

**CLASSROOM INTERACTION PATTERNS OF
PRONUNCIATION CLASS IN ENGLISH DEPARTMENT
(A Case at the Fourth Semester of English Department of
UNNES)**



A THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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11 THESIS

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Abstract

This study was aimed to investigate classroom interaction with regard to the patterns of classroom interaction, speech functions and code-mixing and code switching between the lecturer and students in Pronunciation class of UNNES as well as the implications. The data were collected from the classroom observation and the recording of teaching and learning process. The method carried out in this study were using Sinclair and Coulthard (1992) about Classroom Interaction Analysis, Eggins and Slade (1997) about Speech Functions and code-mixing and code-switching (Hymes, 1974). The descriptive qualitative approach was used to carry out this study.

The result of the study showed the patterns of interaction between lecturer and students in pronunciation class of English Department in UNNES was quite dynamic, since there found 5 patterns namely, (1) lecturer eliciting exchange (2) lecturer directing exchange, (3) lecturer informing exchange, (4) pupil eliciting exchange and (5) pupil informing exchange. The speech functions also showed variety of moves carried out by the lecturer and students. The speech functions carried out by the lecturer are always followed by the students. Hence, the moves almost have the same portions among lecturer and students. It indicated that the process of exchange between lecturer and students was well maintained. Meanwhile, the lecturer used so many code-switching and code-mixing in the teaching and learning process which represents the efforts to abridge the students' understanding in mastering the materials. From the analysis, it implies that the pattern of classroom interaction really affects the students' contribution in which it encourages the opportunity to receive comprehensible input as well as feedback. It is also suggested that the further study might examine the students' achievement which is affected by pattern of interaction to measure the precise impacts.

Keywords: Classroom Interaction Analysis, Speech Functions and Code-mixing and code-switching

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In human daily living, language has been an important media of communication since long time ago. This phenomena makes language as a mean of communication where people can accomplish their transactional and interpersonal communication among others. As Eggins (2004: 4) said that people have been constantly used language as a mean of communication as human beings. This fact can be seen from daily life phenomena which belong to activities involving language, such as chatting with family members, organizing students in school environment, handling customers, following instructions in a manual instruction and other communcative events. By making use of language, the interaction can be succesfully held in various contexts.

In the education context, language has such complex structure as realized in interaction between teacher and students as it is tied to each other. This interaction associates with the transferring knowledge by teacher to students by means of classroom instructions. The interaction is sometimes reflected in the way the teacher transferring knowledge in forms of verbal and non-verbal language and students in in receiving the input from the teacher as a part of classroom interaction. Through this interaction in the classroom, teacher and students are building a mutual structure of knowledge (Hall & Walsh, 2002: 36). Furthermore, the successful teaching and learning are realistically held in the classroom.

The learning process in a classroom can be said to be productive only if the communication between teacher and students has its own roles according to their status. Through this kind of communication, it creates classroom interaction discourse in which the communication between the teacher and students becomes the central part of language learning. Besides, the classroom interaction discourse contextualizes learning experiences that encourage active participation between the students in the process of learning. Moreover, it gives the portrait of students' accomplishment to be easily examined.

The classroom interaction usually holds up a certain pattern of interaction. It might consist of teacher's instructions and students' turns to initiate and respond talk. The classroom interaction leads to a successful learning once the teacher and students practice communicative learning process where the classroom become a place to exchange messages. However, Walsh (2012: 45) said that the roles of students in communication with the role of teacher in managing the conversation and turn-taking tends to have different portion of exchanges which associates to the domination of the teacher. On the other hand, the domination of teacher might lead to limited learning in which there is no place for students to improve themselves in meaningful, spontaneous and natural interaction in the classroom.

In previous research in the field of classroom interaction, it revealed that the pattern of classroom exchange in western countries is IRE (Initiate – Response – Evaluation) as cited from Barnes 1992 and Cazden 1988 in Karjo (2015). The primary objective of IRE pattern is determining whether the students have understood the materials and call forth information from them also. However, this

pattern was considered insufficient to be used anymore, thus, Wells (1993) substituted the IRE into IRF (Initiate – Response – Follow-up). By following up the response, it gives the students chances to elaborate their thinking, warrant or make clear their opinions. The follow-up referred as (F) move in the IRF pattern commonly is performed by providing the proper feedback to the students which usually given by correcting the error. According to Coulthard (1992: 15) in line with the grammar structure, a classroom interaction contains statement, question and command as the situation of exchanging information.

The interaction of classroom usually is realised in the forms of conversation or dialogue which are done by turns one another between teacher and students. The various kinds of speech functions in the students and teacher are performed in their dialogue. Halliday (1984: 11) referred dialogue as a process performed by people in exchanging ideas which involved: information/good/services to exchanged and giving or demanding. Furthermore, every speech function is a representation of certain purpose that many linguists call it as speech function. In conversation, the speaker might choose the speech functions which depend on their intention, such as choosing speech function which keep the conversation going in order to explore their interpersonal relation and etc.

In case of teaching English, the interaction between teacher and students in the classroom shows unique phenomena as it sometimes the appearance of language variation might occur (Margana, 2013). Moreover, the phenomena of code-mixing and code-switching enrich the complexity of the patterns as well as the structures of classroom interaction. Since English has been the foreign language to taught in

Indonesia, especially in classroom context, the teachers who teach English are mostly non-native English speaker. Consequently, there are subsequent phenomena of language contact, such as code-mixing and code-switching throughout the classroom interaction. The use of code mixing and also code-switching sometimes is intentionally used by the teacher, although sometimes the teacher does it spontaneously. Among multitude of those phenomena, there are some questions emerged which relate to the reasons, motivation and the functions of the use of them in terms of language variation.

With regard to structures and the patterns through which such interaction is realized between non-native English language teacher and students, it has become an interest topic between linguistics experts and educational researchers to comprehensively know the nature as well as the conditional relation of classroom interaction. By adopting classroom interaction analysis approach proposed by Coulthard (1992), this study attempts to analyse the linguistic structures of the classroom interaction between lecturer and students in Pronunciation class of English Department of Universitas Negeri Semarang. Since the context of the study was in the teaching and learning English, the classroom interaction was assumed play an important role to the students' development.

1.2 Research Questions

There are some research questions formulated in this study which I want to answer:

1. How is the classroom interaction pattern in Pronunciation class of English Department in UNNES?
2. How is the speech functions of lecturer and student's utterances in Pronunciation class of English Department class in UNNES?
3. How do the lecturer and students realize the classroom interaction patterns in Pronunciation class of English Department class in UNNES?
4. What is the implication of the classroom interaction in Pronunciation class of English Department in UNNES?

1.3 Purpose of the Study

This study was carried out in order to achieve some purpose. Here is the following purpose of the study:

1. To analyse the classroom interaction pattern in Pronunciation class of English Department in UNNES.
2. To describe the speech functions of lecturer and student's utterances in Pronunciation class of English Department class in UNNES.
3. To explicate the ways of classroom interaction pattern is realized by lecturer and students in Pronunciation class of English Department class in UNNES.
4. To describe the implication of the classroom interaction in Pronunciation class of English Department in UNNES.

1.4 Significance of the Study

There is some significance of the study that is expected. The result is hopefully useful for these following points:

1. Theoretical Benefit

This study is expected become the reference in carrying out a study about the classroom interaction analysis especially in EFL classroom. It can also contribute to enrich the reference in the context of classroom interaction between lecturer and students; therefore, it can help further researcher in conducting the similar study in different situation. This study is also expected to give analysis model for those who are interested in classroom interaction as the prior understanding before conducting the research.

2. Practical Benefit

This study is expected to give a reference for English teacher or lecturer in running their classroom and create successful teaching and learning process as it gives the importance of their role. The patterns of classroom interaction can be alternative options in choosing the best strategy for English teacher and lecturer to help the students to comprehend the materials. This study hopefully can enhance the mutual understanding between teacher and students. It also helps the teacher to infer the regional varieties in classroom communication beyond stereotypes or other cultural generalization. It can also encourage the students to achieve the best result in EFL. Through the pattern of classroom interaction, the students will be more interactive in teaching and learning process. Therefore, new teaching strategies could be designed based on the finding of this study.

1.5 Scope of the Study

This current study tried to examine the way of classroom interaction pattern is realised. The object of the study was the interaction in which the lecturer and students performed their interaction in one of English Department classrooms in UNNES. The tool to analyse this study was classroom interaction proposed by (Coulthard, 1992) which focus on the patterns of lecturer and students' interaction in one of English Department classrooms in UNNES. Besides, it also focused on the speech functions (Eggins and Slade, 1997) of every move carried out by the lecturer and students. Furthermore, the emergence of variation in the use of language (Hymes, 1974) referred also as unique phenomena was also analysed as the realization of classroom interaction pattern between the lecturer and the students. Finally, the pedagogical implication was also drawn into a conclusion as the correlation toward the phenomena of classroom interaction.

1.6 Method and Procedure of the Study

This study belongs to field research in which the study corpus in a form of spoken text. The study corpus in current research is classroom interaction of lecturer and students in pronunciation class in English department of UNNES. With regard to the approach of the study, sociological approach was chosen in order to uncover the phenomena of classroom interaction including speech functions and code-m

ixing and co deswitching. The analysis was established on classroom interaction investigation proposed Sinclair and Coulthard (1992), speech functions proposed by (Eggins and Slade, 1997) and code-mixing and code-switching (Hymes, 1974). Furthermore, there were some steps in conducting this study, namely: collecting the data, analysing the data, and reporting the data.

1.7 Definition of Terms

1. Classroom interaction

Classroom interaction is defined as all interaction happening in the classroom between teacher and pupils in which pupils get the knowledge input from the teacher and the teacher transfer the knowledge to them. (Coulthard, 1992)

2. Speech Function

Speech function is defined as the use of certain expression of the exchanging utterances in making use of the language done by speakers (Eggins and Slade, 1997)

3. Code-mixing and code-switching

Code-mixing was referred as the application of mixing two languages in the communication between two people or more depends on its purposes. (Bokamba, (1989) as stated in Gardner-Chloros, 2009). While, code-switching is defined as the use of more than one language by changing from one language into another language in a communication between people (Hymes, 1974)

1.8 Organization of the Thesis

This research paper consists of five chapters: introduction, review of related literature, research methodology, result and discussion, and conclusion. Introduction becomes the first part of the first chapter which includes the background of the study, reasons for choosing the topic, research questions, and so on.

Second, the review of related literature was put up where theoretical basis were discussed. Several former studies related this current study which were brought up and discussed in order to fill the remaining gap. The next subchapter is theoretical review which consists of theories related to the current study as the theoretical basis in conducting the study, such as discourse analysis, classroom interaction, speech function, and code switching and mixing. The last subchapter was the framework of the study where the summary of theoretical review was mapped as the framework in carrying out the study.

The research methodology was provided as the third chapter of this current study. The research design, object of the study, technique of collecting the data, research instrument, procedure of collecting the data, procedure of analysing the data, and procedure of presenting the data were found in this chapter.

As the fourth chapter, the finding presented that there were five categories of classroom interaction performed by lecturer and students. Besides, the speech functions were variously found in the students and lecturer interaction as it performed certain objectives when they were using certain expression. Moreover, the code switching and mixing were found in the lecturer and students interaction

as it had its different purposes. Lastly, it has significant implication toward the teaching and learning process. The discussion between the findings and related theories was provided following the finding subchapter.

The conclusion was provided as the last chapter of this study. The result of the study was concluded in this chapter. It also provides the suggestion toward the further research which has similar topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are various references used to support this study. They are review of previous studies which describe previous studies which have been done by other researchers related to this study, review of theoretical studies which describe all of the related theories from various experts to support this study, and theoretical framework which summarizes theoretical studies as the framework in conducting this study.

2.1 Review of Previous Studies

In doing this study, there are some previous studies used as the reference. I have chosen various former studies done by other researchers regarding to my topic.

Lam et al (2009) discovered that the use of certain features of classroom interaction resulted in the effectiveness of instruction in which the educational outcomes has high correlation toward the high cognitive demands. Noor et al (2010) found that the important key in classroom interaction is verbal feedback given in classroom discourse which associated in the awareness of feedback practices and contributed to positive learning process.

Furthermore, Rashidi & Rafieerad (2010) proved that in EFL classroom, although the teacher has higher portion in terms of initiation, the students also initiate the exchange toward the teacher as give responses as well as follow-up

move. Lee (2011) confirmed that the structure of language lesson in the classroom interaction consists of an identifiable schematic structure carefully planned out by the teacher and well known by the students as well. Molinari et al (2013) states there are four different consequences determine classroom discourse, namely dialogic, monologic, co-constructive and scaffolding sequence.

On the other hand, Margana (2013) concluded that the use of code-mixing and code-switching as the reference to its functions in orde to meet academic purposes. When, the English mastery in students improve, it needs to be reduced. Domalewska (2015) study showed that in the classroom interaction, teacher showed his domination in interaction as the input was mostly from the textbook which gave limited portion for students to get involved. Suwandi (2015) noticed that in classroom discourse, there found two kinds of exchange, namely Non-Anomalous (Knowledge-Oriented and Action-Oriented) and Anomalous Exchanges (Elliptical, Defective, and Broken) between the teacher and the students in Indonesian EFL classroom; therefore, the exchange categories affect the shift of roles of serving primary knower between teacher and students.

Moreover, Harahap & Emzir (2015) discovered the classroom discourse in high school context was dominated by teacher's acts and speeches as realized in the form of Initiation – Follow-up rather than IRF. Handayani & Hartini (2016) found that there are varieties of dynamic moves between teacher and students found in the classroom interaction in terms of the realization of question and answer between the participants.

Based on previous studies conducted by some experts, there is still some gaps in the context of discourse analysis. Lam et al (2009) focused on the teacher's instruction pattern, Noor et al (2010) focused on the verbal feedback on the classroom interaction, Rafieerad (2010) focused on the analysis of IRF pattern in classroom interaction, Lee (2011) focused on the analysis of classroom discourse structure, Molinari et al (2013) focused on unfolding classroom discourse in some ways, Margana (2013) focused on the use of code-mixing and code-switching in classroom interaction, Domalewska (2015) focused on the interaction between teacher and students with textbook material reference, Suwandi (2015) focused on the shift of roles in classroom interaction, Harahap & Emzir (2015) focused on the structure of IRF in classroom interaction in the context of Senior High School, and Handayani & Hartini (2016) focused on the moves happened in classroom interaction between teacher and students.

