

CHAPTER 5

CONCLUSION

After carefully analyzing the findings and the implication, the writer would like to propose the summary and a number of suggestions of the study.

5.1 Summary

The fact that English is becoming more important in the globalization era has encouraged many institutions to invite many native speakers besides non-native speakers to teach English. It is also done with the belief that the pupils could participate more in the real situation with the natives.

Both native speaker and non-native speaker should realize that the conducive atmosphere as well as teacher's comprehensible input is really needed to guarantee the success of the early learners in acquiring the target language. Unfortunately teachers are often unaware of the importance of those qualities and likely to dominate the classroom talk which consequently causes pupils to be less active.

Interested in examining how the native speaker and non-native speaker provide comprehensible input and create modified interaction in the elementary English class; the writer has conducted this study. The third year of class B of Ciputra Elementary School, Surabaya, along with their teachers, was taken as the subjects of this study.

The data of the study were obtained by recording the classroom discourse. Next, the writer transcribed and analyzed them based on the Seventeen-Category

System proposed by Amy Tsui Bik-May (1985) with a slight modification as proposed by Widjojo (1988), i.e. the conclusion of the column of the number of occurrences and the percentages of Indonesian utterances.

The findings of the analysis lead to the following conclusions:

1. The interaction in both native and non-native speaker classes was dominated by the teacher's giving information and asking question. The pupils were only given few opportunities to interact actively among themselves.
2. The teachers' domination in the Teaching Learning Process caused the pupils to become less active as most of the time has been occupied by the teacher.
3. The pupils' ability to supply immediate output is closely connected with the teacher's repeating and simplifying the utterances in the target language.
4. The activities provided by the native and non-native in the classroom were attractive which made the students enthusiastic in learning.

5.2 Suggestions

Finally, the writer encourages herself to propose several suggestions dealing with the study.

5.2.1 For the Teachers

1. Teaching young learners should implement more various input and interaction by involving the pupils so that the pupils could interact more actively in the activities.
2. Teaching young learners, especially in elementary schools needs more hardworking efforts to create a lively and interactive atmosphere,

which enables the learners to acquire the target language more effectively. In this respect, using various creative media is likely advisable.

3. Teaching young learners should be focused on the language input which is understandable enough for the pupils. It means that the input provided by teachers should be suitable with the language proficiency of the pupils.
4. Teaching young learners should challenge the pupils to be involved in the classroom discussion; i.e. the teacher giving questions which require investigation or critical thinking.

5.2.2 For the School

1. The school could give a bigger chance for non-native teachers to study from the seminars, workshops in and out of Indonesia so that every teacher could improve himself/herself better.
2. The school could give scholarships to some dedicated non-native teachers to have a study tour abroad to improve their English skills.
3. The school could consider raising the non-native teachers' salaries because they are also good teachers.

5.2.3 Recommendation for Further Study

Since this study is limited to time and samples, the writer is not fully in the position to judge that the findings of her study is applicable to all cases. Therefore, the writer suggests that similar studies can be conducted by using

other instruments like Flanders' System so that the results could be more accurate. Besides, the writer also hopes that there are some further studies which analyze more about the teaching techniques and the medias used by native teacher because she thinks that the native speaker usually has a great idea to design new medias.

Observation 1A (Non-native speaker, Meeting 1)

Teacher	Student
What did you do yesterday? (IQ)	
Yesterday or two days ago. I think two days ago. Budi! (R,N)	
	Ehm...two days ago we...do a...ehm (RR)
Michele, can you put it in your pocket! (N,D)	
	Ehm... draw a picture. (RR)
Ok, yes. (A)	
But that's last week. (GC)	
I want two days ago. (GC)	
Two days ago what did you do? (IQ)	
With the whole grade what did you do? Dito! (RE, N)	
	We sing a song. Eh... (REP)
Ehem. In the mandarin say. (A)	
	And then we sing a song "Hari Merdeka" and "Indonesia Raya" and we back to the class. After this we receive setificate for grade student profile. And grade 3 have a parade with the hero costume. (REP)
With a parade. Ok.(A)	
Who win? (IQ)	
Any of you who was the winner? (RE)	
	Dito, Vini, <i>pemenangnya ada tiga.</i> (REP)
Vini? (IQ)	
	Yes. Crystal. (RR)
No, no the parade. The parade. (EN)	
Who was the winner? (RE)	
	Crystal, Vini... (RR)
Crystal. Yeah. (A)	
Wait! Wait! I did'nt ask you to do that like this. (EN)	
Hand up, ok! (D, C)	
Don't say anything, ok! (D, C)	
So, from this class we have, oh Feli too. (R)	
We have three winners. (R)	
Ou, that's a good one. (EP)	
What dress code did you wear, Liani? (IQ, N)	
	No one. Eh... (RR)
No one dress. (EN)	
Oh, what hero did you perform? (IQ)	

What was the hero that you performed? (RE)	
	Kartini. (RR)
Oh, Kartini. (A)	
Ok! And Crystal! (A, N)	
	RA. Kartini. (RR)
Oh, the same one. (A, Com)	
We have Kartini in this class. (Com)	
Oh, and Kalvin! (N)	
	Mahatma Gandhi. (RR)
Oh, Mahatma Gandhi. (A)	
Who is Mahatma Gandhi anyway? (FQ)	
Who still remember who is Mahatma Gandhi? (RE)	
	The Father of India. (RR)
The Father of India. (A)	
What did he do until he become a famous person? (FQ)	
Is he a famous person or is he a hero? (YQ)	
Say it honestly. (D)	
	He is a hero. (REP)
Yes, Stefanus. (A, N)	
	Because he make India. (RR)
To become an independent country. (GC)	
Ok. (A)	
Yes, Jonathan! (N)	
	Because he fight for. (RR)
Violence. (GC)	
Not with violence. (GC)	
Ok, Do you still remember that after the parade, you have break time and then you have something to do with the grade? (IQ)	
What did you do? (RE)	
Joe! (N)	
	Fun activity. (RR)
Fun activity. (A)	
What kinds of fun activities? (IQ)	
Vini! (N)	
	Rubber and straw. (RR)
What did you do with the rubber? (IQ)	
	The rubber is here and the straw is like in our mouth. The rubber is like this and we...(REP)
And we have to transfer to anther person. (GC)	

	Yes. (RR)
Ok! (A)	
And then the second game? (IQ)	
Michele! (N)	
	Hula hop. (RR)
Hula hop. (A)	
Did you do the hula hop one? (IQ)	
	No. (RR)
No. What did you do? (A, IQ)	
So, what should you do with the hula hop? (RE)	
Crystal! (N)	
	Ehm. The hula hop we pass and give to another friend. (REP)
Okay, you have to go through the hula hop one. (A)	
And the third game? (IQ)	
Budi! (N)	
	Chopstick. (RR)
Oh, you are eating. You are using chopstick. (IQ)	
	No. (RR)
	Yes, we eat (RR)
You eat. So, the one who have eaten a lot of peanuts is the winner? (A, IQ)	
	No. (RR)
You said you eat. (EN)	
	No. (RR)
Okay, be quiet! (A, D)	
Natalie, what did you do with the chopstick? (N, RE)	
	We have to take the peanut with the chopstick and we go around place so who the first is the winner. (REP)
Okay, and the third, the fourth one? (IQ)	
Lini! (N)	
	<i>Tampah.</i> (RR)
Tampah. (A)	
What did you do with tampah? (IQ)	
Lini! (N)	
	We put the tampah on our head and in the tampah there is sugar and we walk and return. (REP)
Which games do you like most? (OQ)	
Stefanus! (N)	

	Chopstick. (R)
Chopstick. That's because you like eating, right. (A, Com)	
Because after you finish the game you can eat. (Com)	
Maxi! What game? Which game? (N, IQ, RE)	
	Rubber and straw. (RR)
Why? Because some people find it difficult. (GC)	
You like that one, Maxi! (OQ)	
	Yeah. (RR)
Michele! (N)	
	Rubber and straw. (RR)
Rubber and straw. Calvin! (A, N)	
	Chopstick. (RR)
Ok. (A)	
Those people who sit in this room. Please look at me! (D)	
Do not lie against the cupboard! (D)	
Do not lie against the cupboard! (R)	
Good, Calvin. (EP, N)	
So, now do you still remember about the book? (IQ)	
	Yes. (RR)
Ok, who read "Pets"? (IQ)	
	I, I. (RR)
What group? (IQ)	
	Purple. (RR)
Purple group. So, I want purple group to sit down in this corner. (A,D)	
If you are purple group please sit in the corner. (R)	
Orange group. (N)	
You will read "The little Red Bugs" but...	
(I)	Lho kok lagi. (Int)
I know. I know. (A)	
Just wait. (D)	
We will do another activity. (I)	
Sit down in the corner orange group! (D)	
Natalie! (N)	
Budi, are you orange group? (N IQ)	
	No. (RR)
No. (A)	
Blue group "The Hungry Little Kitten".	

Ok. (I, C)	
Budi, do not... (N, D)	
And the last group, green group will be “Teddy in the tree”. (I)	
Feli, where is your group? (N, IQ)	
Budi and Laurine do not fight! (D)	
	Mr. Tjandra cannot open. (Int)
Yeah, I know. (A)	
Wait! (D)	
Everyone stop! (D)	
	Stop! Stop it! (Int)
Jonathan, that’s not a good one. (EN, N)	
I know when you stop you have to stop and you don’t have to act, you don’t have to pretend. Ok! (EN, C)	
I give you the same book again. Ok! (I)	
But we are going to do something different with the book, based on the book. (I)	
Using the same book we will do different activity. Ok! (I)	
Yes, ok we will review this book again. We will read a book again maybe. (I)	
Just to refresh your mind what is the book all about. (I)	
So, blue group take your language literacy book and your stationary! (D)	
Which group will do that? (IQ)	
Ok! Go with miss Connie! (D)	
Green group, you will do the same thing take your language literacy book and answer this and go with Mr. Bambang! (I)	
Ok, orange and purple, you will do with me. (I)	
	Yes. Yes. (Int)
Orange and purple group sit down in the carpet. (D)	
Orange group you will do with me in the middle. Ok! (I, C)	
Now I want you to take your language literacy book and sit down. In the carpet. (D)	
For orange you will sit down and go on the table. (D)	
	Literacy book? (E)
Yes. You too. (A, N)	

Observation 2A (non-native speaker, Meeting 2)

