. Ini namanya to be atau predikat.
Acc       I

Predikat yang ada dalam kata kerja tersebut mengikuti kata tunggal tergantung I subjeknya siapa.

Kalau she, he, it berarti diganti... kalau yang lain... maka berlakulah (pointing to I the white board). Kapan?
El

Sts: (no response).
No talk

T : Apabila jamak.
I

Apalagi yang harus mengikuti jamak juga pada kalimat tersebut kalau I seandainya plural?

Sts: (no response)
No talk

T : Apa yang harus mengikuti lagi selain predikat atau kata kerja?
El
Sts: Clever.

Expected Response

T : Lihat contohnya! Ajektif tetap clever sama dengan clever, tapi untuk nomer 2, 

D I 
tunggal jika to be atau predikatnya “is”.

Nomer 6 karena jamak kita gunakan “are” predikatnya. 

I 

Apalagi yang berbeda? 

El

Sts : Noun.

Expected Response

T : Nounnya juga harus mengikuti. 

Acc 

Karena jamak yang sini without “-s”, karena tunggal disini “-s”. 

I 

Disini ada pertanyaan sebelum tujuh? 

El

Sts : (no response).

No talk

T : Sudah bisa kira-kira? 

El 

Kalau kita kembalikan lagi ke uraiannya, sudah dipahami atau belum? 

El

Sts : Sudah.

Expected Response

T : Sekarang yang ke-7 dan 8. Apa disitu? 

D El 

Sts : Adverb.

Expected Response
T : Adverb. Sudah jelas semuanya Adverb.

Acc                I

T : Sekarang kita lihat hal 46.

D

Adverb yang ada pada halaman 46 ada berapa macam?

El

Ssts : Empat.

Expected Response

T : Apa saja kira-kira? Adverb of...

El

El

Ssts : Time.

Expected Response

T : Menerangkan apa ini?

El

Ssts : Waktu.

Expected Response

T : Waktu. Kemudian yang kedua?

Acc          El

Ssts : Frequency.

Expected Response

T : Menerangkan apa?

El

Ssts : Frekuensi.

Expected Response

T : Yang ketiga?

El

Ssts : Place.

Expected Response

T : Menerangkan apa?

El
Teacher Initiate

<table>
<thead>
<tr>
<th>Types of Initiations</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Elicit (El)</td>
<td>47</td>
</tr>
<tr>
<td>2. Direct (D)</td>
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<td>3. Nominate (N)</td>
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<td>4. Inform (I)</td>
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<td>5. Recapitulate (R)</td>
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<td>6. Frame (F)</td>
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</tr>
<tr>
<td>7. Check (Ch)</td>
<td>-</td>
</tr>
<tr>
<td>8. Starter (S)</td>
<td>3</td>
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<td><strong>Total</strong></td>
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Teacher Response

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate (Eva)</td>
<td>2</td>
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<tr>
<td>2. Accept (Acc)</td>
<td>12</td>
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<td>3. Comment (Com)</td>
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<td>4. Clue (Cl)</td>
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<td><strong>Total Frequency</strong></td>
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Student Talk

<table>
<thead>
<tr>
<th>Types of Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected/Predictable initiated</td>
<td>26</td>
</tr>
<tr>
<td>Initiated</td>
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<td>NoTalk/All</td>
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<tr>
<td>Talk/Silence/Confusion</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>
MEETING 2

Date : Thursday, May 15, 2007
School : SMU Negeri 9 Surabaya
Teacher : Teacher B
Topic : Review tenses (Adverb)

T : Catatan yang lalu dilihat kemudian BTSnya dibuka halaman 47.

D

Nulisnya nanti yo.

D

T : Jadi kamu tetap melihat BTS kemudian catatannya Ibu yang lalu, nah tambahannya sekarang.

D

I

T : Posisi pada sebuah kalimat untuk Adverb.

I

Yang namanya Adverb, kalian sudah bisa menerangkan Adjective,

I

bisa menerangkan kata kerja, bisa menerangkan Adverb lain atau other Adverb atau clue-clue kalimat tersebut.

I

Itu adalah kegunaan atau fungsi Adverb dalam sebuah kata.

I

T : Ibu ulangi kembali, bisa menerangkan Adjective, kedua menerangkan kata kerja, atau other Adverb berarti Adverbnya diberi keterangan lagi kemudian whole of sentence, seluruh kalimat.
T : Jadi sekali lagi Adverbnya bisa menerangkan Adjective, kata kerja, Adverb lain atau seluruh kalimat. Itu guna Adverb.