Hence, I put this recent study on the analysis of linguistic structures carried out by lecture and students of higher education. This study also examined the lecturer's communicative competence in delivering the materials to the students in learning process.

2.2 Review of Theoretical Framework

In this sub-chapter, there are some description of theories related to this study. These theories become theoretical basis in conducting this study. There are some description related to classroom interaction, speech functions and also code-mixing and code-witching.

2.2.1 The Nature of Classroom Interaction

Classroom interaction refers to all interaction between teacher and students in the process of teaching and learning. According to Walsh (2011: 46) the use of language is one of the important parts through which the students would be able in accessing new knowledge, acquiring and developing new skills, identifying new problems of understanding, dealing with communication breakdowns establish and maintaining relationships and etc. According to Brown (2001: 165) relates interaction to communication by stated that, "...interaction is, in fact, the heart of communication: it is what communication is all about". It could be defined that classroom interaction as a two-way process between the participants in the learning process where the teacher influences the learners and vice versa. It could be seen on this following scheme.

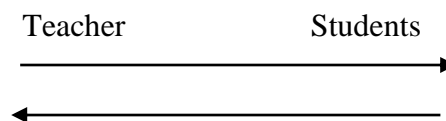


Figure 1. Classroom Interaction (Brown, 2001)

Since the classroom is a community where there are teacher and learners, there is a need to establish and maintain personal relationships. The teacher has to establish a rapport with the class, with its individuals, and individual students form different sorts of relationships with the group and with the teacher. Moreover, the one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose where the knowledge is transferred by a teacher to students. Teachers spend a lot of time talking, lecturing, asking questions, giving instructions, and so on in the classroom as the

source of learning and also the one who monitor the students. Moreover, the teacher does not only use language for these functions, but he or she demonstrates and uses mime a lot.

2.2.2 The Discourse Analysis Model

At the level of exchange, the discourse analysis model for classroom interaction was known as the Initiation-Response-Follow-up structure (IRF) which proposed by Sinclair and Coulthard (1975 and 1992). According to Sinclair and Coulthard (1992: 75) language in the classroom interaction has a very rigid sequence and highly structured speaking patterns. Thus, in creating a structural description of discourse, speech acts found in the classroom could be defined based on their function and category.

The interaction happened in the classroom was ranked based on discourse analysis having four structural elements, namely: transaction, exchange, move and act (Sinclair and Coulthard, 1992). Thus, the analysis of discourse usually is done at the level of exchange in which there are two kinds of exchanges, namely Boundary exchange and Teaching exchange. The first exchanges mark an end or a beginning to a stage of the lesson, and can be implemented either with a framing move or a focusing move, while the latter concerns with the actual progression of the lesson, and depending on the teacher's intention which can be actualized through informing move, directing move, eliciting move or checking move.

2.2.3 Teaching Exchange Structure

In all classroom interaction, one of the most important features is IRF structure. This is originally developed by Sinclair & Coulthard (1975) which gives huge impact on our understanding how teacher and students communicate as classroom interaction as a rigid structure. There are three types of moves in classroom interaction, namely: initiation moves (called the opening move in Sinclair and Coulthard’s original model), response moves (the answering move), and follow-up moves. IRF structure is characteristic of teacher-led discourse, in which the teacher asks a question or provides information, the student responds or reacts, and the teacher provides some degree of comment or evaluation. As stated by Brazil (1995) “the teacher knows what they intent to tell the class rather choose to do it by setting up situations in which they are steered more or less successfully into telling it themselves”. This is the example of exchange pattern:

Speaker	Utterances	Exchange
Teacher	What is Mr. Smith job?	I
Student	He ..lawyer	R
Teacher	He is a lawyer	F

Table 2.1 Example of Exchange Pattern (Walsh, 2012)

For example in the table above, it could be seen that the teacher’s initiation move consists of elicitation. The student’s response move contains a reply act, while the teacher’s follow up move include evaluation, which indicates to the students that the response should be corrected. In this case the evaluation is a repetition of the response.

With regard to the structure of classroom exchanges between teacher and students, Sinclair & Coulthad (1975) also figure out the basic kinds of exchanges:

- a. Question-and-answer;
- b. Students respond to teachers' command;
- c. Students listen to the teacher transferring the information

2.2.4 Basic Order of Classroom Analysis

In the process of classroom interaction, there are fixed mechanisms by which participants (teacher and students) organize their activities such as teaching, asking, explaining, or assessing. According to Koole (2008) A fundamental prerequisite – or even a defining characteristic – of any form of social interaction is that those participating in it talk in turns to be able to listen and respond to each other. The question of turn organization in classrooms have investigated the differences between classroom interaction and everyday conversation. Conversation Analysis had proposed a turn organization for everyday talk that consisted of one set of rules for when we consider a turn to be complete and a second set of rules for who is allowed to speak next when it is complete, and this latter set of rules that attracted the attention of classroom interaction researchers. The three rules were that at the end of a turn constructional unit:

1. Current speaker is free to select the next speaker.
2. When current speaker does not select a next speaker, another may self-select for their turn.

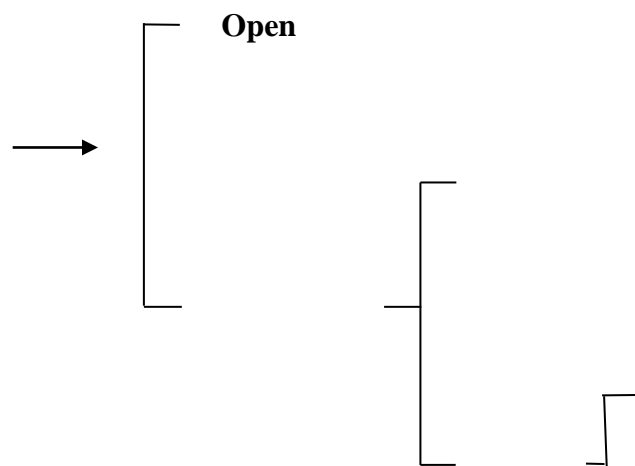
3. When no one self-selects, the current speaker may continue their turn.

In most classroom activities these rules might not be applied since a student who has the turn normally does not have the right to select any other next speaker rather than the teacher, and the right to self-select is usually limited by the teacher for students.

2.2.5 Speech Function

The use of language serves some functions which is adjusted to speech where the social context occurred. As the language spoken by a child one another and language between colleagues in working field is different since it has different purposes.

In discourse structure patterns, the choice of function is very fundamental in order to communicate properly. In order to explore other's interpersonal relations, the appropriate speech function should be carried out to maintain communicative breakdown. Eggins and Slade (1997: 192) have categorized speech functions into: opening speech function and sustaining speech function in order to code a talk. The opening move is used to initiate negotiation, while sustaining move functions is used to maintain negotiation. The speech function network can be seen in this following figure:



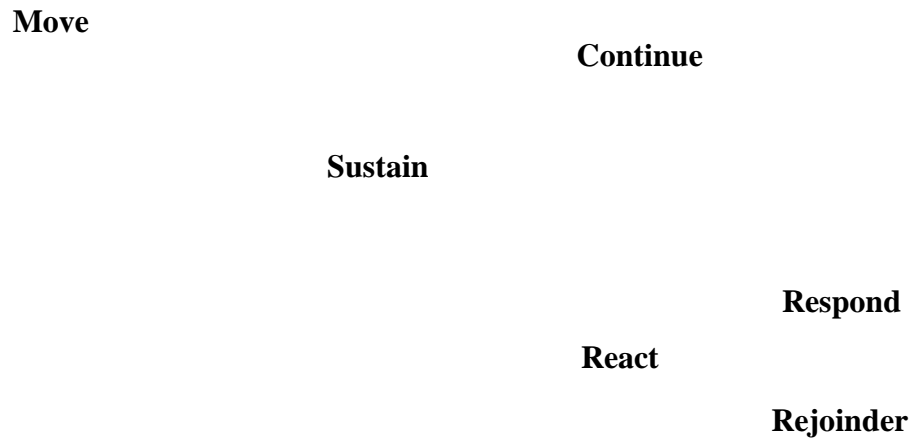


Figure 2. Speech Function network by Eggin and Slade (1997)

Here are the explanations of the figure 2.

a. Opening move

There are two main opening moves; attending move and initiating move. Attending move is used for seeking attention from the other interactant in the conversation, while initiating move is performed for giving and demanding, exchanging goods, services or information as the commodities of the conversation. Opening moves do not elliptically depend on prior moves, instead they are usually cohesive in other non-structural ways (Eggins and Slade, 1997).

Here is the explanation of the opening moves and the types of it.

No	<i>Speech Function and its abbreviation</i>	<i>Discourse purposes</i>	<i>Grammatical realization</i>
1	Attending (O: atten)	To seek attention	Minor; formulaic
2	Offer (O: offer)	To give goods and services	Modulated interrogative
3	Command (O: comma)	To demand goods and services	imperative
4	Statement: fact	To give factual	Full declarative; no

	(O: S: fact)	information	modality; no appraisal
5	Statement: opinion (O: S: opini)	To give attitudinal/ evaluative information	Full declarative; modality and or appraisal lexis
6	Question: open: fact (O: Q: O: fact)	To demand factual information	Wh-interrogative; no modality; no appraisal
7	Question: closed: fact (O: Q: C: fact)	To demand confirmation/ agreement with factual information	Polar interrogative; no modality; no appraisal
8	Question: open: opinion (O:Q: O: opini)	To demand opinion information	Wh-interrogative; modality/appraisal
9	Question: closed: opinion (O: Q: C: opini)	To demand agreement with opinion information	Polar interrogative; modality/appraisal

Table 2.2 Opening Move (Eggins and Slade, 1997)

b. Continuing move

Continuing move is used to sustain negotiation as the same proposition produced by the same speaker who has just been using their turn to talk. Continuing speech functions have two main options; to monitor, to prolong, and to append (Eggins and Slade, 1997). In performing monitoring moves, the speaker has been in the interactive situation, such as assuring that the audience is following, encouraging other speakers to perform their turn, as it is arranging a supporting response. Prolonging moves concern to the speaker in adding further details about their information. The prolonging option is separated into elaboration, extension, and enhancement. While, appending move is mid-way between a continuing: prolonging speech function and a reacting developing move. Appending moves occur when a speaker

make one move, loses the turn, but then as soon as they regain the turn, they produce a move which represents a logic expansion of their prior move.

No	<i>Speech Function and its abbreviation</i>	<i>Discourse purposes</i>	<i>Grammatical realization</i>
1	Continue: monitor (C: monit)	To check that audience is still engaged	Elliptical major clauses or minor clause with interrogative intonation
2	Prolog: elaborate (C: Pro: ela)	To clarify, exemplify or restate	Full declarative, linked or (linkable) by: for example, <i>I mean, like</i>
3	Prolog: extend (C: Pro: ext)	To offer additional or constructing information	Full declarative, linked (or inlinkable) by: and, but, except, on the other hand
4	Prolog: enhance (C: Pre: enh)	To qualify previous move by giving details of time, place, cause, conditions	Full declarative, linked (or inlinkable) by: then, so, because
5	Append: elaborate (C: App: ela)	To clarify, exemplify or restate previous move after intervention by another speaker	Elaborating nominal group
6	Append: extend (C: App: ext)	To offer additional or constructing information to previous move after intervention by another speaker	Elaborating nominal group
7	Append: enhance (C: App: enh)	To qualify previous move after intervention by another speaker	Enhancing prepositional/ adverbial phrase

Table 2.3 Continuing Move (Eggins and Slade, 1997)

c. Responding move

Responding reactions manage a proposition arranged by the previous speaker. The responding moves are realised into supporting and confronting move. Supporting move demand response while confronting moves judge the responses. Supporting moves are realised into several categories, namely: developing, engaging, registering, and replying, while confronting are provided in terms of disengaging and replying.

No	<i>Speech Function and its abbreviation</i>	<i>Discourse purposes</i>	<i>Grammatical realization</i>
1	Engage (res: eng)	To show willingness to interact by responding to salutation etc	Minor: typically “ <i>yea</i> ” or matched response
2	Register (res: reg)	To display attention to the speaker	Repetition of speaker’s word(s); paralinguistic expression such as Mmm, uh huh; ritual exclamations; minor clause
3	Comply (res: comp)	To carry out demand for goods and services	Non-verbal; expression of undertaking (e.g. OK)
4	Accept (res: acc)	To accept proffered goods and services	Non-verbal; expression of thanking
5	Agree (res: agr)	To indicate support of information given	Yes; positively polarity
6	Acknowledge (res: ack)	To indicate knowledge of information given	Expression of knowing
7	Answer (res: ans)	To provide information demanded	Complete missing structural elements
8	Affirm (res: aff)	To provide positive response to question	Yes; positively polarity
9	Disagree (res: disag)	To provide negative response to question	Negation of proposition

10	Non-comply (res: non-co)	To indicate inability to comply with prior command	Non-verbal; no expression of undertaking; negation of verbal command
11	Withhold (res: with)	To indicate inability to provide demanded information	Negative elliptical declarative
12	Disavow (res: dis)	To deny acknowledgement of information	Expression of disclaiming knowledge
13	Contradict (res: cont)	To negate prior information	No; switched polarity

Table 2.4 Responding Move (Egins and Slade, 1992)

d. Rejoinder move

Rejoinder is a part of reacting speech functions. Egins and Slade (1997) stated that rejoinder moves are used to set currently in progress sequence of talk that interrupt, postpone, abort, or suspend the initial speech function sequence. Not only negotiates what is already on the talk but it also gives further understanding and details about the talk. Rejoinder is not only negotiated what is already on the table but it queries it (requiring details) or reject initial move (extending alternative).