Teacher	Student
I have read this book to you, right? (IQ)	
	Yes. (RR)
I will talk about (F)	
	The dragon (RR)
The dragon, ok. Let me see if you still remember who the characters in this story. (A, I)	
It's very easy one. I want, Lorine. (I, N)	
	The dragon. (RR)
The dragon. Yes, can be the dragon. (A)	
Richard. (N)	
	Little fat man. (RR)
Yes, little fat man. And then, Michelle. (A, N)	
	The captain. (RR)
The captain of what? (GC)	
	Army. (RR)
The captain of the army. Natalie. Liani. (A, N, N)	
	Army. (RR)
Army, ok. Yes that one. Renard. (A, N)	
	Hans. (RR)
Hans, ok. Yes, Han. Calvin. (A, N)	
	Chief of the world man. (RR)
Chief of the world man. And then, Felix. (A, N)	
	The children. (RR)
The children is Hans. Jonathan. (Com, N)	
	The wise man. (RR)
The wisest of... (GC)	
	Wise man. (RR)
The wise man. Natalie. (A, N)	
	James. (RR)
Do you call it James or what? (FQ)	
Different one. It's not James. Dito. (Com, N)	
	Mandarin. (RR)
Yes. What do you call the mandarin? Maxi. (A, FQ, N)	
	Lord. (RR)
Lord Nu. (A)	
	Tiger. (RR)
Jade Tiger. Yes, Jade Tiger is the king of	

the mandarin. (A, I)	
And then, you still have. Jade Tiger has four counselors, captain of he army, chief of the world man, the wisest of the wise man. You still need one more. (I, I)	
	Chief of the merchant. (RR)
Chief of the merchant. No. (EN)	
But we call it Leader of merchants. (I)	
What does merchant do? What is a merchant job? Lini. (FQ, RE, N)	
	Buy and sell. (RR)
Yes aha. Merchant is someone who buy and sell something. (A, I)	
Ok, so now according to...	
	Enemy. (RR)
Oh ya, the enemy. (A)	
What do you call? (FQ)	
	Wild horseman. (RR)
Wild horseman. (A)	
Ok, so according to the chief of the world man. Chief of the world man. What does a tiger look like? (FQ)	
	Dragon. (RR)
Oh, what did I say? (IQ)	
	Tiger. (RR)
Oh, tiger. Ok, so according to the chief of the world man, what does a dragon look like? Lini. (A, FQ, N)	
	Like to work. (RR)
No. Michele. (EN, N)	
	Old. (RR)
No. Chief of the world man. Maxi. (EN, N)	
	Strong. (RR)
Strong. Yes, because the world man is people who are strong. (A, Com)	
Ok, what about according to the wisest of the wise man. Jonathan. (FQ, N)	
	Speak politely. (RR)
Yes, speak politely, but that person must be very? (A, GC)	
	Polite. (RR)
No. (EN)	
	Rich. (RR)
No. (EN)	
	Nice. (RR)

No. (EN)	
	Wise. (RR)
Wise. Must be very wise like the wise man. (A)	
Leader of the merchants. A dragon must be? (FQ)	
	Old. (RR)
No. (N)	
	Rich. (RR)
Rich. Yes, because merchants dealing with money. (A, Com)	
What about captain of the army? (FQ)	
Captain of the army. Michele. (R, N)	
Where is Kalvin? (IQ)	
	Ada masalah. (RR)
Dito. (N)	
	Brave. (RR)
Brave. Warrior. They look like brave warriors. (A, I, I)	
What about Jade Tiger? (FQ)	
According to the Jade tiger must be? (RE)	
	Rich. (RR)
No. Not rich. Maxi. (EN, N)	
	Purple. (RR)
What is purple? (FQ)	
Must be wearing purple and (GC)	
	Blue. (RR)
Gold what? (GC)	
	Golden. (RR)
Gold. Expensive. Very expensive clothes. What do you call it? (GC, FQ)	
	T-shirt. (RR)
No, not T-shirt. (EN)	
	Jacket. (RR)
No, not jacket. (EN)	
Ok, so according to these people... (GC)	
	Hans. (RR)
Hans has never seen a dragon before. (Com)	
Can I take this one? (IQ)	
Ok, next one. Since I'm going to use this board. (I)	
I'm not going to erase it but I will erase this one. (I)	
We're going to have a short activity about	

words. (I)	
Words that you've seen in the book. (I)	
Like for example. I have. Let see. (I)	
I have "rabve". (I)	
From this word I want you to put into a new word. This is scrambled. Renard. (I, I, N)	
	Brave. (RR)
Brave. Good. What about this one? (A, EP, FQ)	
	Flying. (RR)
If I have "woter". I will change into what? Lini. (IQ, N)	
	Throw. (RR)
No. (EN)	
	Tower. (RR)
It's very good one. Very easy one. What about this one? (EP, Com, R)	
Jack. (N)	
	Ehm.
Renard. (N)	
	String. (RR)
Richard. (N)	
	Strange. (RR)
Strange. So, It's very simple one. It's very simple activity. (A, Com, R)	
Each of you will have a paper. (I)	
There are ten simple scrambled words. (I)	
All I want you to take one, give this to your friends at the back and go to your table. Take your book. Stick it on your English language book and you can start writing. (I, D, D)	
Don't forget to put the date on the top. (IO)	
	Do we need to write down? (E)
No, you don't need because you have sticked it in your book. Ok. (EN, C)	
Take one and pass to your friends at the back. (D)	
Left paper, give it to me. (D)	

Observation 3A (Non-native speaker, Meeting 3)

Teacher	Student
Ok everyone. Back after holiday you have lots to talk.	
Let's see if I still remember some of your names because after having one week holiday suddenly my memories need to be recharged.	
Because I forgot some of you. Lini, Feli, lorraine, Dito, Vini, Stefanus, Jack, oh Richard, oh sorry, Renard, Richard, John, Jonathan, Vin, Joe, and Michelle, Liani, Natalia.	(Laughing)
Remember your noise level. It's about half of it. (I, I)	
I know that some of your teachers have asked these questions but these questions will relate to our activities today so I'm going to ask the questions again. (S)	
How was your holiday? (IQ)	
Dito, is it good? (N, OQ)	
	Yes. (RR)
Who have happy holiday? (IQ)	(Some students are raising their hands)
Who have sad holiday? (IQ)	(Some students are raising their hands)
Who have spent lots of money? (IQ)	(Some students are raising their hands)
Who saved their money during holiday? (IQ)	(Some students are raising their hands)
Who went abroad? (IQ)	(Some students are raising their hands)
	Ha...what is abroad? (E)
Who went abroad? (RE)	
Besides Indonesia. Other countries. (GC)	
Who stayed home? (IQ)	
Oh Natalia, where did you go? (N, IQ)	
	To Bali. (RR)
To Bali again. Lorraine where did you go? (Com, N, IQ)	
Reli, Where did you go? (N, IQ)	
	To villa. (RR)
Villa, where? (A, IQ)	
	At Batu. (RR)
At Batu, ok. Lini. (A, N)	
	To Japan. (RR)
To Japan. Celebrate Idul Fitri where? (A, IQ)	
	At home. (RR)

Oh Richard come closer. Closer to Lini. Exactly behind Lini. (D, D, I)	
Vini, where did you go? (N, IQ)	
	Singapore, Japan, Malaysia again. (RR)
Stefanus, where did you go? (N, IQ)	
	Taman Safari. (RR)
Richard where did you go? (N, IQ)	
	Bali. (RR)
Joe. (N)	
	America. (RR)
Jonathan. (N)	
	Korea and Hongkong. (RR)
Korea and Hongkong. Then (point at student) (A)	
	TP and Carrefour. (RR)
Renard. (N)	
	Malaysia. (RR)
Maxi. (N)	
	Malaysia. (RR)
Lini, Liani. (N, N)	
	Bali and stay at home. (RR)
Bali and stay at home. (A)	
After this, Michelle can you sit nicely? (N, D)	
We're going to write a story about holiday but before we're writing about holiday. Natalia. We must think about what? (F, N, OQ)	
If you're writing a story, what is the first thing that you have to do? Michelle. (FQ, N)	
	Capital letter. (RR)
No, yeah it's important thing but what's the first thing before that one? Calvin. (EN, FQ, N)	
	Pencil. (RR)
No, you'll need pencil, Lini. (EN, N)	
	Date. (RR)
Yeah, you'll need pencil, Vini. (Com, N)	
	Take the English book. (RR)
No, Maxi. (EN, N)	
	Punctuation. (RR)
	Title. (RR)
Title. So by the way you have already told me how you spent your holiday. (A, I)	

Where did you do during your holiday? (IQ)	
I will explain about my holiday but John. (I, N)	
I will explain about the title. (I)	
My fun holiday. The title of the story will be my fun holiday because it was fun. (I, I)	
And then after that what do we need to do? (FQ)	
What should we do after we write down the title? (RE)	
After having an interesting title and then if you are telling about holiday what you should think about? (RE)	
	Must remember our holiday. (RR)
Aha...abut which part? (FQ)	
	About holiday. (RR)
Yes, but which part? (A, RE)	
	Where do you go? (RR)
Yes, what do you call that one? (A, FQ)	
What do you call that one? Lini. (RE, N)	
	Hongkong. (RR)
Yeah Hongkong, Australia, city, country. What do you call that one? (A, RE)	
	Place. (RR)
Place. What do you call in the writing? (A, RE)	
In the writing you call it what? Calvin. (RE, N)	
	City. Country. (RR)
Natalia has already said but you didn't listen to it. (I)	
So, what do you call it in the writing? Place, date. What do you call that? (RE, RE)	
Include in which part? (RE)	
	When. (RR)
Yeah, but what do you call that one? (A, RE)	
We call it setting. (I)	(Laughing)
Calvin, stand up! (N, D)	
	But I... (RR)
No, stand up! That one. In one corner. In one square and do not move and the other one if you want to follow Calvin I have no	

problem with that one. (D, I)	
So, back to this one. Setting. (I)	
Setting will also talk about place and will also talk about date. (I)	
Because I went to Jember. That's why I put down here in the setting. (I)	
But. Before we went to Jember how did I go there? Jonathan. (FQ, N)	
	Using a train. (RR)
How do you know that one? (IQ)	
	Train station. (RR)
Because I write down train station. (I)	
In Jember where do I stay? Joe. (FQ, N)	
	In a hotel. (RR)
Yes, in a hotel because I don't have any relatives that's why I stay in a hotel and the hotel's name is Asri hotel. (A, I)	
If you forgot where do you stay, the name of the hotel for example it's okay you just write down in a hoetl. Then, what do I do in Jember? (I, FQ)	
Can you guess looking at the setting? (OQ)	
	Lao tze Lina. (RR)
Yes, I went to lao tze Lina's house. Yes, lao tze lina's house in Jember. And then, what else? (A, R, FQ)	
What did I do? Vini. (RE, N)	
	To Ijen mountain. (RR)
What did I do in Ijen mountain? (FQ)	
	Waterfall. See the waterfall. (RR)
Yes I saw the waterfall but what did I do with Ijen mountain? (A, FQ)	
	Looking. (RR)
Oh, That's Ijen mountain then let's go home. So, I just look. Michelle, (EN, N)	
	Going to mountain. (RR)
Yes what did I do? Jonathan. (RE, N)	
	Look at the waterfall. (RR)
No. (EN)	
	Carving Ijen mountain. (RR)
Almost close, but what do you call that one? (GC, RE)	
	Hike, hiking. (RR)
Hiking to Ijen mountain. (A)	
	Kok nggak ditulis? (E)