T : Sekarang posisinya atau position of adverb.

Gimana cara meletakkan Adverb?

Kalau ada beberapa adverb dalam sebuah kalimat letakkan adverb secara berurutan dengan rumus: MPT (Manner, Place, Time).

Apabila satu kalimat terdiri dari beberapa adverb letakkan yang namanya adverb of manner dahulu kemudian baru place and time.

Jadi, tim selalu letaknya di akhir.

St : Manner itu apa, Bu?

T : Cari! Kan ada disitu. Cara.

St : Nggak ada.

T : Ya sudah Ibu kasih tau saja.

T : Kemudian yang kedua, kalau dalam sebuah kalimat ada kata kerja yang bergerak atau berpindah dari tempat ke tempat lain, misal go, fly, drive, jump.
dan sebagainya, ini disebut adverb of movement.

Letakkan salah satu adverb of movement itu baru manner baru time.

T : Yang ketiga, khusus untuk adverb of time sifatnya fleksibel atau luwes sehingga bisa diletakkan diakhir kalimat atau di depan pokok kalimat karena sifatnya flexible.

T : Number four, the last, adverb of frequency.

Harus diletakkan di depan kata kerja utama.

Tidak boleh di depan kata kerja bantu.

T : Untuk mengerjakan romawi I, caranya… adverb yang ada di dalam kurung semuanya itu adverb.

Jangan lupa! Yang diminta disini letakkan adverb tersebut pada posisi yang tepat, berurutan, sesuai yang ada di buku catatan kalian.

BTS dan tambahan dari Ibu.

T : Sedangkan romawi II, disini ada beberapa adverb.

Garisbawahi dahulu adverb-adverb tersebut baru masukkan apakah disini.

86
disini, ketiga atau keempat (pointing to the white board).

I

T : Hanya adverb lo yo!
I

Mungkin ada satu, dua, atau tiga adverb lalu masukkan ke rumus.
I

Dicoba dulu.
D

St : Bu, saya masih bingung romawi II.
Initiated Response

T : Kalau pada sebuah kalimat ada beberapa adverb, mungkin manner, place
I

atau time, kalau yang ketemu time dulu maka yang di depan harus adverb of
I

manner baru place baru time. Letaknya berurutan.
I

Sedangkan disini yang berlaku bila ada adverb of movement.
I

Contohnya ada disitu.
I

Susunannya akan menjadi place, manner, baru time.
I

T : Sedangkan ketiga, adverb of time, bias di depan, bisa di akhir kalimat.
I

Frequency juga kekhususannya selalu letaknya di depan kata kerja utama.
I

St : Contohnya frequensi, Bu?
Initiated Response

T : Buku catatannya dilihat, dibaca.
I

Keterangan dan kegunaannya sudah Ibu terangkan.
Com
Adverb of time menjawab keterangan “when”, sehingga pada adverb of time menerangkan waktu kapan suatu peristiwa terjadi.

Dengan menggunakan when atau what time. Makanya dapat diletakkan diakhir atau di awl kalimat.

Sekarang adverb of frequency. Namanya aja frequency, menerangkan sering tidaknya suatu peristiwa dilakukan.

Makanya letaknya di depan kata kerja atau subject.

Yang ketiga namanya keterangan tempat. Buku kalian dilihat BTSnya.

Menerangkan… namanya aja tempat, dimana, where, peristiwa itu dilakukan.

Makanya letaknya sesudah kata kerja. Untuk menjawab pertanyaan apa?

When.

Expected Response

Yang terakhir adverb of movement atau cara.

Menerangkan bagaimana, how, cara atau dengan jalan bagaimana sesuatu.

Terjadi

Sekarang Ibu tanya: “how does he work?”. Bagaimana dia bekerja?

Mungkin… lazily, dan sebagainya. Gitu.
Sekarang lihat kalimat nomer 1 dan 2.

D

.T : Contoh adverb yang menerangkan adjective.

I

Ini yang namanya adjective (pointing to the whiteboard).

I

Menerangkan kata kerja.

I

Kata kerjanya ini, adverbnya ini kemudian menerangkan other adverb.

T : Yang ke-empat, menerangkan seluruh kalimat. Ini adverbnya.

I

Jadi, nomer 1 menerangkan adjective, nomer 2 menerangkan kata kerja, yang
S

ke-3 other adverb, yang ke-4, the full sentence.

I

Ya sudah langsung mengerjakan. Silakan maju.

D
## Meeting 2 (Teacher B)

### Teacher Initiate

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### Teacher Response

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