No	<i>Speech Function and its abbreviation</i>	<i>Discourse purposes</i>	<i>Grammatical realization</i>
1	Check (rej: chk)	To elicit repetition of a misheard element or move	Elliptical polar interrogative
2	Confirm (rej: con)	To verify information heard	Elliptical interrogative; wh/new element from polar move
3	Clarify	To get additional	Elliptical

	(rej: cla)	information needed to understand prior move	interrogative; wh/new element (not in prior move)
4	Probe (rej: prob)	To volunteer further details/implications for confirmation	Full clause, new subject, etc. But in logico-semantic relation with the moves it's tracking or tagged declarative
5	resolve (rej: res)	To provide clarification, acquiesce with information	Elliptical declarative; mood adjunct of polarity or modality
6	Detach (rej: det)	To terminate the interaction	Silence; expression of termination
7	Rebound (rej: reb)	To question relevance, legitimacy, veracity of prior knowledge	Wh-interrogative, elliptical
8	Counter (rej: cou)	To dismiss addressee's right to his/her position	Non-elliptical declarative; negation of understanding
9	Refute (rej: rf)	To contradict import of challenge	Elliptical declarative; negation
10	Re-challenge (rej: re-ch)	To offer alternative position	Elliptical interrogative

Table 2.5 Rejoinder Move (Eggins and Slade, 1997)

2.2.6 Code-mixing & Code-switching

Code-switching and code-mixing are two of the language varieties which happens in bilingual and multilingual cultures as the result of cultural contact along with integration and interference. They have similar use of language, but their concept of practical use is different. In one hand, code-switching refers to alternation between different varieties used by the bilingual/bidialectal during the

conversational interaction (Hymes, 1974). On the other hand, code-mixing refers to embedding of various linguistic units such as affixes (bound morphemes) words (unbound morphemes, phrases and clauses that participants in order to infer what is intended, must reconcile what they hear with what they understand (Bokamba, (1989) as stated in Gardner-Chloros, 2009).

Here is the example of code-mixing and code-switching:

Speaker	Utterances	Code
Lecturer	Ok, now, selain those sounds, problems apa that you may face	Code-mixing
Students	This word is hard to pronounce	

Table 2.6 Code-mixing

It could be seen how the lecturer used code-mixing in her way explaining the materials to the students. The lecturer tried to substituted some English words into Bahasa Indonesia words. While, for code-switching, here is the example:

Speaker	Utterances	Code
Lecturer	So far did you get some difficult things regarding to voiced sounds? Bagaimana? Apakah ada pertanyaan mengenai voiced sounds?	Code-switching
Students	No Mam	

Table 2.7 Code-switching

It could be seen the code-switching carried out by the lecturer. She did it in reason in which she tried to elevate students' diffidence in answering the lecturer's question.

2.2.7 Reasons for Using Code-mixing & Code-switching

When code-mixing code-switching or occurs, the motivation or reasons of the speaker is an important consideration in the process. Hoffman (1991) stated that there are some number of reasons with regard to the use of using more than one code in speaking. Those are:

1. Talking about a particular topic

Sometimes people tend to use more than one language to talk about certain things. It is comfortable and more free when something is expressed in a language that is not their everyday language.

2. Quoting somebody else

When someone is quoting or taking somebody's famous words or saying, he/she tends to use the original language where the famous people come from. People directly switch to another language in order to quote what the popular person said as it gives more appreciation and keeps its originality toward that person.

3. Express solidarity

When there is something that is touching to someone's emotion, people show their empathy by switching his first language when at the moment they talk using their second language. It constitutes toward convenience of the situation when the first language is used in communication.

4. Interjection

Interjection is words or expressions inserted into a sentence as about conveying surprise, strengthening emotion, or gaining attention. Interjection could be in a form of exclamation such as: *Darn!*, *Hey!*, *Well!*, *Look!*, etc. They don't carry out grammatical value, but they are oftenly used by the speaker, usually more in speaking than in writing.

5. Repetition for clarification

People sometimes use repetition from first language and second language as it gives clarification toward what had beed said before to other people in order to make them easily understand toward it. Sometimes, the repetition was in a form of literal explanation from the previous expression. Moreover, it could also be used to emphasis the things they have said.

6. Clarifying the speech content for interlocutor

The use of code switching and code mixing functions as the mean to maintain interlocutors' understanding. It is a common phenomena when someone used a lots of code switching and code mixing in order to make the message is conveniently transferred to the interlocutors.

7. As group identity

A group identity sometimes could be expressed by the use of code-mixing and code-switching in people talk. People tend to use code switching and code mixing as when they communicate in their own community. In other

words, the way of communication of one community is not the same as other community.

8. To soften or strengthen request or command

The use of different language sometimes gives more effects toward the listeners in terms of commanding or requesting certain things. When somebody uses the certain language that not everybody can use that language, it gives more power to that person in requesting certain things.

9. To fulfill real lexical need

Not all language has the same words in other language. When somebody talk about certain things and there is no words that can be used to express or explain it, he/she has to use other language to describe. People will easily understand the speaker when the speaker can use code mixing and code switching in the talk. It gives more flexible and expandable description rather than only using one language

10. To exclude other people when giving comment

Sometimes people want to communicate only to certain people using different language in order to exclude other people as it does not offend them. To avoid the other community or interference objected to their communication by people, code mixing and code switching is the best strategy to use.

2.2.8 Framework of the Study

This study was about analysing classroom interaction between lecturer and students. The analysis used was using classroom interaction analysis model

proposed by Sinclair and Coulthard (1992). The utterances during the learning process were transcribed and then the patterns were analyzed. The analysis also examined the speech functions (Eggin and Slade, 1997) carried out in interaction. Moreover, the occurrence of code-mixing and code-switching in the interaction were also analysed. Furthermore, the language functions are identified. The subject of the study was taken from one of English Department class in UNNES. Here was the framework of the study.

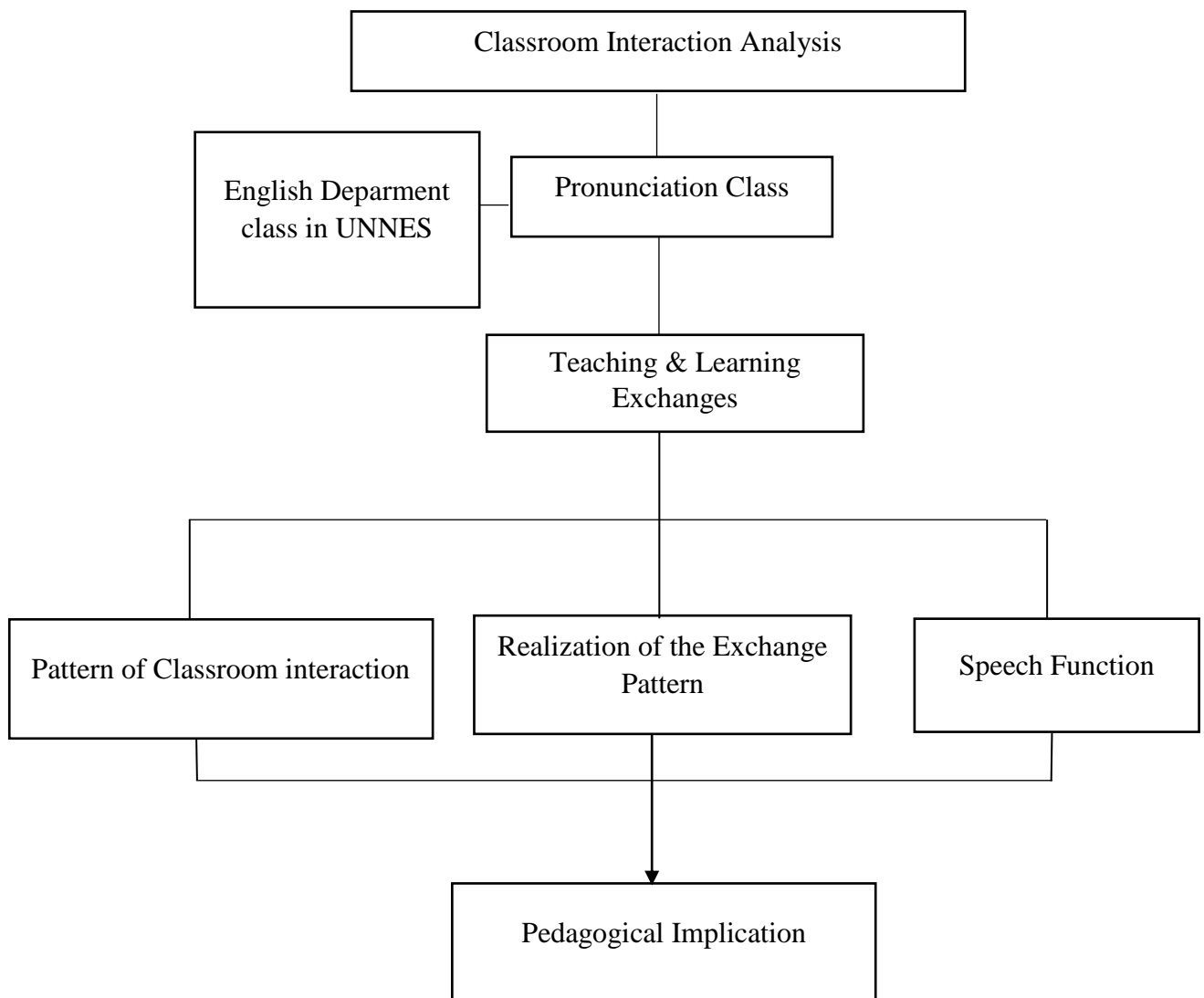


Figure 3. Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the methodology of the current study is presented. It consists of the systematical procedures of the current study. They are research design, object of the study, techniques of collecting the data, research instrument, procedure of analysing the data and procedure of reporting the data.

3.1 Research Design

The research design that used in this study was descriptive qualitative approach. This approach was used to reveal the phenomena as clear as possible without any special treatment. This study focused on the classroom interaction and how is the pattern of classroom interaction in one of English Department classrooms happens. The analysis used in this study was by using classroom interaction analysis. The analysis covered the patterns of interaction and accounting for them be reference to a discourse hierarchy by scrutinizing the utterances based on structural-functional linguistics. Moreover, the speech functions were examined in order to explore utterance purpose. Furthermore, the occurrence of code-mixing and code switching was analysed to uncover the reasons behind it.

3.2 Object of the Study

The object of the study was the interaction between lecturer and students in teaching and learning process of English Department of UNNES. The transcription has already been got in the 4th Semester class from the recording of

the real class. There were 20 students in the classroom. The utterances produced by the lecturer and students were used the unit of analysis in this study. The record was taken on May 15, 2017.

3.3 Technique of Collecting the Data

There were some techniques in this study with regard collecting the data, namely: observation, note-taking and audio recording. The first, the classroom was observed and recorded the interaction between the lecturer and the students. During the learning process, note-taking was carried out in order to support the details of classroom interaction. These were the explanation of the techniques in collecting the data that will be used in this study:

1. Observation

The observation had been done in order to find out the characteristics of lecturer talk and student talk as classroom interaction in English Department. The observation was conducted during the learning proces class in English Department. This observation allowed me as the researcher in getting deep information about classroom situation and all the activities between the lecturer and the students.

2. Note-taking

Note-taking was used to write the additional information during the observation to support the details of observation. Moreover, note-taking was carried out in order to capture the things which is not captured by using recording.

3. Audio recording

In order to capture the whole classroom interaction, the duration of the recording covered the whole time of learning process as the class start until finish. The audio recording device was hidden when the process of recording took place, so that it did not interfere the teaching and learning process.

3.4 Research Instrument

There are three kinds of instruments used in carrying out this study, namely: Walsh's Analysis and Speech Function analysis by Eggins and Slade. The focus of this study analyses the spoken discourse in classroom interaction. Hence, the observation is on the verbal/spoken language in the teaching and learning process.

1. Sinclair and Coulthard's Classroom Interaction Analysis

In conducting the observation, it referred to the observation guidelines as based on IRF structure of interaction in the classroom. The analysis that used in this study was based on exchange structures in order to examine the patterns of classroom interaction.

2. Eggins and Slade Analysis

The second analysis was analysis of speech function. The transcription of classroom interaction between lecturer and students was studied based on Eggins and Slade (1997).

3. Code-mixing and Code-switching Analysis

The third analysis was analysis of code-mixing and code-switching. The use of more than one language in delivering utterances by lecturer or students in order to achieve some purposes (Hymes, 1974).

3.5 Procedure of Collecting the Data

Since the data was in a form of utterances from classroom interaction, these are the following procedures of collecting the data:

1. Recording the data

As the unit of analysis was utterances produced by lecturer and students in English Department, the learning process in a classroom was recorded. The recording was done during teaching and learning process. The process of interaction between the lecturer and students were not interrupted by recording.

2. Transcribing the data

The recording was then transcribed. The transcripton consisted of lecturer and students' utterances throughout the learning process in the classroom.

3. Labelling the data

The transcription was labelled based on the person uttered. The turn of each speaker are identified in order to helps the data analysis.

3.6 Procedure of Analyzing the Data

After the data was collected, it was ready to be analyzed. There were some steps in analyzing the data of this study:

1. The data is categorized based on the classroom interaction pattern. Here is the example of categorizing the data:

Classroom Analysis

Initiation	Response	Feedback	Exc
Opening move Hello. Good morning everyone	Answering Good morning Mam		1.
Opening move I hope everyone is doing fine today. Before we get started, let me check your attendance. Rahma Ayu.	Answering Yes mam		2.
Opening move Asri?	Answering Yes mam		3.

Table 3.1 Categorizing the data

Based on the table 15, we could see that at first the lecturer initiate the question to the students. The students, then, respond the question. Eventually, the teacher gives a feedback to the students' response. This pattern shows that the lecturer realizes the importance of feedback to the students' response. It gives not only the correction, but also it encourages students to learn more.

2. Coding speech function of the data

The transcription of the classroom interaction is coded based on the speech function. Here is the example of coding speech function:

Speaker	Utterances	Speech function
Teacher	How do you pronounce this?	Question:open:opinion

		(<i>opening speech function</i>)
Student	Diagnosed	Answer (<i>reacting speech function</i>)
Teacher	Diagnosed, ya!	Command (<i>opening speech function</i>)
Student	Okay, Miss	Agree (<i>reacting speech function</i>)

Table 3.2 Coding speech function

Based on table 16, we could see the speech function uttered by the lecturer and students in the classroom. The teacher begins her utterance by asking a question. This question acts as opening speech function in which it demands opinion information (*question:open:opinion*). The students respond it with answer which acts as reacting speech function to the lecturer's question (*reacting speech function*). It provides information demanded. On the next utterance, the lecturer gives the next opening speech function which acts as *command*. It demands goods and services from the students. As a result, the students respond it with reacting speech function which act as agreement. *Agree* supports the information given.

3. Classify the code-mixing and code switching

The code-mixing and code-switching found in the lecturer and students' utterances were classified based on its category.