Later. (I)	
And then what else did I do beside went to Ijen mountain? (FQ)	
	See the waterfall. (RR)
Yes, saw the waterfall, what else? (A, RE)	
	Go to Watu Ulo. (RR)
Go or went? (FQ)	
	Went. (RR)
Went to Watu Ulo beach. Ok let's talk about this because I want to talk and discuss about this. (A, F)	
Do you know what is Watu Ulo beach? (OQ)	
	Ular. (RR)
Ok, if we are talking about this one. (F)	
What does watu mean? Because Watu Ulo is Javanese, in English. It will say watu is? (FQ, FQ)	
	Rock. (RR)
Rock. Yes and... (A, GC)	
	Snake. (RR)
Snake, ok. (A)	
So, it calls snake rock because in the beach there is a very very ling rock that looks like snake. Like this one. And this is the beach. So, but it was very very long. (I, I)	
	One meter? (E)
More. More than one meter. Ok ehm, maybe 500 meter. Maybe I'm not sure because I didn't bring measurement to measure it but I was there the length of Watu Ulo was not that long. Why? (I, I, I, RQ)	
Because it is near the beach. When the wind blows it has what? (GC, FQ)	
	Wave. (RR)
Yes it has wave. (A)	
	Tsunami. (RR)
No, not Tsunami. It has waves and the wave keeps on hitting the rock that's why the rock isn't that long but the rock only change into this side. So, the rock becomes shorter. Very short. (EN, I, I, R)	
	Why? (E)
Why? I have already told you because of	

the wave. (RE, I)	
	Minus how many meter? (E)
I don't know but right now it's about 100 meter. Maybe I'm not sure. (I, I)	
Maybe in 5 or 10 years time there will be no Watu Ulo again because of the wave of the ocean. If it keeps on hitting the rocks then there will be no more. (I, I)	
	But, we can move Watu Ulo? (E)
I'm not sure with that one. Very good one. (Com, EP)	
If we want to keep watu Ulo what should we do? (OQ)	
	Di beri tutupan. (RR)
Yes it can be like this one. So, it can be if you went to Toraja. Usually there is a rock like this one and they put it here. (A, I, I)	
It will save the rock from the wave. (I)	
Ok, going back to this one. (F)	
Maybe later I will show you the picture. I'm not sure maybe next week. (I)	
	Is it small or is it big? (E)
It's small. And then I also write down in setting not only just the places that I have visited but it can be also the date. Ok Calvin, do you want to sit down or not? (I, N, IQ)	
	Yes. (RR)
I will let you to sit down but do not play jokes. After I set the setting what should I do? (I, FQ)	
What is the next thing that I need to write down? Vini. (RE, N)	
	Kita kan perlu nulis karangan. (RR)
The story. Yeah that will be later. Before that one? (A, Com, RE)	
	Meter. (RR)
Meter. No. (EN)	
	Introduction. (RR)
No. if I want to tell you a story there must be? (EN, RE)	
	Picture. Title. (RR, RR)
No. If you have title you have the places and you have setting then you have? (EN, FQ)	

If I went with my friends what do you call that one? (FQ)	
Friends, what do you call it? (RE)	
	With who do you go? (E)
Yes, what do you call that one? In the writing processes what do you call it? (RE, RE)	
	Punctuation. (RR)
No. (EN)	
	I went with. (RR)
No, the short one what do you call it? (EN, RE)	
Started with C. friends, people what do you call it? Michelle. (GC, RE, N)	
	Children. (RR)
No. Group of people. If I went with people. (EN, GC, GC)	
	Come. (RR)
No. People. (EN, GC)	
	Calendar. (RR)
Almost close. Cha... (GC)	
	Cat. Camel. (RR)
Characters. (I)	
So that's one. Ok so I went with many people and most of them You have already known about it. (I)	
This one is lao tze Lina. (I)	
And then I went with Ms. Allen. Miss Allen is a high school teacher. (I, I)	
	Oh iya I know. (RR)
And then Mr. Yohanes. Mr. Yohanes is the administration people. (I, I)	
	What is administration? (E)
People who work with administrative things like writing, making letter. (I)	
Ok, and then Oh Pyong. Who think that it is a funny name? (I, OQ)	
But can you guess where does he come from? (FQ)	
	America. (RR)
No. (EN)	
	Australia. (RR)
He is coming form? (RE)	
	Korea. (RR)
Yes he is a Korean. (A)	

	Oh pantesan. Tapi pak Tjandra nggak bias ngomong sama dia? (E)
But he can speak Indonesian and English. (I)	
	Berarti in this school. (E)
No, he is not in this school. (EN)	
Ok, so Oh Pyong is lao tze Lili's friend. (I)	
Ok, and then we also met lao tze Lina's parents. Then, it's myself. (I, I)	
So, after we have the title, we have the setting, we have the characters, what should we do next? (S, FQ)	
	The story. (RR)
Story or what do you call that one? (A, RE)	
But some of people. After this with... (GC)	
Things that I do in my holiday is we call it activity. (I)	
	Lho pak katanya lao tze Tony. (RR)
Activities or stories. (R)	
This one so the activities will be in short one. Doesn't need to be very very completed. (I, I)	
You can see in this one. O you think that it will be grammatically correct? (I, OQ)	
Preparation at the boarding house. (GC)	
	Maksudnya apa? Di boarding house preparationnya. (E, RR)
Yes. Do you think it is grammatically correct? (A, RE)	
Can you write down in the book? Reading a book/ sitting down on carpet. (YQ, GC)	
Can you do that one? (OQ)	
	No. (RR)
Grammatically correct. What is that Lini? (GC, FQ, N)	
	Preparing at the boarding house. (RR)
Ehe...but do you think it's grammatically correct? Preparing at the boarding house. Calvin. (OQ, GC, N)	
	Gong to the train station. (RR)
No, we are talking about the first one. (EN)	
Preparing at the boarding house. (GC)	
Do you think it correct? Grammatically correct? (OQ, RE)	
	Yes. No. (RR)

Who prepare something in the boarding house? (FQ)	
How do you know it? (RQ)	
I didn't write it down mine. (GC)	
	Because it's your house. (RR)
See, hat's why it is not grammatically correct because there is no subject. Who did the preparation? (I, FQ)	
	Mr. Tjandra. (RR)
But I did not write it over here. That's why I said it's short. It must be very short. It doesn't have to be completed but short. Like this one. Going to the train station. (EN, I, I, I, I)	
	Mr. Tjandra going to the train station. (RR)
Mr. Tjandra is going to the train station. Is that correct? (S, YQ)	
	Mr. Tjandra is traveling by train. (REP)
	Mr. Tjandra is arrived at Jember. (REP)
Mr. Tjandra is arrived at Jember? (GC)	
	Mr. Tjandra has arrived at Jember. (REP)
Mr. Tjandra has arrived at Jember r Mr. Tjandra arrived at Jember. Ok. (A, I, C)	
Do you think when you are writing a story will it be interesting to write down like this one or you make it longer? (OQ)	
You write a lot more like for example this one, preparation at the boarding house. (I)	
What did I do? (FQ)	
What did I bring? (FQ)	
	Clothes. (RR)
How do you know that one because I haven't written them down. (GC)	
That's why we need to develop the activities into stories. (I)	
Lorraine. The blue one I change into red. From one sentence, one short sentence I develop into longer one. (N, I)	
Like this one on a hot sunny day I woke up at 6 o'clock to prepare myself before spending my holiday at Jember, I packed my clothes and snacks. (I)	
Since I needed some money I went to the ATM to take some cash. (I)	
Jack can you sit own nicely? (N, D)	

So, see which one is ore interesting, this one or this one? (OQ)	
The red one or the blue one? (RE)	
	Blue. (RR)
The blue one, ok. (A, C)	
Let's forget that one. For example, I ate an ice cream. (I, S)	
How do you develop it into a sentence, a story? (RQ)	
My activity will be eating an ice cream. (I)	
How do you develop it into sentences? Kalvin. (RE, N)	
	In a hot sunny day. (RR)
It doesn't have to be in a hot sunny day. (GC)	
In a hot sunny day? (GC)	
	I buy an ice cream at 11 a.m. (REP)
Full stop. That's it? (GC)	
	Yes. (RR)
So, what's the difference between this one and this one? This is one sentence and this is one sentence. (OQ, I)	
	The cost is (RR)
It costs me (GC)	
	50 thousand. (RR)
50 thousand. Let's say 5 thousand. (A, I)	
	I buy 2 ice cream. (RR)
I buy 2 ice cream. (A)	
	One for. (RR)
One for me. One for myself and the other one is for Mr. Bambang. (GC, GC)	
	No. It's for my mum. (RR)
Oh. It's for y mum. That's it? (IQ)	
	Then, me and my mum. (RR)
Then, my mum and I (A)	
	Eat ice cream at our house. (RR)
Ok, good one. (EP)	
Jonathan, stand up! (N, D)	
One square and don't move. (I)	
It's more interesting than the blue one. (I)	
The red one is more interesting. (R)	
In a hot sunny day I buy. It can be more interesting if you put more, for example vanilla ice cream. It costs me 5 hundred. I buy 2 ice cream. The chocolate and the	

strawberry one for my mum. Then, my mum and I eat the ice cream at house. (R, R, R, R, R)	
Can you develop one sentence which is grammatically wrong into a paragraph which is grammatically correct? (IQ)	
Remember one paragraph is more than 3 or 4 sentences. (I)	
Let's see if you can do it well! (I)	
Go back to your table group and take your English draft book! (D)	

Observation 4a (Non-native speaker, Meeting 4)

Teacher	Student
Can you sit down closer to the board please so we will not yell. (D)	
Imagination. What do you think it is about/ Calvin. (OQ, N)	
	Imagination is in mind. (REP)
Ok, it is something in our mind. (A)	
Different opinion? (OQ)	
Anyone has different opinion? Stefanus. (RE, N)	
	Imagination is like creativity. (REP)
Imagination is like creativity. (A)	
Different opinion? Dito. (OQ, N)	
	Imagination is like thinking. (REP)
Imagination is like thinking. Jonathan. (A, N)	
What else? Imagination in short. Yes, Joe. (OQ, GC, N)	
	Maybe it is like creative. (REP)
Can you speak louder Joe? (D, N)	
	Creative. (RR)
Eh, creativity. So, it's like creativity. (A, R)	
What else? (OQ)	
	Membayangkan. (RR)
Yes, to dream. They imagine. Calvin. (A, N)	
	Imajinasi. (RR)
Ok, yes. So, in short we can say that it is something not? (A, FQ)	
	Real. (RR)
Ok. It's not real. (A)	
I we are taking about not real. If we connected to animals that are not real, what kind of animals that we are talking about? (S, FQ)	
If we connected to animals that are not real, what animal? (R, RE)	
Lorraine. What animal? (N, RE)	
	Oh..
Jonathan. (N)	
	Dragon. (RR)
Dragon. There are many kinds of animals that are not real. (A, R)	