Speaker	Utterances	Code
Lecturer	Ok, now, selain those sounds, problems apa that	Code-mixing

	you may face	
Students	This word is hard to pronounce	One code

Table 3.3 Classification of code-mixing and code-switching

Based on table 3.3 above, it could be seen how the lecturer used code-mixing in her way explaining the materials to the students. The lecturer tried to substituted some English words into Bahasa Indonesia words.

4. Analysing the data

The analysis is done after the pattern classroom interaction and speech functions are put on the table. It analyze the label and code from the discouse structure and speech functions. The analysis is also supported by theories from experts. Hopefully, it could examine the occurance of code-mixing and code-switching in classroom interaction.

5. Reducing the data

The last, the data is reduced in order to ease the process of showing the result and discussion of the study.

3.7 Procedures of Presenting the Data

In presenting the data, I chose informal presentation (Sudaryanto, 1993). It refers to presentation method which is presented by the use of words and sentences without any symbols, signs, table and diagram.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are provided including findings and discussion. The result of this study explained the analysis of classroom interaction pattern in Pronunciation class in English Department of UNNES, the speech functions of lecturer and students' utterances in the class and the occurrence of code-mixing and code-switching. The analysis of implication toward classroom interaction was also discussed.

4.1 Findings

There have been some findings with regard to this study to answer the research questions mentioned in the previous chapter. Based on the analysis of classroom interaction between the lecturer and students, the interaction could be classified generally the exchange structure of Initiation – Response and Follow-up. These findings were found in various form of utterances produced by the lecturer and students which resulted to the pattern of classroom interaction. Moreover, the analysis of move showed the various form of speech functions reflected in utterances produced by lecturer and students. All utterances produced in the classroom interaction had its own function which resulted in the roles of lecturer

and students in the classroom. Furthermore, the analysis of code-mixing and code-switching showed that the lecturer produced many utterances in the form of code-mixing and code-switching. These following sub-chapter discussed the findings of this current study.

4.1.1 Classroom Interaction in Pronunciation Class of English Department in UNNES

The interaction between lecturer and students in teaching and learning process in pronunciation class of English Department in UNNES was clarified with regard to the phenomena of exchanges. According to Sinclair and Coulthard (1992) the classroom exchange set up three classes of move, namely opening, answering and follow-up, which then were labelled as IRF structure. The findings showed that there were various classes of exchange found in the classroom interaction of pronunciation class between lecturer and students. They were described as following sub chapters.

4.1.1.1 Teacher Eliciting Exchange

The first exchange class found in the classroom interaction in pronunciation class of English department was teacher eliciting exchange. This exchange consists of initiation-response-follow-up structure. In this type of exchange class, it was initiated by the lecturer by using elicitation, and responded by the students using reply and follow-up by the lecturer using evaluation. Here was the example taken from the data. Take a look on this following interaction:

Classroom Analysis			
Initiation	Response	Feedback	Exc

Opening move So,(<i>conclusion</i>) how many kinds of intonations do you know in English? (<i>elicitation</i>)	Answering Three (<i>reply</i>)	Follow-up Good (<i>evaluate</i>)	10.
Opening move What are they? (<i>elicitation</i>)	Answering Falling rising and sustained (<i>reply</i>)	Follow-up Falling, rising and? (<i>evaluate</i>)	11.
	Answering Sustained (<i>accept</i>)		12.

Table 4.1 Lecturer Eliciting Exchanges

Based on the table 4.1, there were some exchanges done by the lecturer and students which showed the way the lecturer initiated the communication to the students by using elicitation. The grey colour showed the lecturer's move while the white colour showed the students's move. From the exchange 1 until exchange 12, all the opening moves/ initiations were carried out by the teacher and responded by students. With regard to teacher eliciting exchange, it could be seen on the exchange 10 and 11. In the exchange 10, the lecturer initiated the exchange using question to all of the students, by asking "*how many kinds of intonations do you know in English?*". It was asked to all students collectively in order to encourage the students to understand what they have read before. This move, then, was followed by students' response by answering "*three*" to the

lecturer's question. Last, the lecturer gave feedback by following up students' response by saying "*good*" as an acceptance or evaluation to the students' answer, since the students' answer was correct. This showed the structure of Initiation-response-follow-up where the lecturer initiated the exchange, students responded it and the lecturer followed-up the students' reply.

Meanwhile, on the exchange 11, the lecturer continued the next exchange by asking "*what are they?*" as the initiation. This question was still in line with the previous students' response on exchange 10. Next, the students' answer it collectively as it was addressed to all students by replying "*falling rising and sustained*" as the response toward the lecturer initiation. Lastly, the lecturer followed-up the response by using asking a question "*falling rising and...?*" instead of accepting the answer. This follow-up move from the lecturer was in a form of question which had two functions. At first, the lecturer wanted the students to be confident to answer the question, while the second, the lecturer still required all the students to respond the initiation by repeating the students' response and omitting some of the phrases. Upon knowing that the lecturer required all students to complete the question, they responded it collectively only by saying "*sustained*" as the completion of the lecturer's follow-up move.

Furthermore, the teacher initiating exchange mostly happened in two types based on the study. The IRF structure which was followed-up by using acceptance and IRF structure which was followed by question as an evaluation toward the students' response.

4.1.1.2 Teacher Directing Exchange

The second class of exchange found in the classroom interaction in pronunciation class of English department was teacher directing exchange. This second type of exchange has similar characteristics with the first class, however the function of the initiation made by the lecturer was to direct the students to do something. The initiation was in a form of imperative sentence and then the response was frequently, though not always, in a form of reaction toward the initiation using paralinguistic expression such as yes or no. Upon the example table 4.2, there were some findings that could be discussed.

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Can someone help me with this LCD? <i>(directive)</i>	Answering <i>(someone is carrying out the offers without saying a word)</i> <i>(react)</i>		5.
Opening move I'm sorry Mam, but it doesn't work <i>(informative)</i>	Answering Waduh. <i>(acknowledge)</i>		6.
Opening move Please tell Pak Kalim ya <i>(directive)</i>	Answering Okay Mam <i>(react)</i>		7.
Opening move Okay,	Answering Okay Mam		8.

would you please open page 33, please read in 10 minutes ! <i>(directive)</i>	 <i>(react)</i>		
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Table 4.2 Lecturer Directing Exchanges

On the exchange 5, it could be seen that there was an opening move carried out by the lecturer by saying “*Can someone help me with this LCD?*”. The lecturer asked for help to the students to set the LCD up by initiation using imperative sentence. Instead of answering the initiation from the lecturer using linguistic expression, one of the students came the set up the LCD. Since it was a command, it doesn’t always need linguistic response as long as the request is done. Hence, in this case the initiation carried out by the lecturer was responded by the reaction by the student.

Meanwhile, there was another finding which showed different form of this exchange. The teacher directing exchange was followed by linguistic expression. Let’s take a look on the exchange 7 and 8 which showed the lecturer command toward the students. On the exchange 7, the lecturer said “*Please tell Pak Kalim ya*” as the initiation of the exchange which then followed by the students’ response “*okay Mam*” that indicated that the students would do the request. This was the same as exchange 8 in which the lecturer initiate the exchange using imperative expression “*would you please open page 33, please read in 10 minutes!*”. This initiation was followed by students’ response by saying

“yes, Mam” which indicated students would do the request from the lecturer respectively.

Therefore, upon this type of exchange class, the structure found were two types of exchange. The first one is Initiation-(Response) structure in which the initiation was followed by the action toward the request without any linguistic expression, while the second one, Initiation-Response in which the request was responded by the linguistic expression with action respectively.

4.1.1.3 Teacher Informing Exchange

The third exchange class found in classroom interaction in pronunciation class of English department in Unnes was teacher informing exchange. This type of exchange class was quite similar to the previous exchange classes, in which the initiation was made by the lecturer. However, the initiation was in a form of information given to the students. Thus, it was followed by students’ response in a form of acknowledgement toward the information. In this exchange class, there is no follow-up from the teacher. This following table showed the finding of this exchange.

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Ok... (<i>marker</i>) for the next, gimana itu. Coba dilihat tu bacanya gimana... ada phonetic transcriptions.	Answering Cheated (<i>react</i>)	Follow-up Cheated (<i>evaluate</i>)	45.

Cheated. (<i>command</i>)			
Opening move This word has stress in the first syllable (<i>informative</i>)	Answering Yes Mam (<i>acknowledge</i>)		46.
Opening move Next. (<i>command</i>)	Answering Peanuts. (<i>react</i>)	Follow-up Peanuts. Biasa. Peanuts. Bukan pinaatz. Ya... Peanuts. Peanuts. Peanuts. (<i>evaluate</i>)	47.
Opening move Next. (<i>command</i>)	Answering Bushes. (<i>react</i>)	Follow-up Bushes. Bushes. Bushes. Susah ya. It will be difficult. (<i>comment</i>)	48.

Table 4.2 Teacher Eliciting Exchange

With regard to this type of exchange type, there were some findings found in the interaction between the lecturer and the students since it was classroom interaction. Upon the exchange 46, it could be seen that the lecturer gave an information to the students about the materials they faced by informing “*this word has stress in the first syllable*”. As the teaching and learning process, the teacher / lecturer’s one of the roles is transferring the information to the students. In this case, the information from the lecturer was accepted by the students by responding the initiation using acceptance by saying “*yes Mam*”. From the data taken from the classroom interaction between lecturer and the students it was rare

to find that the students reject the information from the lecturer. Hence, the structure of teacher informing exchange in this study was Initiation-Response.

4.1.1.4 Pupil Eliciting Exchange

The fourth exchange was pupil eliciting exchange. This kind of exchange found in the classroom interaction in pronunciation class of English department Unnes, in which the student/s started the exchange. The student/s initiated the exchange by using elicitation. Thus, the lecturer responded it by using a reply with regard to the initiation. The example of this exchange could be seen on table 4.3 below.

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Excuse me Mam. <i>(bid)</i>	Answering Yes? <i>(nomination)</i>		119
Opening move Kenapa precious voiceless? <i>(elicitation)</i>	Answering Kenapa precious? Pake [ʃ] ya. Terus? [z] itu berarti yang terakhir. Kenapa kok pake ini? Coba would you please check on your dictionary. Bener nggak? Kalau ini memang ndak termasuk -sh ya? Coba cek dulu. Yang endingnya with -sh apakah [z] semua. Coba cari yang push. Coba cari juga. Kalo yang -sh apakah [s], kalo yes berarti emang polanya		120

	seperti itu. (<i>reply</i>)		
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Table 4.4 Student Eliciting Exchange

Based on the table 4.4, it could be seen as an example of pupil eliciting exchange in classroom interaction. One of the students initiated the exchange, first, using an interruption to the lecturer as to be polite by saying “*excuse me, Mam*”. This initiation was then responded by the lecturer by saying “*yes?*” as finding out about the student’s intention. The lecturer believed that when the student interrupt her speech in the classroom, there must be something wondered by the students. Respectively, the student continued his move to initiated the next opening move upon hearing that the lecturer gave him chance to speak by asking “*Kenapa precious voiceless?*”. Furthermore, the lecturer informed the students about the students initiation as he required it. Hence, the pupil eliciting exchange happened mostly was started by an interruption to get the lecturer’s permission to speak. The structure of the pupil eliciting exchange was Initiation-Response.

4.1.1.5 Pupil Informing Exchange

The fifth exchange found in the classroom interaction in pronunciation class of English department Unnes was pupil informing exchange. This exchange was quite similar to the structure of previous exchange in which the students initiated the exchange and the lecturer responded it. The initiation was in a form of

information given by the students to the lecturer. The example of the analysis could be seen in this following table.

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Can someone help me with this LCD? <i>(directive)</i>	Answering <i>(someone is carrying out the offers without saying a word)</i> <i>(react)</i>		6.
Opening move I'm sorry Mam, but it doesn't work <i>(informative)</i>	Answering Waduh. <i>(acknowledge)</i>		7.
Opening move Please tell Pak Kalim ya <i>(directive)</i>	Answering Okay Mam <i>(react)</i>		8.

Table 4.5 Pupil Informing Exchanges

Based on the table 4.5, it could be seen that the student tried to inform the lecturer about the things that really important for the lecturer to know about. From the exchange 7, the student initiated the opening move by saying “*I’m sorry Mam, but it doesn’t work*” in order to tell that the LCD that was requested to be set up did not work. This information was then responded by the lecturer using surprised expression by saying “*waduh*” as she did not believe that the LCD did not work.

Furthermore, knowing about it, the lecturer instructed the student to tell someone to fix it. Thus, the structure of pupil informing exchange was Initiation-Response.

4.1.2 Speech Function in Pronunciation Class of English Department in UNNES

The second analysis discussed about the phenomena of speech functions found in lecturer and students' utterances in the classroom interaction in English Department class of UNNES. The result showed that all utterances produced by the lecturer and students had various functions. In terms of speech function, the analysis showed that one speech function uttered by one speaker, it was always followed by the other speech function uttered by another speaker. The description of speech function found in this study could be seen in these following.

4.1.2.1 Opening Speech Function

As stated by Eggins and Slade (1997) opening speech function is a move function to indicate talk around a proposition. This move is always regarded as initiation of a talk. Based on the analysis in classroom interaction, the opening speech function were mostly uttered by the lecturer, rather than the students. It happened because in the classroom interaction the lecturer was the centre of learning. Hence, she had control over the students in the classroom. These following findings showed the opening speech function in this study based on its labels:

1. Attending

Attending move functions as attention seeking. With regard to attending move, it was uttered by both lecturer and students in their interaction in order to get attention each other. Based on the findings, this move was always followed by engage (reacting) speech function. Here was the finding:

Speaker	Utterances	Speech function
Lecturer	<i>Come on everyone, lihat ke sini</i>	Attending (<i>opening</i>)
Students	<i>Yes mam</i>	Engage (<i>reacting</i>)

It could be seen the way the lecturer tried to get the students attention by saying “*Come on everyone, lihat ke sini*”, and responded by the students by saying “*yes mam*”. It showed that the way the lecturer gets the students attention succeeded. Meanwhile, the students used attention seeking by using different way. Here was the findings.

Speaker	Utterances	Speech function
Student	(raise hand) <i>Mam</i>	Attending (<i>opening</i>)
Lecturer	<i>Yes?</i>	

It could be seen that the student used attention seeking by raising his hand first, and called the lecturer at the same time he raised his hand. Furthermore, the lecturer reacted to it by using engage speech function.