	Dinosaur. (RR)
Dinosaur, ok. (A)	
	Alien. (RR)
Alien, ok. But today we will just focus on dragon. (A, F)	
We will focus on dragon. (R)	
How many of you have ever seen dragon? (IQ)	
	Televisi. (RR)
Television, ok. Michelle. (A, N)	
	In book. (RR)
In the book. (A)	
	In VCD. (RR)
In VCD. Yes, Michelle. (A, N)	
	Picture. (RR)
Can you speak louder? (D)	
	Picture. (R)
Picture, ok. Vini. (A, N)	
	Game. (RR)
In the game. (A, N)	
	Doll. (RR)
Doll, ok. Renard. (A, N)	
	Internet. (RR)
Internet. Jack. (A, N)	
	Toy. (RR)
Toys. Stefanus. (A, N)	
	Play station. (RR)
Play station, ok. Hands down. (A, D)	
If you think you have ever seen a dragon before and I have never seen a dragon, can you tell me how they look like? Calvin. (S, OQ, N)	
	Big stomach. (RR)
Big stomach, ok. Jonathan. (A, N)	
	Long tail. (RR)
Long tail, ok. Liani. (A, N)	
	Big fire in the mouth. (RR)
Big fire, ok. Fire breathing we call that one. Jonathan. (A, I, N)	
	Like a snake. (RR)
Like a snake. (A)	
	Fear. (RR)
Fear. (A)	
	Fat. (RR)

Fat, ok. Maxi. (A, N)	
	Fin. (RR)
Fin, ok. Now hands down. According to the book, according to the story actually there are 2 kinds of dragons. Dragon that lives in the Asia and dragon that lives in western. (A, D, I, I)	
According to the writer, there are 2 types of dragons. There are 2 types of dragons, there are dragons in western and dragons in Asia. (R, R, R)	
This book will talk about dragon in Asia and the title would be? (I, FQ)	
	Friends of a dear dragon. (RR)
Everyone knows what a dragon looks like and the author is? (S, FQ)	
	Jill William. (RR)
Jill William. Ok, now since the picture is few, I will show you after I read the story. (A, I)	
(Reading the story for about 3 minutes)	
So, that's all the story for today. (I)	
Let's forget about the Chinese dragon. Let's talk about the dragon in general. (D, D)	
If you're talking about dragon in general, what words that come in your mind? (S, OQ)	
Oh ya I have asked you to remember the characters. (S)	
What are they? Stefanus. (FQ, N)	
	Hans. (RR)
Hans. Vini. (A, N)	
	Old fat man. (RR)
Ok, the little fat man. (A)	
John. (N)	
	Dragon. (RR)
Yes, that is the little fat man. Lini. (A, N)	
	Jade tiger. (RR)
Jade tiger is the lord, the king. Richard. (A, N)	
	Chief. (RR)
Chief of? (FQ)	
	The workmen. (RR)
Kalvin. (N)	

	Mandarin. (RR)
Yes, Mandarin. That's the jade tiger. (A, R)	
	Wild horseman. (RR)
Renard. (N)	
	The wise man. (RR)
The wisest of the wise man.. Richard. (A, N)	
	Captain of the army. (RR)
Captain of the army. Calvin. (A, N)	
The leader of ? (FQ)	
	Army. (RR)
If you have workmen, army, wise man. (S)	
	Merchant. (RR)
Merchants. What does merchant mean? (A, EQ)	
	Pedagang. (RR)
Yes, a person who buy and sell something. (R)	
According to the Jade Tiger, the king, what does a dragon look like? Lucia. (FQ, N)	
	Fat. (RR)
You think so? No. Calvin. (EN, N)	
	Gold and purple gel. (RR)
Silk. (I)	
	Silk. (RR)
They look like Mandarin? (FQ)	
	Yeah. (RR)
What about the chief of the workmen? Dito. (FQ, N)	
	Black. (RR)
No. Chief of the workmen. (EN)	
	Black. (RR)
No, if they are workmen, they have to be? (S, FQ)	
	Tough. (RR)
Tough and strong. (R)	
What about the wisest of the wise men. According to them, the dragon is? (FQ)	
They look like?.....wise man. (RE)	
What about the captain of the army? (FQ)	
	Strong. (RR)
No, strong is already in here. Jack. (EN, N)	
	Brave. (RR)
Brave and? (FQ)	
	Fears. (RR)

Fears. Warriors. What about the leader of the merchants. (A, FQ)	
According to him, a dragon is? (RE)	
	Little fat man. (RR)
No, merchant is a person who buy and sell something. (EN)	
They are connected closely to? (FQ)	
	Money. (RR)
So, the dragon must be? (FQ)	
	Rich. (RR)
Rich. Rich and splendid. (A, R)	
	What is splendid? (E)
Try to look at it in your dictionary. So, remember about this one. (Com, D)	
I will ask you again, ok. (I)	
Now, talking about dragon, what words that come in your mind about dragon? Jack. (OQ, N)	
	Scared. (RR)
Scared. Vini. (A, N)	
	Big. (RR)
Big. Dito. (A, N)	
	Brave. (RR)
Brave. Kalvin. (A, N)	
	Rich. (RR)
Rich. Vini. (A, N)	
	Long body. (RR)
Long. Ok, some people think it is a monster. Jonathan. (A, I, N)	
	Fat. (RR)
Lorraine. (N)	
	Long body. (RR)
Long body is in here. (EN)	
	Scary. (RR)
Scared, scary. Maxi. (A, N)	
	Fat old man. (RR)
Fat, old. Kalvin. (A, N)	
	Good. (RR)
Good. (A)	
	Fly. (RR)
Fly. Yes, good they can fly. (A, EP)	
	Fire. (RR)
Fire. We call it fire breathing. Vini. (A, I, N)	
	Beautiful. (RR)

Lini. (N)	
	Sharp teeth. (RR)
Vini. (N)	
	Ugly giant. (RR)
	Slim line. (RR)
How to spell? (FQ)	
	S-l-i-m l-i-n-e. (RR)
Ok, hands down. It seems to me that you are still talking about dragon in China, Asia. What about dragon in Western? (FQ)	
Where do they live? They live in? (FQ, RE)	
	Africa. (RR)
	In cave. (RR)
In cave. (A)	
	In the mountain. (RR)
Mountain. (A)	
	Sky. (RR)
Sky. Castle. (A, I)	
	Underground. (RR)
Ok, underground. (A)	
If you have castle. Stefanus. (S, N)	
If you have castle then you will have? (FQ)	
	King. Queen. (RR) (RR)
If you have king and queen. You will have? (R, FQ)	
	Princess. (RR)
If you have princess, you have. (R, FQ)	
	Prince. (RR)
If you have prince and princess, king and queen, you have? (R, FQ)	
	Uncle, children. (RR) (RR)
Army. If you have army, you will have? I, R, FQ)	
Knight. (I)	
	Warrior. (RR)
Warriors. (A)	
	Horse. (RR)
Ok, horse. (A)	
	Chief. (RR)
Chief. I don't think so. (A)	
	Merchant. (RR)
Merchant. (A)	
And then if you have castle, you will have?	

(S, FQ)	
	Kingdom. (RR)
Kingdom. Ok, hat all right. Now. Vini. (A, N)	
I will give you this paper. Do not look at this board. Just look at the words on the table. Is that clear? (I, D, D, C)	
Vini, stop it! (N, D)	
Take one and give it to your friend at the back. (D)	(Taking the paper)
Left paper give it to me. (D)	
This is what you have to do. (I)	
I want you to stick this one, this paper on your English book, the literacy one. And if you have finish, write down the date, copy these words. (D, D)	
	Right there. (E)
In your English book. (I)	
Ok, you just stick this one and copy. (R)	
Is that clear? (IQ)	
	Yes. (RR)
Ok, go. (D)	

Observation 1B (Native Speaker, Meeting 1)

Teacher	Students
Good morning everyone!	
	Good morning, Mr. Michael! (All students)
Turn around so you face in front! (D)	
If I can see your eyes looking at me, I know that you are listening. OK! (D,C)	
I thought we would start with some revisions this morning. (F)	
Revision that means checking what we know. (F)	
For the first week in English and today because this is English time with me, we talk about common nouns. (F)	
Anyone remember what common noun is? (YQ)	
Dito! What is common noun? (N, RE)	
	Common noun is like name of people, eh.. (REP)
That's the other one, Dito. (EN)	
It's common noun. (I)	
You try again! (D)	
	Toys. (RR)
That's the example of common noun. Toy. (EN)	
Ahaa...Say it again, Lini. (D, N)	
	Names of things. (RR)
Names of things. (A)	
Common nouns are names of things or the names of something. Okay! (R, C)	
Dito said toys. (S)	
Toys are names of things. (S)	
Lots of things are common nouns. (S)	
Who can tell me another common nouns? (FQ)	
Kalvin! (N)	
	Milk. (RR)
Great. (EP)	
Lini! (N)	
	Ehm...
Tell me an example of common noun! (D)	
He said toys. (R)	
He said milk. (R)	
Tell me another one! (D)	
	Australia. (RR)

Is Australia a common noun? (YQ)	
	No...(All students). (RR)
Yeah. Try again. (A, D)	
	Eh...Apple (RR)
Apple. (A)	
Yeah good! (EP)	
Apple is a name of a piece of fruit. (I)	
Budi! (N)	
Are you listening? (D)	
Good boy. (EP)	
I'm gonna ask you for one. (I)	
	T-shirt. (Another student). (RR)
T-shirt. (A)	
	Picture.(RR)
Picture. (A)	
	Game. (RR)
Game. (A)	
	Rice. (RR)
Rice. (A)	
	Corn. (RR)
Corn. (A)	
Maxi! (N)	
	Supermarket. (RR)
Big voice! (D)	
	Supermarket. (RR)
Yes! Many supermarkets. (A)	
That's right. (EP)	
Those are all common nouns. (I)	
Clock, book, table, carpet, spidol. (I)	
All those words are common nouns. (I)	
They are names of things. OK! (I, C)	
Last week we also talked about proper nouns. (F)	
How are they different? (RQ)	
Jack! (N)	
	The names (RR)
Of what? (FQ)	
Yeah, you said the names. (A)	
Names of what? (FQ)	
	Things. Eh... (RR)
That's common noun. (EN)	
Common noun is a name of things. (R)	
Map, greenboard. (I)	
Natalia! (N)	
	Names of people. (RR)

Names of people. (A)	
And? (FQ)	
Renard! (N)	
	Like dog. (RR)
Do you think dog is a proper noun? (OQ)	
	No...(All students) (RR)
No, there are lots of dogs. (A)	
His dogs are common. Many dogs. (S)	
Can you tell me the dogs' names? (IQ)	
That's proper noun. (I)	
The word dog isn't a proper noun. (I)	
Yap. (N)	
	Places. (RR)
Places. (A)	
Good girl. (EP)	
Names of people, names of places. (R)	
That's enough. (I)	
Can you tell me an example of a proper noun? (IQ)	
Lini? (N)	
	Jonathan. (RR)
Yes. (A)	
Jonathan! (N)	
	Stefanus. (RR)
Is Stefanus a proper noun? (YQ)	
	Yes...(RR)
Yes, his name is a proper noun. (A)	
Names of people. (R)	
Tell me another one! (D)	
Liani! (N)	
Tell me a proper noun! (D)	
	Book.(RR)
Book? (YQ)	
	No... (All students) (RR)
Book is a common noun. (S)	
There are lots of books. (S)	
Which book? (FQ)	
Try again, Maxi! (D, N)	
	Hotel. (RR)
Okay, Let's have a look at hotel. (D)	
Common or proper? (FQ)	
	Proper. (All students) (RR)
Cause there are lots of hotels. (A)	
There are hotels in Surabaya, in Bali, in Jakarta, in Malang. (S)	

Hotels are everywhere. (S)	
They're very common. (S)	
What's the proper noun? (FQ)	
Might be? (FQ)	
Kalvin! (N)	
	Tesora. (RR)
Pardon. (D)	
	Tesora. (RR)
What is Tesora? (FQ)	
	It's like penthouse in Malaysia. (REP)
Okay, stop for a moment. (D)	
Let's just stay with hotel. (D)	
Shang ri la? (YQ)	
Is that a hotel? (RE)	
	Yeah. (RR)
Is that telling you which hotel? (YQ)	
	Yeah. (RR)
That's proper noun. (I)	
That's the name of a place. (I)	
The place is Shang ri la. (I)	
Hotel is a place, is it? (Com)	
	Yes (RR)
Hotel could be any hotel. (I)	
It's common, okay! (I, C)	
Shang rila Hotel is a proper noun. (R)	
Sheraton Hotel is a proper noun. (I)	
It's a name of a special place. (R)	
Proper noun is a special word. (R)	
Your names, Reina, kristo, Joe, Jack, Budi, Lini. (I)	
They are special. (I)	
They are your names. (I)	
Names of people. (R)	
They are proper nouns. (R)	
Tell me another proper noun, Liani! (D, N)	
	Ehm, house. (RR)
	No...(another student). (RR)
Is house special? (GC)	
Does it tell me which house? (GC)	
	No... (RR)
You're not telling me which house Liani. (EN)	
It's not the name of a place. (I)	
It's any place. (I)	
A house could be anyway. (I)	

Okay, let's think again. (D)	
Maxi! (N)	
	Graha Family (RR)
Graha Family. (A)	
Is Graha Family a place? (YQ)	
	Yes. (All students). (RR)
Yes. A place. (A)	
Special place. (I)	
	Sekolah Ciputra. (RR)
Sekolah Ciputra. Ciputra School. (A)	
Special place? (YQ)	
	Yes. (RR)
Yes. Proper noun. (A)	
	Surabaya. (RR)
Surabaya. (A)	
Good one. (EP)	
Kalvin! (N)	
	Dentist. (RR)
Dentist? (YQ)	
	No... (Another students). (RR)
	No,no.What's the name? (Int)
Yeah, what's the dentist' name? (A, FQ)	
Lot's of dentists. (I)	
Doesn't tell me which one.(I)	
Dentist is an occupation, Yeah? (YQ)	
	Yeah. (RR)
That's not a person's name. (I)	
It's an occupation which is common noun. (I)	
Oh, good who's that hand up. (N, EP)	
Laurine. Yes, Laurine. (N)	
	Jakarta. (RR)
Jakarta. (A)	
Excellent. (EP)	
Lini! (N)	
	Australia. (RR)
Fantastic. (EP)	
Countries, cities. (I)	
	Sidney. (RR)
Sidney. (A)	
	Jogjakarta. (RR)
Jogjakarta. (A)	
Maxi! (N)	
	Malang. (RR)
Yes. (Pointing at one student) (A)	

	Tokyo. (RR)
Tokyo. (A)	
Citra Raya. Is that one? Yeah (YQ)	
	Yeah. (RP)
Good. You got it! (EP)	
So cities and countries and Bali. Is that one? (YQ)	
Bali? (YQ)	
	Yes. (All students) (RR)
Is that a place? (RE)	
	Yes. (RR)
A special place? (YQ)	
	Yes. (RR)
Yeah, so Bali is a proper noun. (A)	
Proper noun is always started with what letter? (FQ)	
A, B, which one? (RE)	
	Capital letter. (RR)
Capital letter. (R)	
Good girl. (EP)	
Capital letter. (R)	
All right, this is our revision that we've learnt for last few weeks. (F)	
Today I'm going to tell you the answer. (F)	
Do you want to know the answer? (IQ)	
Would you like to know the answer? (RE)	
	Yeah. (RR)
Okay, well the answer is... (Writing on the white board) (GC)	
	Australia. (RR)
That's the answer. (A)	
Who could tell me the question? (IQ)	
That's the answer. (R)	
Who is the question? (FQ)	
	Eh...
Oh, what's the question? (RE)	
Richard! (N)	
	Where do you come from? (REP)
Where do you come from? (R)	
What goes at the end? (FQ)	
	Question mark. (RR)
It's a question so we need a question mark. (R)	
Question always ends with question mark. (I)	

Do you think Richard is right? (OQ)	
	Yes. (RR)
Where do you come from? (R)	
I am from Australia. (R)	
I think it's correct. (GC)	
Is there any question would be okay to us? (YQ)	
Lini! (N)	
	Where are (RR)
Yap, where are? (A, GC)	
Where (Writing on the board) (GC)	
	Are (RR)
Are. You. (Wutung on the board) (GC)	
	Where were you born? (REP)
Where are you come from? (EN)	
	No. (RR)
Where are you? (GC)	
	Where were you born? (REP)
Where were you born? (EN)	
Is that telling me where I'm born? (YQ)	
	(The students laugh)
No, it says from Australia. (EN)	
It doesn't say me where I was born. (I)	
I might be born in Japan but I'm from Australia. (I)	
It's different. (I)	(The students laugh)
Liani! (N)	
	Where are you... do you come from? (REP)
Where are you do you come from? (EN)	(The students laugh)
It's long, isn't it? (Com)	
Yeah. (N)	
	Are you come from Australia? (REP)
Do you...(GC)	
	Are you come from Australia? (REP)
Are you come from Australia? (EN)	
That sounds good. EP)	
Now let me saying to you. (I)	
Are you come from Australia? (R)	
	No... Yes...(Other students) (RR)
Is that sounds correct? (YQ)	
	Yes. (RR)
When you listen to it, does it sounds like good English? (YQ)	
	No... Yes...(Some students) (RR)

No, I don't like quite the sound of it. (EN)	
I would go into this one. (I)	
Where are you...?And the answer is I'm from Australia (GC)	
Where are you? One word on the end (GC)	
Where are you? Kalvin! (GC, N)	
	Where are you from? (REP)
Thank you. (EP)	
That is fine. (EP)	
Both of those questions are good questions for this answer. (EP)	
Where are you from? (R)	
I am from Australia. (R)	
Where do you come from? (R)	
I am from Australia.(R)	
Okay, today we are going to practice asking questions. (F)	
I'm going to on the green board write just like that. (F)	
I'm going to write some answers.(F)	
Your job is to write the answer. (F)	
"A" for answer and then think of the questions. (F)	
So you copy my answer and you'll have to choose the right question. (F)	O...o...(Some students)
It could be more than one answer, okay. (GC, C)	
I might write I think I write four answers. (F)	
Jack! (Remind one student to pay attention) (N)	
Four answers (F)	
That means you have to write four answers and think of four questions. (F)	
Okay, you need your English book and not POI because we're doing language now. (F)	
English book and your pencil and maybe your eraser and we'll start a new page. (F)	
The next new page. (D)	
Can you do that 3B? (YQ)	
	Yes. (The students) (RR)
Okay. Go! (A, D)	

Observation 2b (Native Speaker, Meeting 2)

Teacher	Student
Taking too long. (EN)	
It has been six or seven people who have been ready all the time and it took Natalia too long and you are the people who are sitting ready too long. (EN)	
Too slow! (EN)	
Okay, you need to organize faster. (D)	
Okay, that was still like grade 1 who does it. (EN)	
Okay, you're grade 3. (I)	
You're faster than that now. (I)	
Okay, you're bigger and more organized. (I)	
Good morning everyone!	
	Good morning Mr. Michael.
Oh, before we start.	
Before we start, you're studying a new unit of work this week (F)	
For the last six weeks you have been working "Are You a Hero?". (F)	
When you were at home during "Are You a Hero?", did anyone try to find out some information about a hero at home? (IQ)	
Did anyone hop on the Internet? (RE)	
Trying to find out about a hero? (RE)	
Did anyone? (RE)	
	No (some students). (Some students were raising their hands) (RR)
Did you, Lini? (IQ)	
Did you? (RE)	
	Yeah I did. (RR)
Who? Yeah? (IQ)	
You have a computer? (IQ)	
Yeah, you have hop in the Internet? (IQ)	
	Yeah. (RR)
Did you ask your mother first? (IQ)	
	Yeah. (RR)
You did. (A)	
Did she tell you to do it? (IQ)	
	No. (RR)
You said " I want to look on the Internet?" (IQ)	
	(Some students are nodding.)