2. Offer

Offer move functions as giving goods and services. With regard to this category, there were some findings of this speech function carried out by the lecturer and students.

Speaker	Utterances	Speech function
Lecturer	<i>Can somebody pronounce this correctly? (pointing some words on the LCD)</i>	Offer (opening)
Student	<i>Me Mam</i>	

It could be seen that the lecturer tried to offer the students to pronounce the words on LCD voluntarily.

Speaker	Utterances	Speech function
Student	<i>Mam, shall I clean the whiteboard?</i>	Offer (opening)
Lecturer	<i>Yes please. Thank you</i>	

It could be seen that the student tried to offer his help to clean the white board to the lecturer by saying “*Mam, shall I clean the whiteboard?*”. This utterance of speech function was reacted by the lecturer by saying “*Yes please. Thank you*” as reacting speech function toward the offer.

3. Command

Command move functions as demanding goods and services. The finding showed that this move was always carried out by the lecturer in the classroom to ask the students to do something. Here was the finding:

Speaker	Utterances	Speech function
Lecturer	<i>Please take the remote of AC in the office. This one does not work.</i>	Command (opening)
Student	<i>Yes Mam</i>	

From the finding, it could be seen that the way the lecturer ask the student to look for the new remote of AC in the office by commanding “*Please take the remote of AC in the office. This one does not work.*” This command was responded by the student with comply speech function by saying “*yes Mam*”.

4. Statement: fact

This move functions as giving factual information. According to the findings, it showed that all statements about fact were carried out by the lecturer. This happened because the students waited the lecturer to give them information with regard to the materials. Here was the finding.

Speaker	Utterances	Speech function
Lecturer	<i>It is easy for those who come from Tegal and nearby towns, since they have the sound [g].</i>	Statement (opening)
Students	<i>It is quite difficult for us in pronouncing sound [g]</i>	

It could be seen that the lecturer stated something and was agreed by the students. The students agreed with lecturer’s statement that “*It is easy for*

those who come from Tegal and nearby towns“ by restating the statement in different way that “It is quite difficult for us in pronouncing [g]....”.

5. Statement: opinion

This move functions as giving evaluative information. In the findings, there were some moves about statement of opinion carried out by the lecturer and students. Here were the findings.

Speaker	Utterances	Speech function
Lecturer	<i>I think this room is very hot.</i>	Statement (opening)
Students	<i>I think so</i>	
Lecturer	<i>Can somebody get the AC remote?</i>	

It could be seen that the lecturer stated her opinion toward the temperature of the class by stating “*I think this room is rather hot.*” Furthermore, it was reacted by the students by agreeing toward lecturer opinion about the temperature of the class.

6. Question: open: fact

This move functions as demanding factual information. Based on the findings, it showed that the questions were mostly carried out by the lecturer. Here was the example.

Speaker	Utterances	Speech function
Lecturer	<i>What’s the different between voiced and voiceless sounds?</i>	Statement (opening)

Students *Sounds with vocal cord vibration are voiced, while sounds without vocal cord vibration are voiceless.*

It could be seen that the lecturer gave opened question to the students with regard to the voiced and voiceless sounds. This was directly answered by some of the students by stating “*Sounds with vocal cord vibration are voiced, while sounds without vocal cord vibration are voiceless.*”

7. Question: close: fact

This move functions as demanding agreement with factual information. based on the findings, it showed that the lecturer also gave the students closed questions. This move was always carried out also by the lecturer. Here is the example of the findings.

Speaker	Utterances	Speech function
Lecturer	<i>Are these words belong to voiceless sound? (while pointing to some words)</i>	Statement (opening)
Students	<i>Yes</i>	

It could be seen that the lecturer gave the students closed question in a form of yes/no question by asking “*Are these words belong to voiceless sound?*”. Thus, the students directly answer by stating “*Yes*”.

8. Question: open: opinion

This move functions as demanding opinion. This move was also carried out mostly by the lecturer in order to know the students’ understanding

toward the materials in the class according to the findings. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>What's the purpose of question taq?</i>	Statement (opening)
Students	<i>Meyakinkan</i>	

It could be seen that the lecturer gave the students opened question requiring their opinion. The lecturer asked “*What's the purpose of question taq?*” to check the students’ understanding about question taq. In this case, the students replied it by answering “*meyakinkan*” as the translation of *ensuring*.

9. Question: closed: opinion

This move functions as demanding agreement with opinion information. This move was also found in this study in the form of lecturer’s question. The lecturer used this question in order to know students’ opinion. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Do we have to pronounce this using raising intonation in the first syllable?</i>	Statement (opening)
Students	<i>No Mam</i>	

It could be seen that the lecturer asked the students with regard to their opinion toward the pronunciation. This question is closed question since the lecturer used

the word “*Do*” in the beginning of the question. Furthermore, it was replied by the students using disagree move as reacting speech function.

4.1.2.2 Continuing Speech Function (Sustaining)

With regard to the result of sustaining speech function, there were many findings showed in the utterances carried out by the lecturer and students. According to Eggins and Slade (1997) the use of sustaining moves in conversation keeps negotiation the same portion either by the speaker she has just been talking (continuing) or other speakers taking a turn as reacting to the prior one (reacting). The finding showed the occurrences of continuing speech function based on its function such as to monitor, prolong, and append. Here were the following findings:

a. Continue: monitor

This move functions as checking whether the audience is still engaged.

This move was carried out by lecturer in order to check the students whether they were still engaged to the material explained by the lecturer.

Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>These phrases should be ended in raising intonation</i>	
Students	<i>(nodded their head)</i>	
Lecturer	<i>Right?</i>	Continue: monitor (continuing)
Students	<i>Right</i>	

It could be seen that the lecturer was clarifying the students about the statement before. In this case the lecturer tried to check the students that

they were still following her by stating “*right?*”. Furthermore, the students directly clarify that they were still engaging to the materials given by the lecturer.

b. Prolong: elaborate

This move functions as clarifying the utterances from previous move. This move was mostly carried out by the lecturer when she made a mistake or misunderstanding explanation to the students. here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>The use of question tag is to make sure something</i>	Statement (opening)
Lecturer	<i>I meant in order to ensuring something we can use question tag</i>	Prolong: elaborate (continuing)

It could be seen that the lecturer at first stated her explanation to the students; however, it looked like the students did not respond well. Furthermore, the lecturer tried to restated her explanation into understandable information by using “*I meant*” in the beginning of the move.

c. Prolong: extend

This move functions as offering additional information. This move was always carried out by the lecturer also in the classroom interaction. This

move was used by the lecturer when she wanted to add something in toward it. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>This is a difference between pronouncing bag and back</i>	Statement (opening)
Lecturer	<i>And the same as pronouncing lap and lab</i>	Prolong: extend (continuing)

It could be seen that the lecturer tried to give additional information with regard to the prior explanation. This move was started by using the word “*and*” as the continuation of the former statement.

d. Prolong: enhance

This move functions as qualifying previous move by giving details. This move was also carried out mostly by the lecturer in order to add more information toward the explanation. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>The WH questions have to use falling intonation</i>	Statement (opening)
Lecturer	<i>Because it requires complete information rather than only short answer</i>	Prolong: enhance (continuing)

It could be seen that the lecturer tried to enhance their talk by using adding her talk after reacted by the students. The word used to indicate this was “*because*” which represented about the continuation of the talk.

e. Append: elaborate

This move functions as clarifying the previous move after intervention by another speaker. This move was mostly carried out by the lecturer when she made a mistake or misunderstanding explanation to the students. here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>There are many expressions that use raising intonation</i>	Statement (opening)
Students	<i>(nodded their head) Yes</i>	Agree (reacting)
Lecturer	<i>I meant raising intonation in the beginning of a sentence</i>	Append: elaborate (continuing)

Based on the table 4.19, it could be seen that the lecturer at first stated her explanation to the students; however, it looked like the students did not respond well. Furthermore, the lecturer tried to restated her explanation into understandable information by using “*I meant*” in the beginning of the move.

f. Append: extend

This move functions as offering additional information to the previous move after intervention by another speaker. This move was always carried out by the lecturer also in the classroom interaction. This move was used by the lecturer when she wanted to add something in toward it. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>These lists of consonants belong to voiced sounds ya</i>	Statement (opening)

Students	<i>Ok Mam</i>	Agree (reacting)
Lecturer	<i>And It won't be changed although they were at the end of the word</i>	Append: extend (continuing)

It could be seen that the lecturer tried to give additional information with regard to the prior explanation. This move was started by using the word “*and*” as the continuation of the former statement.

g. Append: enhance

This move functions as qualifying the previous move after intervention by another speaker. This move was also carried out mostly by the lecturer in order to add more information toward the explanation. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>If you want to ask about yes or no question, you have to use raising intonation</i>	Statement (opening)
Students	<i>Alright Mam</i>	Agree (reacting)
Lecturer	<i>Because raising intonation cannot be used if you ask about another questions</i>	Append: enhance (continuing)

It could be seen that the lecturer tried to enhance their talk by using adding her talk after reacted by the students. The word used to indicate this was “*because*” which represented about the continuation of the talk.

4.1.2.3 Reacting Speech Functions (Responding)

With regard to the reacting speech functions in a form of responding, the result showed the findings in the classroom interaction. As stated by Eggins and Slade (1997) this move is used to negotiate a proposal established by the previous speaker. The findings were classified based on these following categories.

1. Engage

This move functions as showing willingness to interact by responding to salutation. This move was always used by the students once the lecturer tried to check their understanding. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Ok everyone!</i>	
Students	<i>Yes Mam</i>	Engage (reacting)

It could be seen that the lecturer tried to get the students' attention by using attending speech function. Furthermore, it was followed by the students by using engaging speech function to react the lecturer's calling.

2. Register

This move functions as displaying attention to the speaker. This move was carried out by the lecturer as the response toward the students' answer. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Where is Asfia?</i>	
Students	<i>Sakit maag nya kambuh Mam</i>	
Lecturer	<i>Oh sakit maag nya kambuh to</i>	Register (responding)

It could be seen that the lecturer used register speech function to restate what she heard from the students' answer. This move was carried out in order to show that the lecturer paid attention toward the students.

3. Comply

This move functions as carrying out demand for goods and services. This move was mostly carried out by the students as fulfilling the request from the lecturer. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Can someone take the attendance list</i>	
Student	<i>OK Mam</i>	Comply (reacting)

It could be seen that the student reacted toward the lecturer's move. The reaction is in a form of comply which the students tried to carry out the request from the lecturer.

4. Accept

This move functions as accepting proffered goods or services. This move was carried out after someone agree to do the request before. This was one of the examples.

Speaker	Utterances	Speech function
Lecturer	Can someone take the attendance list	
Student	OK Mam	
Lecturer	Thank you	Accept (reacting)

Table 4.25

It could be seen that once the request was fulfilled by the student, the lecturer thanked the students as the reacting speech function in a form of acceptance by saying “*thank you*”.

5. Agree

This move functions as indicating support of information given. There have been many findings with regard to this move. This move was usually carried out by the students when they agree toward the lecturer’s explanation. Here was one of the examples

Speaker	Utterances	Speech function
Lecturer	<i>This word has stress in the first syllable</i>	
Student	<i>Yes Mam</i>	Agree (reacting)

It could be seen that the students agree towards the lecturer’s statement. The students’ agreement toward the lecturer was mostly found in the classroom interaction since the lecturer is the central of learning.

6. Acknowledge

This move functions as indicating knowledge of given information. This reacting speech was mostly carried out by the students in order to show that they understand the materials explained by the lecturer. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Do you still remember how to use question tag?</i>	
Student	<i>Sure</i>	Acknowledge (reacting)

It could be seen that the students tried to acknowledge the lecturer's question by using "sure" as indication that they knew what the lecturer meant.

7. Answer

This move functions as providing information demanded. This move was usually carried out by the students as the answer toward the lecturer's question because the lecturer mostly asked the students during the classroom interaction. Here was one of the examples

Speaker	Utterances	Speech function
Lecturer	<i>How many voiced consonants?</i>	
Student	<i>12 consonants</i>	Answer (reacting)

It could be seen that the question asked by the lecturer to the students was answered. In this case the move was initiated by the lecturer using question as opening speech function.

8. Affirm

This move functions as providing positive response to a question. This move was mostly carried out by the students once they say yes toward the lecturer's question. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>I'm sure Pak Alim and Pak Amir have already told you before, haven't they?</i>	
Student	<i>Yes they have</i>	Affirm (reacting)

It could be seen that the students reacted toward the lecturer's statement by affirm it as the response toward the statement. The question was in a form of question tag, hence the students affirm it.

9. Disagree

This move functions as providing negative response to a question. This move was the negative reaction of the students toward the lecturer's question. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Don't you check in the dictionary?</i>	
Student	<i>No Mam</i>	Disagree (reacting)

It could be seen that the student reacted the lecturer's question in negative response by using "no" word. It showed the opposite thing of lecturer's expectation and student's work.

10. Non-comply

This move functions as indicating inability to comply with prior command. This move was rarely found in the classroom interaction because all the command from the lecturer were carried out by the students successfully. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Can someone help me with this LCD?</i>	
Student	<i>I'm sorry Mam, but it doesn't work</i>	Non - comply (reacting)

It could be seen that the student was unable to help the lecturer because the LCD did not work. Hence, the command wasn't fulfilled.

11. Withhold

This move functions as indicating inability to provide demanded information. This move was carried out to indicate that the speaker does not know the information. The students mostly used this move in order to tell the lecturer that they didn't know the answer. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Why she is not coming today?</i>	
Student	<i>I don't know Mam</i>	withhold (reacting)

It could be seen that the students did not know about the information demanded by the lecturer. The student used "*I don't know...*" indicated that he knew nothing about the answer.

12. Disavow

This move functions as denying the acknowledgement of information. This move was rarely found in the findings. This move was carried out by the lecturer when she denied the acknowledgement of the information given to the students. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Have we learned about diphthong?</i>	
Student	<i>Yes, we have Mam</i>	
Lecturer	<i>Really? I thought we</i>	Disavow (reacting)

haven't

It could be seen that the lecturer tried to deny the students' answer about whether they have learned the topic about diphthong. In this case, the lecturer carried out disavow toward the students' information.

13. Contradict

This move functions as negating prior information. This move was also rarely found in the findings carried out by the students. The use of this move indicated that the students contradicted toward lecturer's statement.

Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>I'm sure you got problems in pronouncing these words</i>	
Student	<i>No Mam</i>	Contradict (reacting)

It could be seen that the students carried out contradict reacting speech function in order to negate the information given by the lecturer. The students had confidence that there was no problem in pronouncing the words listed by the lecturer.

4.1.2.4 Reacting Speech Function (Rejoinder)

With regard to reacting speech function in a form of rejoinder, the findings showed the occurrences in the interaction between the lecturer and students. Eggins and Slade (1997) stated that rejoinder move is opposite move from responding move that tend to set underway sequences of talk that interrupt,

postpone, abort, or suspend the initial speech function sequence by the way of negotiating what is already on the table and also demanding further details or offering alternative explanation. The findings showed the occurrences of rejoinder based on its category.

1. Check

This move function as eliciting repetition of a misheard move. This move sometimes was carried out by the lecturer in order to ask the students to repeat what they have said before. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Try to pronounce this.</i> <i>What's your name?</i>	
Student	<i>What's your name</i>	
Lecturer	<i>Kurang keras</i>	Check (rejoinder)

It could be seen that the lecturer asked the students to repeat what he had pronounced before. This move was carried out in L1 by saying “*kurang keras*” which indicated that the lecturer required louder and clearer answer.

2. Confirm

This move functions as verifying information heard. This move was usually realized in the form of question tag. The lecturer usually used in in order to confirm the students' response. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>It's beautiful, isn't it?</i>	Confirm (rejoinder)
Student	<i>Yes Mam</i>	

It could be seen that the lecturer tried to confirm something to the students by using question tag “It’s beautiful, isn’t it?”. This move was used to verify the information heard by the lecturer before.

3. Clarify

This move functions as getting additional information needed to understand prior move. This move was sometimes carried out by the lecturer in order to understand the students answer. Here was one of the examples.

Speaker	Utterances	Speech function
Student	<i>Wow</i>	
Lecturer	<i>wow ya., it is wonderful. Justru ini falling, wow (short) bukan wow (long). It's different we have different, e...style saying.</i>	Clarify (rejoinder)

It could be seen that the lecturer tried to clarify the student’s answer. In this case, this move was used to make sure the answer as well as giving the right examples to the students.

4. Probe

This move functions as telling further information for confirmation voluntarily. This move was usually carried out by the lecturer in order to give further information toward the materials given. Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>These words should be stressed when you pronounce it</i>	
Students	<i>(nodding their head)</i>	
Lecturer	<i>This is because these words only have one syllable</i>	Probe (rejoinder)

It could be seen that the lecturer provided further information to the students since the prior information was not complete yet. Through this move, the lecturer successfully added more information toward the materials given in the class.

5. Resolve

This move function as providing clarification with information. The students usually carried out this move since it was used to give clarification toward the question asked by the lecturer. Here was the examples.

Speaker	Utterances	Speech function
Lecturer	<i>Why do we need to use appropriate intonation?</i>	
Student	<i>To be like a native I suppose, Mam</i>	Resolve (rejoinder)

It could be seen that the students tried to resolve the question given by the lecturer. This clarification was stated with the phrase “*I suppose*” which indicate that this clarification may be not correct.

6. Detach

This move functions as terminating the interaction. This move was always carried out by the students when they make silence toward the question given by the lecturer. Moreover, this move usually was in a form of silence itself. Here was the example.

Speaker	Utterances	Speech function
Lecturer	<i>So? This transcription is incorrect?</i>	
Student	<i>(Silence)</i>	
Lecturer	<i>Okay We'll discuss it later</i>	Detach (rejoinder)

It could be seen that the students made a silence when the lecturer asked them a question. This move was carried out by the students because they had no idea how to answer which resulted in terminating the move.

7. Rebound

This move functions as questioning relevance of prior knowledge. It was usually carried out by the lecturer in order to encourage students to deepen their understanding toward the materials given by the lecturer.

Here was one of the examples.

Speaker	Utterances	Speech function
Lecturer	<i>So in saying these sentence, how do you pronounce it?</i>	
Student	<i>How are you doing? (raising intonation)</i>	
Lecturer	<i>What intonation do you use to say this sentence?</i>	Rebound (rejoinder)

It could be seen that the lecturer tried to rebound the students' answer. It was the result of prior question given by the lecturer to the student. Furthermore, the students could deepen their understanding toward his own answer.

8. Counter

This move functions as dismissing addressee's right to his/her position. It was sometimes carried out by the lecturer in order to correct the students' point of view toward the explanation. By using this move, the lecturer tried to directly fix students' misunderstanding. Here was one of the examples.

Speaker	Utterances	Speech function
Student	<i>Does she have a cat? (falling intonation)</i>	
Lecturer	<i>Bukan 'does she have a cat? Tidak, it's different.</i>	Counter (rejoinder)

It could be seen that the lecturer tried to counter the statement said by the student. She tried to fix student's mistake after the counter move carried out by the lecturer. By using "bukan" she strongly dismissed the student's statement.

9. Refute

This move functions as contradicting import of challenge. This move was usually carried out by the lecturer in order to prove that something is incorrect. Here was one of the examples.

Speaker	Utterances	Speech function
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Lecturer	<i>Have you read this chapter before?</i>	
Student	<i>Yes Mam</i>	
Lecturer	<i>No you haven't. Coba cek cara menulis transkripsi of diphthong later ya</i>	Refute (rejoinder)

It could be seen that the lecturer showed her opposite thing from what had been said by the student. The student believed that he had read the chapter; however, he couldn't prove it. As a result, the lecturer refuted him.

10. Re-challenge

This move functions as offering alternative position.

Speaker	Utterances	Speech function
Lecturer	<i>Please read this sentence</i>	
Student	<i>Wait for me under the same banana trees, will you?</i>	
Lecturer	<i>Raising or falling?</i>	Re-challenge (rejoinder)

It could be seen that the lecturer used re-challenging rejoinder move toward the answer from the students. In this case, the lecturer offered two options with regard to the student's answer. As a result, the student could be encouraged to choose the correct response.

4.1.3 Code-mixing and Code-switching in Pronunciation Class of English Department in UNNES

The third analysis examined the code-mixing and code-switching found in lecturer and students' utterances. The result showed that there were many occurrences of code-mixing and code-switching among their interaction. The occurrence of code-

mixing and code-switching was natural phenomena since the context of the classroom interaction was English as foreign language. The analysis was described in these following descriptions.

4.1.3.1 Code-mixing

Code mixing refers to the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand. Here is the example found in this study:

Speaker	Utterances	Code
Lecturer	<i>Ok, now, selain those sounds, problems apa that you may face</i>	Code-mixing
Students	<i>This word is hard to pronounce</i>	

It could be seen how the lecturer used code-mixing in her way explaining the materials to the students. The lecturer tried to substituted some English words into Bahasa Indonesia words. Moreover, the lecturer used code-mixing as medium of instruction. Here was one of the examples.

Speaker	Utterances	Code
Lecturer	<i>Bagus. Now tolong repeat setelah saya ya.</i>	Code-mixing
Students	<i>Ok Mam</i>	

It could be seen that the lecturer instructed the students to repeat what she said before. In this case, she used code-mixing in instructing the students. This

occurrence was sometimes delivered by the lecturer with regard to the materials that required students to repeat what the lecturer said.

4.1.3.2 Code-switching

Code-switching refers to the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Here was the example found in this study:

Speaker	Utterances	Code
Lecturer	<i>So far did you get some difficult things regarding to voiced sounds? Bagaimana? Apakah ada pertanyaan mengenai voiced sounds?</i>	Code-switching
Students	<i>No Mam</i>	

It could be seen the code-switching carried out by the lecturer. She did it in reason in which she tried to elevate students' diffidence in answering the lecturer's question. She used the code-switching as the medium in delivering her question. Moreover, the code-switching was also used as the medium of instruction in the classroom by the lecturer. Here was one of the examples.

Speaker	Utterances	Code
Lecturer	<i>It's rather hot. Andy tolong ambilkan remote AC di TU ya</i>	Code-switching
Student	<i>Baik Mam</i>	

It could be seen that the lecturer instructed the student by using L1. In this case, the lecturer used code switching as the medium of instruction toward the students. Besides, the student also answered it by using L1 too.

4.1.4 Implication of Classroom Interaction

As the classroom interaction covers the exchange of move between the lecturer and students, there were some implication that contributed in the teaching and learning process. The structure of exchange commonly consists of Initiation – Response and Follow-up (IRF) structure as it was proposed by Sinclair and Coulthard (1992). The initiation was carried out by the lecturer, followed by a response from the students and followed by a feedback as the response to the students' response.

Based on the finding of the study, the type of classroom interaction was dominated by teacher eliciting exchange. The dominant type of teacher eliciting exchange in classroom interaction indicated that the teaching and learning process was running well. This is in line with Sinclair and Coulthard (1992) stated that teacher eliciting exchange constituted the students to actively participate in the teaching and learning process as the teacher carry out initiation in the classroom interaction. It also allowed the occurrences of feedback from the teacher as an essential component in teacher eliciting exchange for the students to know whether their responses were correct or not in order to create the teaching and learning process run well. The students might enjoy the teaching and learning process as the classroom interaction was running well.

4.2 Discussion

Classroom interaction refers to collaborative exchange of thoughts, feelings or ideas between teacher and students in which contributes in a mutual effect on each other in the context of classroom (Brown, 2000). It covers the use of language through which the students access new knowledge, acquire and develop new skills, identify new problems of understanding, deal with communication breakdowns establish and maintain relationships with the teacher in the process of transferring the knowledge (Walsh, 2011).

Teaching and learning process in Pronunciation class in English Department of UNNES consists of interaction teacher lecturer and students in which the pattern is quite dynamic following the classroom interaction patterns proposed by Sinclair and Coulthard (1992). There were five classes of exchange namely: (1) lecturer eliciting exchange in which the structure was Initiation (lecturer) – Response (student) – Follow-up (lecturer) which sometimes the follow-up could be either in form of acceptance or evaluation, (2) lecturer directing exchange in which the structure of this exchange was in a form of Initiation (lecturer) – Response (student) that sometimes the form of response could be in form of linguistic expression or just an action, (3) lecturer informing exchange in which the structure of the exchange was Initiation (lecturer) – Response (student), (4) pupil eliciting exchange in which the structure of the exchange was Initiation (student) – Response (lecturer) that the students may have a turn to speak when the lecturer gave it and (5) pupil informing exchange in which the structure of this exchange was Initiation (student) – Response

(lecturer). This is in line with Lee (2009) stated that the class instructor could provide the third move as evaluation, justification, counter arguments, clarification and meta-talk, as it meets the purposes of error correction, clarification or guidance for the learners. In addition, the feedback was given after the evaluation given to the students in order to make them understand toward the information given as a new lesson although feedback does not always occur in classroom interaction. Moreover, the pattern was mostly dominated by the lecturer because the materials given to the students was about pronunciation practice in which the lecturer mostly explain few formulas how to pronounce the words and give the example of it. The students tend to be passive instead of collaborate with lecturer in the teaching and learning process. Besides, the use of games, questions, individual works, student initiates-teacher answers, open-ended teacher questioning, and collaboration are rarely used. Hence, the nature of pronunciation class from the analysis of classroom interaction structure was that the lecturer became the centre of learning in the class. This is in line with Walsh (2011) stated that the IRF structure in the classroom enables others to understand interaction in the classroom and comprehend its special nature as it could be mapped as the strategies in teaching and learning process.

Based on the analysis of classroom interaction, the roles of the lecturer and students were figured out. As stated by Moore (1989) that there are three types of classroom interactions, namely learner-instructor interaction, learner-content interaction and learner-learner interaction. However, the finding showed that the interaction found in this study was only two categories. There were only the

interaction of lecturer-students and students-lecturer. In the first category, there were: (1) giving explanation by which either the lecturer frequently gave the explanation to the students when it needs to or the students were asked to explain the materials to the lecturer, (2) translating in L1 in which it frequently occurred spontaneously or to give emphasis toward the materials being discussed, (3) correcting mistakes that the lecturer fixed the students' answer either in a form of evaluation or feedback, (4) giving instruction which mostly done by the lecturer to the students as she hold up the higher position than students, (5) displaying question which oftenly done by the lecturer eliciting information from the students, while only few were done by the students in questioning the lecturer, (6) requesting that mostly carried out by the lecturer in requesting the students to do something, (7) replaying words that mostly done in order to give emphasis or ensure the students to be confident toward themselves, (8) giving information and praising which were held up by the lecturer as the mean to reach the learning objectives. This is in line with Moskowitz (1971, 1976) stated about the foreign language interaction model. Meanwhile, the roles of student-lecturer category were in a form of student response, student silence, student confusion and student question in the latter category. This is in line with Moskowitz as mentioned in Brown (2001) that the students' roles in classroom interaction were in the form of student response, student initiated (question), silence and confusion.

With regard to speech functions, all moves carried out in the classroom interaction between lecturer and students belonged to opening, reacting, responding and continuing speech functions. When the lecturer carried out certain

speech functions, it was always followed by the other speech function from the students and it was done vice versa depending on who carried out the opening speech function. However, the lecturer was the one who dominantly carried out opening speech function rather than the students. On the analysis, the moves carried out by the lecturer and students are almost the same numbers. According to Eggins and Slades (1997) every time speakers take a role; they assign to the listeners a role as well. However, in the classroom interaction of pronunciation class, the speech function is solely proposed by the lecturer which eventually responded by the students.

In the pronunciation class, the opening speech function was dominated by questions. In this case the lecturer usually initiated the talk by asking the students about their understanding the materials. Besides, the lecturer also initiated the talk by using command, which then followed by student's imitation to repeat what the lecturer had said before. The command was mostly about the request to follow the correct pronunciation. Meanwhile, the students produced move as reaction of the lecturer's move. It was dependent to the lecturer's move as the initiator. Hence, the lecturer had the power to control over the classroom interaction. Furthermore, the low opening moves produced by the students, it doesn't mean that the students were not having enough interaction. As the result, they produced many continuing and reacting speech functions. It indicated that the students' enthusiasm in the interaction with the lecturer.

With regard to the code-mixing and code-switching, there are a lot of occurrences carried out by both lecturer and students. However, the lecturer has

higher portion compared to the students. It is in line with Margana (2013) that code-switching and code-mixing plays an important role as it improves students' ability to speak English and it gives clear understanding as it is explained in mother language. The lecturer tends to use code-mixing and code-switching to explain the materials in understandable ways in order to achieve the learning objectives. Moreover, the occurrence of code-mixing and code-switching was used as the medium of instruction in the classroom interaction.