Great. (EP)	
Who did you look for? (IQ)	
Did you look for a particular hero? (IQ)	
Did you look for a particular hero? (IQ)	
You looked for one hero or you just looked for heroes or who did you look for? (IQ)	
	Ehm. Many heroes but I don't know. (RR)
Yeah. It's okay but you had to look and to try to find out by yourself. (EP)	
That's action. (EP)	
Yeah, that's action. (R)	
What did you do Natalia? (IQ)	
You had your hand up? (IQ)	
	Yes. (RR)
What did you do? (IQ)	
	Find hero. (RR)
How? On the Internet? (RQ, IQ)	
	Yes. (RR)
Who did you look for? (IQ)	
	Many hero. (RR)
Many heroes. (A)	
Did you just look for inventor or Thomas Alfa Edison? (IQ)	
	No. (RR)
No. Okay. (A)	
Did your mother ask you to look for? (IQ)	
	No. (RR)
Did your father ask you to look for? (IQ)	
	Yes. (RR)
Your father said go and look. (R)	
Okay, that's not an action but Lini's yes. (I)	
Did Ms. Conny ask you? (IQ)	
	No (all students). (RR)
What did you do Kristo? (IQ)	
	Find hero in the book. (RR)
Oh, because Ms. Conny said to? (IQ)	
	No, but my sister is find in the Internet about hero and I try to do it also. (REP)
What grade your sister in? (IQ)	
What year? (RE)	
	Four. (RR)
Oh, she's doing about inventor. (A)	
That's might be an action. (Com)	
Okay, good boys and girls. (EP)	

Good. (EP)	
Alright with me now. (F)	
We're not going to talk about Heal The World". (F)	
Today on Monday we do English language. (F)	
Language time with me. (F)	
Last week we were talking about some special words. (F)	
Let me write some of them. (I)	
Here is the word. (I)	
Here is the word. (I)	
Here is the word. (I)	
Does any one remember what these type of word are called? (FQ)	
Everyone should remember what these words called because we learnt about them last week. (GC)	
Special types of words that do something. (I)	
One, two, three, four, five, six, seven people remember. (I)	
Eight people remember. (I)	
Good. (EP)	
Now you thinking, oh Joe what are these words called? (D, FQ)	
	Vowel. (RR)
Are these words called vowels? (YQ)	
	Yes (all students). (RR)
Are vowels those letters? (YQ)	
	Yes (all students) (RR)
A, I, U, E, O. (I)	
Those letters are called the vowels. (I)	
What are these words called? (FQ)	
A lot of people would think they are vowels. (GC)	
Maxi! (N)	
	Adjective. (RR)
Who thinks adjectives? (OQ)	
	(Some students are raising hands).
Who thinks verbs? (OQ)	
	(Some students are raising hands).
Verbs are run, jump, hop, shout, eat, cry. (I)	
Action word. (I)	

Thing that you can do. (I)	
You can cry, you can jump, you can sleep. (I)	
Verbs are action words or things you can do. (I)	
These ones as Maxi said. (I)	
These ones are? (FQ)	
	Adjectives (some students). (RR)
Adjectives. Adjectives. (A)	
So, what do adjectives do? (FQ)	
What do adjectives do? (RE)	
Adjectives are what Jack? (RE, N)	
Jack! (N)	
	Describe. (RR)
Describing words. (A)	
That's what are you going to say Calvin? (IQ)	
	(Some students are nodding.)
Exactly right. (EP)	
Adjectives are describing words. (R)	
They tell us about something. (I)	
They tell us about something. (R)	
Adjectives are describing words. (R)	
Everyone say, adjectives are describing words! (D)	
	Adjectives are describing words (all students). (REP)
Good. (EP)	
What could be big? (FQ)	
What something could be big? (RE)	
Hand up! (D)	
What something that could be big? (RE)	
Richard! (N)	
	Plant. (RR)
A big plant. (A)	
A big tree. (A)	
Yeah, good. (EP)	
What something could be long? (FQ)	
A long? (RE)	
Michelle! (N)	
	A long hair. (RR)
Hair. (A)	
Excellent. (EP)	
A long hair. (R)	
She had a long hair. (I)	

A hair can be long. (I)	
Maxi has short hair. (I)	
Lini has long hair. (I)	
Tell us about the hair. (I)	
Describe it! (I)	
What could be blue? (FQ)	
	T-shirt (one student). (RR)
A blue T-shirt. (A)	
Fantastic. (EP)	
	Yes, Mr. Michael T-shirt. (RR)
Is this a T-shirt? (YQ)	
	No (some students). (RR)
No, this is a shirt. (A)	
T-shirt, no bottoms below your hair. (I)	
Shirts have bottoms, ok. (I, C)	
What can be smelly? (FQ)	
Vini! (N)	
	Ehm, foot. (RR)
Feet, yeah. (A)	
Good boy. (EP)	
One foot, two is feet. (I)	
Yeah, smelly feet. (A)	
Excellent. (EP)	
Hands down. (D)	
Now these words are called what? (FQ)	
	Adjectives. (RR)
Yeah they describe something what are these words called? (A, FQ)	
These words in a circle. (R)	
Are they adjectives? (YQ)	
	No (some students). (RR)
No, so what are they? (A, FQ)	
	Things (some students). (RR)
A model of what we call things. (R)	
The name of some things. (R)	
Words are the name of something, are called what? (R, FQ)	
Are called what? (RE)	
	Noun. Noun (RR)
Yeah. (A)	
	Noun. (RR)
Noun. (A)	
Excellent. (EP)	
So, if you look at the board, this will help. (I)	

Adjectives describe nouns. (R)	
Something they describe, something they describe the name of something. (R)	
His feet, "something", are smelly. (I)	
Describe his feet they might be big feet. (I)	
Small feet, bad feet, or smelly feet but all of these words are adjectives because they tell us about his feet. (I)	
They describe his feet. (I)	
You tell me a T-shirt can be blue. (I)	
Blue describes the T-shirt. (I)	
Blue describe the noun. (I)	
Very good. (EP)	
Very good 3b. (EP)	
I think you might understand. (EP)	
Reina, what are adjectives? (N, FQ)	
	Describing words. (RR)
Lauren, what are adjectives? (N, RE)	
	Describing words. (RR)
Good girl. (EP)	
Yeaah, describing words. (A)	
Nice. (EP)	
We're going to get our books out now. (D)	
We're going to get sit on our desks now. (D)	
We're going to do some work on adjectives in our books. (D)	
Get your pencil and eraser. Go! (D, D)	

Observation 3B (Native Speaker, Meeting 3)

Teacher	Student
	Good morning Mr. Michael!
Ok, boys and girls. First day back at school. So, Budi are you tired? (S, N, IQ)	
Are you sleepy? (IQ)	
Joe, are you tired? (N, IQ)	
Ok, some many can't sit properly now. (EN)	
Budi, are you sleepy? (N, IQ)	
Are you sleepy? (RE)	
Sit down properly now. (D)	
Don't lean against the wall! (D)	
Turn around! (D)	
Don't against the wall! (R)	
Pop off the door! (D)	
The first day back to school. (R)	
We had a long week holiday. (I)	
Put your hand up if you went somewhere interesting! (D)	
That was different or maybe something special. (I)	
Put your hand up! (D)	
Maxi! (N)	
Sorry Richard is talking. (EN)	
Richard, why are you talking? (N, IQ)	
Your friend Maxi is talking. (I)	
You need to listen to her. (I)	
You want to speak to that. (IQ)	
Not do that! (D)	
	Go to Bali. (RR)
To Bali. (A)	
Where did you stay in Bali? (IQ)	
	No, Hard Rock. (RR)
Oh yeah. Hard Rock, Kuta. At side Kuta beach. (A)	
For how long? (IQ)	
	Three days. (RR)
Three days. Great. Bali. (A, EP)	
You know where Bali is? (IQ)	
	Yes (All students). (RR)
So, if I have a pencil. This side here is what? (D, FQ)	
You're to far there. You should come closer! (D)	

But, sit on your bottom and cross your legs! (D)	
Sit on your bottom and cross your legs! (R)	
Anyone can't cross their legs have to sit at the back. (D)	
What are these? (FQ)	
East Java? (YQ)	
	Yes (All students). (RR)
Ok, is Bali here? (A, YQ)	
	No (some students). (RR)
So, Bali is next to Java. East Java yeah. (R, YQ)	
	Yes (All students). (RR)
Ok, great. (EP)	
So, maxi went to Bali. (R)	
Who else went to Bali? (IQ)	
	(Some students are raising hands)
Kalvin, for how long? (N, IQ)	
	Eight days. (RR)
Wow, where did you stay? (IQ)	
	Ha...
Where did you stay? (RE)	
	Singaraja. (RR)
Oh, okay, up in the north. North Bali. (I)	
	Yeah. (RR)
Yeah, up in the north. Kuta is down south and Singaraja is up north. (I)	
	Ehm, Mr. Michael but I in my family house. (REP)
You have a house there. (A)	
Who live there? (IQ)	
Your uncle? (IQ)	
	Family. (RR)
Grandmother? (IQ)	
	Ha...
Grandmother? Who? (RE, IQ)	
	Cousin. (RR)
Stephanie, where did you go? (N, IQ)	
	Trawas. (RR)
Is Trawas still on Java? (YQ)	
	Yeah. (RR)
Yeah. Who do you get to Trawas? (IQ)	
By walking? (IQ)	
	No. (RR)
By plane? How long does it take to	

Trawas? (IQ, FQ)	
	3 days. (RR)
2 hours? To get to Trawas how long? (YQ, RE)	
Are you staying for 3 days? Yes? (IQ)	
	Yes. (RR)
Stephanie staying for 3 days but how long does it take from here? (RE)	
How long does it take from here to Trawas? (RE)	
About how long? (RE)	
It takes three hours, Stephanie? (YQ)	
	One and a half hour. (RR)
One and a half hours, yeah? (A)	
Jonathan! (N)	
	Two hours. (RR)
About two hours yeah? Yeah that's around two hours drive to Tawas and Stephanie's staying for 3 days. (A, R)	
	Only 45 minutes. (one student). (Int)
No, it's too fast. (EN)	
Who else went to special place? Lini! (IQ, N)	
	Singapore. (RR)
Singapore. Where is Singapore on this map? (A, FQ)	
You said there? Here? (IQ, YQ)	
	Too small (one student). (RR)
Surabaya is here and Dito clued up this Singapore. (I)	
How long did you stay? (IQ)	
	5 day. (RR)
5 days, ok! And then come straight back? (A, IQ)	
	Yes. (RR)
Yeah. (Q)	
	Last Sunday. (RR)
Last Sunday. Excellent. Excellent. (A, EP)	
Do you now the hotel you stayed in? (IQ)	
	Yes. (RR)
What was it called? (FQ)	
	Royal. (RR)
Royal. (A)	
	Eh, and one day in my family house. (RR)
Oh, your family lived there. Who lived	

there? (A, IQ)	
Cousins? Grandmother? (IQ, IQ)	
	Grandmother's brother. (RR)
Oh, grandmother's brother. Budi what did you do? (A, IQ)	
	Go to TP. (RR)
Yeah, that's fine. Good. (EP)	
Who else go to TP? (IQ)	
I hear there was an Indonesian famous singer at TP. Did anyone see him? (I, IQ)	
	No. Yes. (RR)
Yeah, what's his name? (FQ)	
	Eh...
Do you remember his name, Budi? (IQ, N)	
	Tunjungan Plaza. (RR)
Yeah, that's the name of TP. Proper name. (A, I)	
Yeah, but there was a singer. Who? (FQ)	
	Glenn Fredly. (RR)
Yeah, that's it. He was at TP. Yeah, ok. Good. (EP, I, EP)	
Thanks Budi, ehm you had a good day at TP. (Com)	
Who else had something interesting? (IQ)	
	(One student is raising hand.)
Jack! (N)	
	Supermal. (RR)
Supermal. Who else went to Supermal? (A, IQ)	
Yeah. Few people. Good. Hands down. (A, EP, D)	
Anyone else? (IQ)	
I, Mr. Michael. I went to Sumbawa. (I)	
	Oh, Sumbawa (some students). (RR)
Is that on Java? (YQ)	
	No. Island. (RR)
It's an island. (A)	
So, this is Java, this is Bali. What the next island after Bali? Going east. (I, FQ)	
Goes Java, Bali, what's next? (FQ)	
	Lombok. (RR)
Lombok. Good boy. And after Lombok? (A, EP, FQ)	
	Sumba. (RR)
	Flores. (RR)