With regard to the implication toward the English teaching and learning, the patterns of classroom interaction can be managed in order to achieve the teaching and learning objectives where the students also contribute in their learning development. The lecturer frequently used language to manage the class as well as building rapport between herself and students. This is in line with Walsh (2011) about second language classroom mode stated that managerial mode is one of classroom interaction features whose function is to organize the physical learning environment. The various patterns of classroom interaction may be used because every pattern has its own function. The more students are given more chance to contribute, the more skill development increase.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion from the findings and discussion in the previous chapter. The suggestion is also given in this chapter for the sake of the practical use, the development of the science and further research in the same field.

5.1 Conclusion

The result of the study showed that there were some important points about the study of classroom interaction in pronunciation class of English Department UNNES to be concluded. They were as follows.

The patterns of interaction between lecturer and students in pronunciation class of English Department in UNNES was quite dynamic, due to the patterns of classroom interaction shift during the learning process of Initiation – Response – Follow-up. Since, the materials are mostly about pronouncing the words, the students never asked to work in a group to do a discussion. The lecturer gave feedback once the evaluation taken place in order to make the students understand. In addition, the pattern of classroom interaction was mostly

dominated by the lecturer in which she explained the materials as well as trained the students to pronounce words correctly. Besides, There were five classes of exchange namely: (1) lecturer eliciting exchange in which the structure was Initiation (lecturer) – Response (student) – Follow-up (lecturer) which sometimes the follow-up could be either in form of acceptance or evaluation, (2) lecturer directing exchange in which the structure of this exchange was in a form of Initiation (lecturer) – Response (student) that sometimes the form of response could be in form of linguistic expression or just an action, (3) lecturer informing exchange in which the structure of the exchange was Initiation (lecturer) – Response (student), (4) pupil eliciting exchange in which the structure of the exchange was Initiation (student) – Response (lecturer) that the students may have a turn to speak when the lecturer gave it and (5) pupil informing exchange in which the structure of this exchange was Initiation (student) – Response (lecturer).

The speech functions also showed variety of moves carried out by the lecturer and students. The speech functions carried out by the lecturer are always followed by the students. Hence, the moves almost have the same portions between

lecturer and students. Moreover, the opening speech function was dominated by question and command carried out by the lecturer which makes the lecturer to have over control toward the interaction. While, the students produced more reacting and continuing speech function which indicated them that they also

had good contribution toward the classroom interaction. It also indicated that the process of exchange between lecturer and students was well maintained.

Meanwhile, the lecturer used so many code-switching and code-mixing in the teaching and learning process which represents the efforts to abridge the students' understanding in mastering the materials. Besides, the code-mixing and code-switching were used as medium of instruction which used by the lecturer to communicate with the students.

From the analysis, it implies that the pattern of classroom interaction really affects the students' contribution in which it encourages the opportunity to receive comprehensible input as well as feedback.

5.2 Suggestion

Based on the result of the study, it is suggested that the lecturer have to utilize various pattern of interaction in EFL or ESL classroom in order to boost the students learning such as giving them chance to do more tasks both independently and in a group. It is also suggested that the students have to be given more chances to initiate the interaction in classroom interaction. By doing that, the students will not be too dependent toward the lecturer. Furthermore, the use of code-mixing and code-switching should be minimize since the context of learning is English Department where English should be the medium of learning.

For further study, it is suggested that the further study might examine the students' achievement which is affected by pattern of interaction to measure the precise impacts in order to give the valid contribution toward the result of the study.

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APPENDIX

Meeting 1

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Assalamualaikum warahmatullahi wabarakatuh (O: attend)	Answering Waalaikumsalam warahmatullahi wabarakatuh (res: eng)		1.
Opening move Good morning everyone (O: attend)	Answering Good morning (res: eng)		2.
Opening move How are you? (O: Q: O: fact)	Answering I'm fine, (res: ans)		3.
Opening move and you, Mam? (O: Q: O: fact)	Answering I'm good. Thanks (res: eng)		4.
Opening move Can someone help me with this LCD? (O: comma)	(res: comp)		5.
Opening move I'm sorry Mam, but it doesn't work	Answering Waduh. (res: disag)		6.
Opening move Please tell Pak Kalim ya (O: comma)	Answering Okay Mam (res: comp)		7.
Opening move	Answering		8.

Okay, would you please open page 33, (O: comma) please read in 10 minutes! (O: comma)	Okay Mam (res: comp)		
Opening move Okay, so, have you done reading? (O: Q: C: fact)	Answering Yes, Mam (res: ans)		9.
Opening move So, how many kinds of intonations do you know in English? (O: Q: O: fact)	Answering Three (res: ans)	Follow-up Good (res: ack)	10.
Opening move What are they? (O: Q: O: fact)	Answering Falling rising and sustained (res: ans)	Follow-up Falling, rising and? (C: Pro: ela)	11.
	Answering Sustained (res: ans)		12.
Opening move There are many expressions that use raising intonation (O: S: fact)	Answering Yes	Follow-up I meant raising intonation in the beginning of a sentence (C: App: ela)	13.
Opening move Okay, what are the sentences used in falling intonation? (O: Q: O: fact)	Answering WH (res: ans)	Follow-up What? (rej: chk)	14.

	Answering WH (res: ans)	Follow-up WH questions (rej: con)	15.
Opening move The WH questions have to use falling intonation (O: S: fact)			16.
Opening move Because it requires complete information rather than only short answer (O: S: fact)			17.
Opening move What else? (O: Q: O: fact)	Answering Question tag (res: ans)	Follow-up Question tag (rej: con)	18.
Opening move Do you still remember how to use question tag? (O: Q: C: fact)	Answering Sure (res: ans)		19.
Opening move The use of question tag is to make sure something (O: S: fact)			20.
Opening move I meant in order to ensuring something we can use question tag			21.
Opening move What else? Anything else?	Answering Yes-no question (res: ans)	Follow-up Yes-no question. (rej: con)	22.

<p>Beside instruction what else?</p> <p>What about rising?</p> <p>(O: Q: O: fact)</p>			
<p>Opening move</p> <p>So, If you want to ask about yes or no question, you have to use raising intonation</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Alright Mam</p> <p>(res: agr)</p>	<p>Follow-up</p> <p>Because raising intonation cannot be used if you ask about another questions</p> <p>(C: App: enh)</p>	23.
<p>Opening move</p> <p>Apa lagi?</p> <p>(O: Q: O: fact)</p> <p>Bisa emotional sentence. Ada emotional, kemudian ada mengenai....</p> <p>Now what about sustained intonations?</p> <p>(O: Q: O: fact)</p> <p>Apa?</p>	<p>Answering</p> <p>Paralellism</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Sentences with parallelism.</p> <p>(rej: prob)</p>	24.
<p>Opening move</p> <p>What else?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>Multiple choice</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>You can say options or choices.</p> <p>(rej: prob)</p>	25.
<p>Opening move</p> <p>Okay, now, could you please give me an example of falling intonations?</p> <p>(O: Q: O: fact)</p> <p>Coba gimana gimana</p>	<p>Answering</p> <p>What your name?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Gimana?</p> <p>(rej: re-ch)</p>	26.

<p>contohnya?</p> <p>(O: Q: O: fact)</p> <p>How would you read this? Coba misalnya rising or sustained. if it is falling, how will you say this sentence?</p> <p>(O: Q: O: fact)</p>			
<p>Opening move</p> <p>Coba satu satu. you!</p> <p>(O: comma)</p>	<p>Answering</p> <p>What's your name?</p> <p>(res: ans)</p>		27.
<p>Opening move</p> <p>Try to pronounce this.</p> <p>(O: comma)</p> <p>What's your name?</p>	<p>Answering</p> <p>What's your name?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Kurang keras</p> <p>(O: comma)</p>	28.
	<p>Answering</p> <p>What's your name?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Coba, what's your name?</p> <p>(rej: re-ch)</p>	29.
	<p>Answering</p> <p>What's your name?</p> <p>(C: App: ela)</p>	<p>Follow-up</p> <p>Ga usah Tanya (laugh).</p> <p>If I say what's your name,</p> <p>(rej: con)</p> <p>is it falling, rising or sustained?</p> <p>(rej: res)</p>	30.
	<p>Answering</p> <p>Rising</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Rising.</p> <p>(rej: con)</p>	31.

		Coba you (O: comma)	
	Answering What's your name? (res: ans)	Follow-up Gimana nih, sama. (rej: chk)	32.
	Answering What's your name? (res: ans)	Follow-up What's your name. apakah seperti itu? (rej: con)	33.
Opening move You! (O: comma)	Answering What's your name? (res: ans)	Follow-up What's your name? (rej: cla)	34.
	Answering What's your name? (res: ans)	Follow-up What's your name? (rej: cla)	35.
	Answering What's your name? (res: ans)	Follow-up lho katanya falling, if it is falling how will you read this sentence? (rej: cla)	36.
	Answering What's your name? (res: ans)	Follow-up What's your name. apa itu? Rising. (O: S: fact) Tp seharusnya falling, so how would you read that sentence (rej: prob)	37.
	Answering What's your name?	Follow-up What's your name, apakah	38.

	(res: ans)	seperti itu? (rej: con) What's your name, what's your name, what's your name. hanya seperti itu. Hi, what's your name? (C: Pro: ext)	
	Answering Hi, what's your name? (res: ack)	Follow-up Nah seperti itu, what's your name, ya, . . . what's your name. katanya falling, kalian malah what's your name. (rej: prob)	39.
Opening move Is that the way the native speaker say it. (rej: con)	Answering Yes (res: ans)		40.
Opening move Okay, what's your name, what's your name, what's your name, For example, how will you read this? (O: Q: O: fact)	Answering Go away (res: ans)	Follow-up Go away, go away, go away, ya . . . , go away.	41.
Opening move Okay, now question tag. Coba, ini gimana cara bacanya? (O: Q: O: fact) Isn't it, kalau isn't it pakai?	Answering Rising (res: ans)	Follow-up Rising. (rej: con) Seharusnya falling. In your first semester, you always say isn't it. Is it correct?	42.

(O: Q: O: fact)		(res: dis)	
	Answering No (res: ans)	Follow-up No, that's not the way the native speaker say it. (rej: rf)	43.
Opening move So, how will you say it? (O: Q: O: fact)	Answering It's beautiful. (res: acc)	Follow-up Its's beautiful, isn't it. Ya, Its's beautiful, isn't it. (C: Pro: ela) Karena ini bukan pertanyaan. Ini hanya, tujuannya apa coba question tag? (C: Pro: ela) What's the purpose of question tag? (O: Q: O: fact)	44.
	Answering Meyakinkan (res: ans)	Follow-up Meyakinkan, to make sure. Ok, it's beautiful isn't it. (rej: res)	45.
Opening move Ok, (O: attend) coba kalau rising. So, how will you say it? (O: Q: O: fact) Pertanyaannya gimana, kalian sering mengatakan 'does she have a cat? Padahal seharusnya because this is auxiliary, ya it is a function word, so it's weak. it's weakly pronounced. So, you will	Answering Does 'she have a cat? (res: comp)	Follow-up Bukan 'does she have a cat? Tidak, it's different. (res: cont) Okay, so you have to say does 'she have a cat? Karena yang ditekankan ininya bukan ini. Okay, you got it? (O: S: fact)	46.

pronounce does 'she, langsung does 'she. Yang ditekankan ininya does 'she have a cat? (O: S: fact)			
	Answering Yes (res: agr)	Follow-up Coba, how would you say it? (O: offer)	47.
	Answering Does 'she have a cat? Does 'she have a cat? (res: ans)	Follow-up Next (O: comma)	48.
	Answering Does 'she have a cat? (res: ans)	Follow-up More (O: comma)	49.
	Answering Does 'she have a cat?, Does 'she have a cat?, what's your name? (res: ans)	Follow-up What's your name? (O: comma)	50.
	Answering What's your name? (res: ans)	Follow-up Okay (res: ack)	51.
	Answering What's your name, what's your name, what's your name , does 'she have a cat?, does 'she have a cat?, go away, go away, go away, go away, (res: ans)	Follow-up Okay (res: ack)	52.

<p>Opening move</p> <p>Ini gimana ini kalau baca ini?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>Wow</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Kalau in Indonesia you say with wow (long). But in the, in english you said wow (short)</p> <p>(O: S: O: fact)</p>	53.
	<p>Answering</p> <p>Wow</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>wow ya., it is wonderful. Justru ini falling, wow (short) bukan wow (long). It's different we have different, e...style saying.</p> <p>(O: S: O: fact)</p>	54.
<p>Opening move</p> <p>Why do we need to use appropriate intonation?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>To be like a native I suppose, Mam</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Yes</p> <p>(res: agr)</p>	55.
<p>Opening move</p> <p>So, in saying this sentence, how do you pronounce it?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>How are you doing?</p> <p>(res: acc)</p>	<p>Follow-up</p> <p>What intonation do you use to say this sentence?</p> <p>(O: Q: O: fact)</p>	56.
	<p>Answering</p> <p>Rising</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Are you sure?</p> <p>(rej: con)</p>	57.
	<p>Answering</p> <p>Falling Mam</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Good</p> <p>(res: aff)</p>	58.
<p>Opening move</p> <p>Okay, now we practice page 33. Okay we will practice falling intonation first. Listen and repeat after</p>	<p>Answering</p> <p>Ready</p> <p>(res: eng)</p>		59.

me, are you ready? (O: comma)			
Opening move Go away (O: comma)	Answering Go away (res: ans)		60.
Opening move Go away (O: comma)	Answering Go away (res: ans)		61.
Opening move Go away (O: comma)	Answering Go away (res: ans)		62.
	Answering Wait for me under the same banana trees will you? (res: ans)	Follow-up Wait for me under the same banana trees will you? (O: comma)	63.
	Answering Wait for me under the same banana trees will you? (res: ans)		64.
Opening move Okay, How embarrassed I was to see you behaving stupidly in front of my parents! (O: comma)	Answering How embarrassed I was to see you behaving stupidly in front of my parents! (res: ans)		65.
Opening move Some evergreen trees never cast their leaves in autumn and winter (O: comma)	Answering Some evergreen trees never cast their leaves in autumn and winter (res: ans)		66.