Ehm Sumba, Flores is down here. (A, GC)	
This one is back here. (I)	
	Oh, Sumbawa. (RR)
Sumbawa. Yeah. Sumbawa. Good boy. (A, EP)	
So, goes Java, Bali, Lombok, Sumbawa, going east. Okay! (R, C)	
And Mr. Michael went to Sumbawa for about five days. (I)	
Stay down in the jungle. In a little hotel in the jungle. (I, I)	
The hotel was surrounded by jungle. (I)	
There was no tiger there. (I)	
There was no tiger there. (I)	
	But is that scary? (E)
No, it's great. (I)	
There were some snakes. (I)	
	Lion? (RR)
No. There was a bird. I saw some monkeys. I saw some big lizards. (I, I, I)	
	Slot. (RR)
Not as big as komodo, but some big as like this. (I)	
	Lizard. (RR)
Yeah, lizard is like Komodo. (I)	
It was good. I went there for five days. (I, I)	
	How many hours? (REP)
So, how many hours? Good question, Dito. (R, EP, N)	
To fly there you have to. You can't come straight, you have to fly to Bali, to Lombok and find another small plane. (I)	
Very small plane. Only had 18 seats. (I, I)	
Only 18 seats. A very small plane. (R, R)	
And from Bali it took about one hour for the small plane. (I)	
Small plane is quite slow. (I)	
	How many? (E)
18. (I)	
	One. (RR)
Yeah, one hour from Bali. (I)	
Okay, so that's about Mr. Michael. (I)	
I went to Sumbawa. Good job. (I, EP)	
Today I thought we might keep talking	

about... (F)	
What we talked about last talk? (IQ)	
Do you remember last talk that I was here? (IQ)	
Mr. Michael wrote a story on the green board. (S)	
That is a bad story. (S)	
Do you remember the idea of a story that pretty bad? (IQ)	
	No. (RR)
No punctuation. (S)	
	No. (RR)
Remember? (IQ)	
	Yes. (RR)
I asked you to add it for me. To make it better. (F)	
	Yes. (RR)
Remember, I forgot all my capital letters and I forgot all my full stop. (F)	
Do you remember that? (IQ)	
	Yes. No. Mr. Michael not come. (RR)
That's right. Oh, thank you. You remember it was...Mr. Michael didn't come because I did something else. (A, R)	
Mr. Bambang took the lesson. (I)	
I looked at your work and I know that 3b are good at capital letter. (I)	
They know when use capital letters. (I)	
3b know about question mark. (I)	
3b know how to use full stop. (I)	
All of these things are called? (FQ)	
	Punctuation. (RR)
Exactly, punctuation. (A)	
Today we gonna look at one piece of punctuation because people have been asking me question about... (F)	
And that is coma. (F)	
Comas. (R)	
Does anyone know what a coma use for? (FQ)	
	Eh.
Remember coma is this one. (S)	
What a coma use for, Joe? (FQ, N)	
	To separate sentence (RR)
Maybe to break...Good answer. To break	

one sentence into two parts. (A, EP, R)	
What else a coma tells to do? (FQ)	
If you are reading a story and you see a coma, what should you do? (S, FQ)	
	There are many things and eh... (RR)
	Example. (RR)
Example. Yeah. (A)	
	If there is coma... (RR)
Okay, Lini is talking about a coma when we make a list. Like this. (I)	
My friends are Lini coma joe coma Vini Natalia coma Dito and Feli. (I)	
So, Lini good example. (EP)	
When you make a list in your writing, that's what we've done. (I)	
This is a list of names, Vini, Joe, Lini, Natalia, Dito, Feli. (S)	
That is a list. (R)	
Whenever you make a list of names or list of things coma coma and between the last two... (S)	
And between the last two we say? (FQ)	
	And (RR)
Do we do this? (YQ)	
	No. (RR)
Do we put a coma there? (RE)	
	No. (RR)
No. Right. Don't do that! (A)	
Someone told me you do. (I)	
Someone in 3a tried to tell me that the English teacher told him to do that. (I)	
That's not correct, okay! (I, C)	
When you're reading and you see a coma, what should you do? (FQ)	
When you reading Joe, when you're reading Jonathan. (RE)	
Stay listen. I might pick you now. (D)	
When you're reading Jonathan and you see a coma, what should you do? (RE)	
What does a coma tell you to do? (FQ)	
Full stop means stop. (I)	
Take a breath. Start reading again. (I)	
What does a coma tell you to do? (RE)	
So, Joe you need to listen. (D)	
Lini, what does it tell you to do? (N, RE)	

	Stop. (RR)
Stop as long as full stop? (YQ)	
Just a little stop. (I)	
A very small stop. (R)	
A short pause, okay! (R, C)	
So, let's 3b together. Let's see if we can do it with a short pause when we see a coma. (D, D)	
Are you ready? (C)	
Go! (D)	
	My friends are Lini, Joe, Vini, Natalia, Dito and Feli. (REP)
Nice. So, you use a coma when you're writing a list. (EP, R)	
You also use a coma breaking a sentence into two or three parts like Joe said. (I)	
Let me write a sentence for you. (I)	
There was a thick fog which closed the airport. (I)	
Full stop Mr. Michael at the end of the sentence Capital letter at the start. (I)	
What's a fog? (FQ)	
	Frog. (RR)
Tell me the sentence first. (D)	
Let's see if we can read it first. (D)	
One, two, three. (D)	
There was a fog which closed the airport.	There was a fog which closed the airport.
What's a fog? (RE)	
	Eh, kabut. (RR)
Not a frog. (I)	
	Kabut. (RR)
Yes, Stefanus! (N)	
	Fog is like a cloud. (RR)
Exactly right. Fog is like a cloud and right down on the ground. (EP, R)	
And you usually have fog in a very cold place. (I)	
In Trawas in the mountain. (I)	
	In the morning. (RR)
Yes, early in the morning. (A)	
So, this sentence is missing a coma. (I)	
Mr. Michael let the coma are out. (I)	
Who thinks they know where the coma should go in this sentence? (IQ)	
Have a look at the...These two parts are in	

a sentence. One part is about something and the other part is about something else. (I, I)	
Where is the coma go to break them into two parts? (FQ)	
	Mr. Michael can I go to toilet? (Int)
Sure Dito. Go! (A, N, D)	
Feli! (N)	
Where should go? (RE)	
Which word? After fog? (RE, YQ)	
	After fog. (RR)
Forget? Who still remember? (IQ, IQ)	
Maxi! (N)	
	After "a". (RR)
After "a". (A)	
Lia! (N)	
What could it be? (RE)	
Let's read like with the way maxi says! (D)	
Maxi says it goes there. That means when we get there it's pause. (I, I)	
Are you ready? One, two, three. (C, D)	
There was a...fog which closed the airport. (GC)	There was a...fog which closed the airport.(REP)
	No, no. (RR)
Kalvin! (N)	
	After fog. (RR)
After fog. Who thinks there? (A, IQ)	
Let's read it and how it sounds. (D)	
There was a fog...which closed the airport. (GC)	There was a fog... which closed the airport. (REP)
Sounds good? (YQ)	
	Yes. (RR)
Think about this part. Here. It's about fog. The next part is about (S, FQ)	
	Airport. (Int)
What happen because of the fog. (FQ)	
It becomes two pars. This is what was and this is what happens. (I, I)	
Now let's see how you go and your job is because Mr. Michael write down some sentences on the green board and I will leave the coma. All the comas. Make two or three. You have to add to me. (I, I, I)	
You can choose to write in a different color. (I)	

Write your sentence in pencil and put the coma in green or blue or red. You can choose. Okay! (I, I, C)	
We need our English book and pencil. Go! (I, D)	

Observation 4B (Native Speaker, Meeting 4)

Teacher	Student
Good morning everyone.	
	Good morning Mr. Michael.
Once again. Good morning everyone.	
	Good morning Mr. Michael.
Ok, good morning Joe.	
	Good morning Mr. Michael.
Ok, I went shopping and I bought some meat. (S)	
Meat. What sound does the word meat start with? What sound? Jonathan, Jack. (R, FQ, RE, N, N)	
	Mmm. (RR)
Mmm. Good boy. (A, EP)	
What letter does it start with? Kalvin (FQ, N)	
	M. (RR)
M. The letter is M and the sound is Mmm or Meh. (A, R)	
Everyone say Mmm. (D)	
	Mmm. (RR)
Good. I went shopping and I bought some meat. (EP. R)	
We are going to go around a circle and one at the time everyone has to say I went shopping and I bought. It must be something that start with the Meh sound. (I, I)	
But if Budi said mango. It's a good word. No one can say it again. (I, I, I)	
You can't repeat the word. You only say the word once. (I, I)	
I'll start again go this way around the circle. Don't be very hard cause Maxi and Lini because they are going to be at the end. (I, I)	
I went shopping and I bought some? (GC)	
Budi. (N)	
	Tapi teacher kan di situ. (Int)
Yeah but Richard just come for a drink. Joe, You go back to where you were. (I, N, D)	
And Richard go next to kalvin . (D, N)	
I went shopping and I bought some meat.	

Stephanie. (GC, N)	
	I went shopping. (RR)
I went shopping and I bought. (GC)	
	And I bought. (RR)
Can be anything. (I)	
	Melon. (RR)
Melon. Good girl. Budi. (A, EP, N)	
	I am shopping. (RR)
I went shopping. (GC)	
	I am shopping. (RR)
I went shopping (GC)	
	I went shopping. (RR)
And I bought. (GC)	
	Paper. (RR)
Can Budi buy some paper? (IQ)	
	No. (RR)
What must it start with? (FQ)	
	M. (RR)
M. Must start with M Budi or the Mmm sound. (A, R)	
Mr. Michael bought meat. Stephanie bought melon. (S, S)	
What would Budi buy? (IQ)	
A word starting with letter M. (R)	
	Oh, mum. (RR)
Bought mum. Bought a mum. (A, R)	
Ok, Calvin. (N)	
I went shopping. (GC)	
	I went shopping and I bought moustache. (REP)
Moustache. Yeah, good word. (A, EP)	
Richard. (N)	
	I went shopping and I bought meat. (REP)
Stefanus. (N)	
	I went shopping and I bought mayonnaise. (REP)
Good word. Mayonnaise. That's why you have think of many words. Lorraine. (EP, I, N)	
I went shopping. (GC)	
	I went shopping. (RR)
And I bought. (GC)	
	And I bought milk. (RR)
Oh, I can't hear you veli because someone is talking here. (I)	

	I went shopping and I bought mango. (REP)
Excellent. (EP)	
	I went shopping and I bought map. (REP)
Map of the world. (A)	
	I went shopping and I bought mark. (REP)
Mark. Mr. Mark. (A, IQ)	
	M-u-g. (RR)
Mug for drinking. Oh drinking coffee. In the coffee shop. Dito. (A, R, N)	
	I went shopping and I bought mark. (REP)
Marker for writing. Good. (A, EP)	
	I went shopping and I bought mixer. (REP)
Mixer. Mixture. Mixture things. Good. (A, R, EP)	
	I went shopping and I bought mic. (REP)
Microphone for singing. (A)	
	I went shopping and I bought meatball. (REP)
Meatball. (A)	
	I went shopping and I bought melt. (REP)
Melt. Natalia. (A, N)	
	I went shopping and I bought. (RR)
Ok we'll come back to you. Keep thinking Natalia. (I, D, N)	
	I went shopping and I bought math. (REP)
Math. Math book. Maxi. (A, R, N)	
	I went shopping and I bought. (RR)
Maxi I'll come back to you and go back to Natalia. (I)	
	I went shopping and I bought mouse. (RR)
Mouse. A computer mouse or a little mouse like on the carpet. (A, IQ)	
	Little mouse. (RR)
We already heard 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 17 different end words already. Hand up if you know another one. (I, D)	
	I went shopping and I bought mud. (RR)
Mud. Yeah dirty mud. (A, R)	
	I am shopping. (RR)
I went shopping. (GC)	
	I went shopping and I bought mixer. (REP)
Already. Different one. Vini. (EN, N)	
	I went shopping and I bought microphone. (REP)

Already mic, microphone. The same thing.	
Veli. Different. (EN, N, I)	
	I went shopping and I bought Milo. (REP)
Milo. For drinking. Dito. (A, N)	
	I went shopping and I bought moon cake. (REP)
Moon cake. (A)	
	Motorcycle. (RR)
A motorcycle. Yeah, Stephanie. (A, N)	
	I went shopping and I bought a monster. (REP)
A monster. Maxi. (A, N)	
	I went shopping and I bought mushroom. (REP)
Mushroom. Lini. (A, N)	
	I went shopping and I bought mobile. (REP)
Mobile. (A, N)	
	Phone. (RR)
Mobile phone. Calvin. (A, N)	
	I went shopping and I bought maxi. (REP)
You bought maxi. Richard. (A, N)	
	I went shopping and I bought microwave. (REP)
Microwave. (A)	
	I went shopping and I bought missile. (REP)
Missile. Jack. (A, N)	
	I went shopping and I bought a mine. (REP)
Mine. (A)	
	I went shopping and I bought Michelle. (REP)
Michelle. (IQ)	
	No. (RR)
Machine. Ok, boys and girls. What we've been doing is we've been playing with the same sound. In English quite often we do that. (A, I)	
In people's writing. They sometimes would use the same sound two or three or four in a row because it's interesting. (I)	
It makes the story sound better also in English sometimes we play games with sound just like we've been doing now. (I)	

Something else that we can do or another game that we can play is tongue twister. (I)	
Do you know what tongue twister is? (IQ)	
Rhymes that are tricky. It makes us hard to say or make our tongue twist. (I, I)	
Here's an easy one. Say it with me. (I, D)	
Seashell. (R)	
	Seashell. (RR)
Seashell. (R)	
	Seashell. (RR)
By the seashore. (GC)	
	By the seashore. (RR)
Now you put all together. Let me say it first. (I, D)	
Seashell, seashell by the seashore. (R)	
	Seashell, seashell by the seashore. (REP)
Very good 3B. You don't get your tongue twist. (EP, I)	
Ok this is harder. (I)	
Peter piper. (GC)	
	Peter piper. (RR)
Picked a pack. (GC)	
	Picked a pack. (RR)
Of pickle peppers. (GC)	
	Of pickle peppers. (RR)
Now I'll say it all. (D)	
Peter piper picked a pack of pickle peppers. (GC)	
	Peter piper picked (RR)
Peter piper picked a pack of pickle peppers. (R)	
	Peter piper picked a pack of pickle peppers. (REP)
Peter piper picked a pack of pickle peppers. (R)	
	Peter piper picked a pack of pickle peppers. (REP)
Who think he can say? (IQ)	
Nice and quiet. Let's hear it. (D, D)	
	Peter piper picked a people of pickle peppers. (REP)
Renard. (N)	
	Peter piper picked a pack. (RR)
Of pickle peppers. (GC)	
	Of pickle peppers. (RR)

Now say it all. (D)	
	Peter piper picked a pack of pickle peppers. (REP)
Dito. (N)	
	Peter piper picked a pack (RR)
Of pickle peppers. (GC)	
	Of pickle peppers. (RR)
Say it again. (D)	
	Peter piper picked a pack of pickle peppers. (REP)
So, tongue twister often happens saying sound that one is p p p p and the other one is s s s s. (I)	
Just come forward so that you can see the whiteboard. Turn around Calvin. (I, D, N)	
Here is a sport shirt. Often sport team. (I)	
Often sporting team have, speak English, have a name like that is what we're doing. A name is usually the name of a place. This team is from (I, I, GC)	
	Gresik. (RR)
Gresik. Can you think of a clever name for the team from Gresik. A team name. It will have to start with Jeh. Usually team name is animal or a strong or a powerful or scary word. (A, YQ, I, I)	
Think of a team like a basketball team, The LA Lakers. Leh, leh. (I)	
Can anyone think of a name for the team from Gresik?.(IQ)	
Maybe an animal or a powerful name. (I)	
Stephanie. (N)	
One word to describe the team from Gresik. (I)	
The Gresik? (IQ)	
	Grass. (RR)
The Gresik Grass. It's not an animal or not really scary or powerful. (A, EN)	
	The Gresik Garage. (RR)
The Gresik Garage for a basketball team. Do you like it boys and girls? (EN, IQ)	
I think we can do better. (I)	
Natalia. (N)	
	Gresik great. (RR)
Gresik Great . That's not bad. (A, EP)	

Maybe better. Stefanus. (I, N)	
Don't forget the G can also be in English Jeh and it can be geh. (I)	
Lini. (N)	
	Ginger. (RR)
You say ginger. Yeah it's okay but not really powerful. Dito. (A, EN, N)	
	Gresik Ghost. (RR)
Gresik Ghost. That's a good one. (A, EP)	
Maybe that one ghost is a good choice. Liani. (EP, N)	
	Gresik Giraffe. (RR)
Yeah, for a basketball team. Nice and tall. (A, EP)	
Giraffe is tall, basketball player must be tall. I like it. Clever. (I, EP)	
The Gresik Ghost or the Gresik giraffe. (R)	
Maxi. (N)	
	The Gresik Giant. (RR)
Oh, yeah that's the best one so far. (EP)	
The Gresik Giant. (R)	
These ones are good. This is another way of doing it. (EP, I)	
What about the team from? (FQ)	
Is this how you spell this place? (YQ)	
Is that it? (RE)	
	Yeah. (RR)
An animal or a strong word that start with P. (I)	
Must be in English. Vini is thinking. (I, N)	
	Powerful. (RR)
Pasuruan can even be power or Pasuruan powerful. (I)	
	Pasuruan powder. (RR)
Pasuruan powder. Not bad. (A, EP)	
	Pasuruan Panther. (RR)
Excellent. Pasuruan Panther. (EP, A)	
The big black cat. Another animal? (I, FQ)	
	Pizza. (RR)
Pizza is a good word but probably not a proper word for a name f a team. (EN)	
Kalvin. (N)	
	Passenger. (RR)
Probably a good P word but not good for a name of a team. (EN)	

Stephanie. I was thinking of a word. (N, I)	
	Pirate. (RR)
Pirate or someone said this but he didn't hand up. The big panther. (A, I)	
Pasuruan Panther, Pasuruan Power, Pasuruan Panda. They are all good names, ok. (I, EP, C)	
Now the other one you might to see it because this is what you are going to do in a minute. (I)	
This is what you are going to do that's why I'm saying to you. (I)	
The other one that you're going to see today is we have some of the team place. Place the team are from missing but the team name is here like it is robot. (I, I)	
Where the robot might be from? (IQ)	
You have to tell me a place, a city or a country that starts with "R". (I)	
A city or a country in Indonesia or somewhere in the world. (I)	
Stephanie. (N)	
Another, you know a city or a country that starts with "R". (I)	
	A big place. (RR)
Yeah. (A)	
	A rocket. (RR)
That's not a place, that's something. (EN)	
Can you think of another one? (YQ)	
Yes, Stephanie. (N)	
I was thinking of city in Europe called Rome. (I)	
Ok, probably this is from Asia. (I)	
A strong or powerful animal. (I)	
Where the lion from? (FQ)	
Which city or country? Stefanus. (FQ, N)	
	Los Angeles. (RR)
Los Angeles or tell me another. (A, I)	
Jonathan. (N)	
	London. (RR)
London. Good boy. London Lion. (A, EP, R)	
An island in Indonesia. (I)	
	Lombok. (RR)
Lombok Lion. (A)	

This is the activity. The same shirt. (I, I)	
The example the city is Melbourne and the name is... (S, FQ)	
	Monster. (RR)
Monster. (A)	
A strong powerful scary word. (I)	
The next, the name is Tasmania. What would the team from Tasmania be called? Jonathan. (I, FQ, N)	
	Thunder. (RR)
Ok, the others, you can write it down, only Jonathan. (A, I, N)	
Ok, this is the next one. The team name is dragon. You have to think of a place, a city or a country that starts with D? (I, I, I)	
The next one is from Britain. Britain something. (I)	
This one is the shark. Where are the sharks from? (I, FQ)	
If you finish writing the team names. You can design the uniform. (I, I)	
Use the color pencils and the design it. (I, I)	
Come and sit to your desk and I'll bring you your sheet. (D, I)	

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