Opening move Don't act like an idiot (O: comma)	Answering Don't act like an idiot (res: ans)		67.
Opening move Don't act like an idiot (O: comma)	Answering Don't act like an idiot (res: ans)		68.
Opening move How often do you visit your parents in-law-to-be? (O: comma)	Answering How often do you visit your parents in-law-to-be? (res: ans)		69.
Opening move For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day (O: comma)	Answering For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day (res: ans)	Follow-up Repeat (O: comma)	70.
	Answering For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day (res: ans)		71.
Opening move Wow! What a wonderful scene! (O: comma)	Answering Wow! What a wonderful scene! (res: ans)		72.
Opening move Wow! What a wonderful scene! (O: comma)	Answering Wow! What a wonderful scene! (res: ans)		73.
Opening move	Answering	Follow-up	74.

Banaran without my kampong boy or girl friend in my side is barren; thus a horrible place to live in (O: comma)	Banaran without my kampong boy or girl friend in my side is barren; thus a horrible place to live in (res: ans)	Repeat (O: comma)	
	Answering Banaran without my kampong boy or girl friend in my side is barren; thus a horrible place to live in (res: ans)		75.
Opening move Why can't I get rid of the memory of intimately chatting with him in front of the fire place (O: comma)	Answering Why can't I get rid of the memory of intimately chatting with him in front of the fire place (res: ans)		76.
Opening move Coba ulangi from number one, go (O: comma)	Answering Go away!; Wait for me under the same banana trees, will you! (res: ans)		77.
Opening move Coba ulangi number two (O: comma)	Answering Wait for me under the same banana trees, will you! (res: ans)	Follow-up Repeat (O: comma)	78.
	Answering Wait for me under the same banana trees, will you! (res: ans)	Follow-up Hmmm is it falling or rising? (rej: cla)	79.
	Answering Falling	Follow-up Coba masih ada yang rising. It should be following. Okay,	80.

	(res: ans)	number two repeat! (rej: cla)	
	Answering Wait for me under the same banana trees, will you! (res: ans)	Follow-up Repeat (O: comma)	81.
	Answering Wait for me under the same banana trees, will you! (res: ans)		82.
Opening move Okay, number three (O: comma)	Answering How embarrassed I was to see you behaving stupidly in front of my parents! (res: ans)		83.
Opening move Next (O: comma)	Answering Some evergreen trees never cast their leaves in autumn and winter. (res: ans)		84.
Opening move Next (O: comma)	Answering Don't act like an idiot! (res: ans)		85.
Opening move Next (O: comma)	Answering How often do you visit your parents-in-law-to-be?; For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day; Wow! What a wonderful scene! (res: ans)	Follow-up Wow ya (O: S: fact) itu falling (C: Pro: ext)	86.

	Answering Wow (res: ans)	Follow-up Wow, (rej: prob)	87.
Opening move Wow What a wonderful scene! Okay, repeat (O: comma)	Answering Wow What a wonderful scene! (res: ans)		88.
Opening move Next (O: comma)	Answering Banaran without my kampong boy or girl friend in my side is barren; thus a horrible place to live in (res: ans)		89.
Opening move Next (O: comma)	Answering Why can't I get rid of the memory of intimately chatting with him in front of the fire place? (res: ans)		90.
Opening move Okay now practice it with your friend next to you for five minutes (O: comma)			91.
Opening move Excuse me ma'am (O: attend)	Answering Okay, tanda tangan udah terlanjut tak coret. Ini tanda tangan ga pa pa (res: eng)	Follow-up Thank you Mam (res: acc)	92.
Opening move Okay, done? (O: Q: C: fact)	Answering Done Mam (res: ans)		93.

<p>Opening move</p> <p>Now we will practice sentences with rising intonations.</p> <p>(O: S: fact)</p> <p>Listen and repeat after me, are you ready?</p> <p>(O: attend)</p>	<p>Answering</p> <p>Ready</p> <p>(res: ans)</p>		94.
<p>Opening move</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?</p> <p>(O: comma)</p>	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Repeat</p> <p>(O: comma)</p>	95.
	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?</p> <p>(res: acc)</p>	<p>Follow-up</p> <p>Okay, Jadi penekanannya ada di does 'he bukan 'does he or she, beda, penekanannya ada di he or she.</p> <p>(C: App: ext)</p>	96.
<p>Opening move</p> <p>Okay. Number two, Is it wise for students to keep paddling in a nearby river while the lesson is in progress?</p> <p>(O: comma)</p>	<p>Answering</p> <p>Is it wise for students to keep paddling in a nearby river while the lesson is in progress?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Repeat</p> <p>(O: comma)</p>	97.
	<p>Answering</p> <p>Is it wise for students to keep paddling in a nearby river while the lesson is in progress?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Repeat</p> <p>(O: comma)</p>	98.

<p>Opening move</p> <p>Okay number three, (O: comma)</p> <p>bukan ‘can you but can ‘you ya.</p> <p>Can you always say sorry to someone when you have just done something wrong to him?</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Can you always say sorry to someone when you have just done something wrong to him?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Once more (O: comma)</p>	<p>99.</p>
	<p>Answering</p> <p>Can you always say sorry to someone when you have just done something wrong to him?</p> <p>(res: ans)</p>		<p>100.</p>
<p>Opening move</p> <p>Will it be OK for your parents if you marry that awfully tattooed guy?</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Will it be OK for your parents if you marry that awfully tattooed guy?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Repeat (O: comma)</p>	<p>101.</p>
	<p>Answering</p> <p>Will it be OK for your parents if you marry that awfully tattooed guy?</p> <p>(res: ans)</p>		<p>102.</p>
<p>Opening move</p> <p>Okay. Number five, Must all cantriks forget their kampongs in order to concentrate on their university study?</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Must all cantriks forget their kampongs in order to concentrate on their university study?</p> <p>(res: ans)</p>		<p>103.</p>

<p>Opening move</p> <p>Do you expect a snail to walk faster than a mouse-deer? Is it possible?</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Do you expect a snail to walk faster than a mouse-deer? Is it possible?</p> <p>(res: ans)</p>		104.
<p>Opening move</p> <p>Now, longer (31.59) please, repeat from number one</p> <p>(O: comma)</p>	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?; Is it wise for students to keep paddling in a nearby river while the lesson is in progress?; Can you always say sorry to someone when you have just done something wrong to him?; Will it be OK for your parents if you marry that awfully tattooed guy?; Must all cantriks forget their kampongs in order to concentrate on their university study?; Do you expect a snail to walk faster than a mouse-deer? Is it possible?</p> <p>(res: ans)</p>		105.
<p>Opening move</p> <p>Sudah?</p> <p>Ok now, how would you say this things?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>Good morning</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>How would you say it?</p> <p>(O: Q: O: fact)</p>	106.
	<p>Answering</p> <p>Good morning</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Rising or falling?</p> <p>(rej: con)</p>	107.
	<p>Answering</p>	<p>Follow-up</p>	108.

	Falling (res: ans)	Falling. Good morning, Good morning, (O: S: O: fact)	
Opening move These phrases should be ended in raising intonation (O: S: fact)		Follow-up Right? (C: App: ela)	109.
	Answering Right (res: agr)		110.
Opening move But it could be different if you add the name. (O: S: fact) So is it rising or falling? (O: Q: C: fact)	Answering Rising (res: ans)	Follow-up Rising. Jadi kalau good morning saja itu falling. If you add the name, nama kawan (33.34) siapa, is it, it is rising. Good morning, Jake. Ya. Good morning, Jake. Good morning, lindu (33.43), itu rising. The intonation is rising but it's different when you only say good morning, good morning it's falling. (O: S: fact)	111.
Opening move Okay, coba liat poin ke tujuh number seven. (O: comma) Good morning, Good morning, Jake. You're late again! (O: S: fact)	Answering Good morning, Good morning, Jake. You're late again! (res: acc)	Follow-up Jadi itu menak... jadi you're late again itu biasa. Tapi kalau seperti emotional, seperti menekankan bahwa kamu terlambat lagi You're late again? Ya, You're late again? It's rising. Okay, so, it is based on context... Actually (C: App: ext)	112.
Opening move Okay, number seven, listen	Answering Ready		113.

and repeat, (O: comma) ready? (O: Q: C: fact)	(res: ans)		
Opening move Good morning, Jake. You're late again? (O: S: fact)	Answering Good morning, Jake. You're late again? (res: ans)	Follow-up Repeat (O: comma)	114.
	Answering Good morning, Jake. You're late again? (res: ans)		115.
Opening move Okay, number eight (O: comma) It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die (O: S: fact)	Answering It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die. (res: ans)	Follow-up Jadi die di situ bukan pertanyaan tapi menekankan ya, (C: App: ela)	116.
Opening move Okay, number nine. (O: comma) Just wait! Itu falling mestinya. Just wait! You're pushing in! Okay (O: S: fact)	Answering Just wait! You're pushing in! (res: ans)	Follow-up Pushing in nya itu lebih menekankan ke emotional, okay. Just wait! You're pushing in! (C: App: ela)	117.
	Answering Just wait! You're pushing in!		118.

	(res: acc)		
<p>Opening move</p> <p>Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(res: ans)</p>		119.
<p>Opening move</p> <p>Okay repeat from number seven, go !</p> <p>(O: comma)</p>	<p>Answering</p> <p>Good morning, Jake. You're late again!; It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die.; Just wait! You're pushing in!; Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(res: ans)</p>		120.
<p>Opening move</p> <p>Okay repeat from number one, go !</p> <p>(O: comma)</p>	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?; Is it wise for students to keep paddling in a nearby river while the lesson is in progress?; Can you always say sorry to someone when you have just done something wrong to him?; Will it be OK for your parents if you marry that awfully tattooed guy?; Must all cantriks forget their kampongs in order to concentrate on their university study?; Do you expect a snail to walk faster</p>		121.

	<p>than a mouse-deer? Is it possible?; Good morning, Jake. You're late again!; It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die.; Just wait! You're pushing in!; Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>Okay, now go to part C, sentences with sustained intonation. It is the language with parallelism, options or choices.</p> <p>(O: S: fact)</p> <p>So, number one, how would you read this sentences.</p> <p>(O:Q: O: opini)</p> <p>Coba together, one, two, three go !</p> <p>(O: comma)</p>	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Terahir apa itu?</p> <p>(rej: cla)</p>	122.
	<p>Answering</p> <p>Falling</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Falling, okay. Which is the most disgusting bukan which is the most dishusting, ya. Biasanya duu kalian dulu di high school di setiap pertanyaan itu paling kalian naik, ya.</p> <p>(C: Pre: enh)</p>	123.

		<p>Okay number one, listen carefully, ya. Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(O: comma)</p>	
	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Okay. Baby-‘mouse</p> <p>(res: agr)</p> <p>jangan ‘baby-mouse, cockroach, (long) caterpillar (long), caranya bukan seperti itu,</p> <p>(C: Pro: ext)</p> <p>okay. So, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(C: Pro: ela)</p>	124.
<p>Opening move</p> <p>Do we have to pronounce this using raising intonation in the first syllable?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>No Mam</p> <p>(res: aff)</p>		125.
<p>Opening move</p> <p>Okay, repeat for number one, go!</p> <p>(O: comma)</p>	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(res: ans)</p>		126.
<p>Opening move</p> <p>Okay, number two. In Semarang, a number of</p>	<p>Answering</p> <p>Okay, number two. In Semarang, a number of</p>		127.

<p>popular foods such as loempia, wingkobabat, bandeng presto, tahu pong, sate kerang and getuk kinco can be bought as souvenirs.</p> <p>(O: S: fact)</p>	<p>popular foods such as loempia, wingkobabat, bandeng presto, tahu pong, sate kerang and getuk kinco can be bought as souvenirs.</p> <p>(res: ack)</p>		
<p>Opening move</p> <p>Okay, number three, Red, white, blue, brown, green, purple and any combination of them are colours that make up the world.</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Okay, number three, Red, white, blue, brown, green, purple and any combination of them are colours that make up the world.</p> <p>(res: ack)</p>		128.
<p>Opening move</p> <p>Okay, number four, Catfish, milkfish, mackerel, plaice, flounder and trout are kinds of edible seafish.</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Catfish, milkfish, mackerel, plaice, flounder and trout are kinds of edible seafish.</p> <p>(res: ack)</p>		129.
<p>Opening move</p> <p>Okay, repeat from number one, one, two, three go. Louder please</p> <p>(O: comma)</p>	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?</p> <p>(res: ans)</p>		130.
<p>Opening move</p> <p>Next</p> <p>(O: comma)</p>	<p>Answering</p> <p>In Semarang, a number of popular foods such as loempia, wingkobabat, bandeng presto, tahu pong, sate kerang and getuk kinco can be bought as souvenirs.; Red, white, blue, brown, green, purple and any combination of them are</p>		131.

	colours that make up the world.; Catfish, milkfish, mackerel, plaice, flounder and trout are kinds of edible seafish. (res: ans)		
Opening move Okay, would you practice it with your friend next to you for two minutes? (O: comma)	Answering move Ok (res: acc)		132.
Opening move Practice it with your friends from part A, dari A to C okay. Five minutes from now. (O: comma)			133.
Opening move Are you done? Done? Okay now repeat from part A, coba satu satu. One two three go, together (O: comma)	Answering Go away!; Wait for me under the same banana trees, will you! (res: ans)	Follow-up Coba ulangi, number two (O: comma)	134.
	Answering Wait for me under the same banana trees, will you! (res: ans)		135.
Opening move Next (O: comma)	How embarrassed I was to see you behaving stupidly in front of my parents!; Some evergreen trees never cast their leaves in autumn and		136.

	<p>winter.; Don't act like an idiot!; How often do you visit your parents-in-law-to-be?; For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day.; Wow! What a wonderful scene!; Banaran without my kampong boy/girl friend in my side is barren; thus a horrible place to live in.; Why can't I get rid of the memory of intimately chatting with him in front of the fire place?</p> <p>(res: ans)</p>		
<p>Opening move Repeat from number one (O: comma)</p>	<p>Answering Go away!; Wait for me under the same banana trees, will you!; How embarrassed I was to see you behaving stupidly in front of my parents!; Some evergreen trees never cast their leaves in autumn and winter.; Don't act like an idiot!; How often do you visit your parents-in-law-to-be?; For all cantriks, feeling bored and lethargic on Friday afternoon is the order of the day.; Wow! What a wonderful scene!; Banaran without my kampong boy/girl friend in my side is barren; thus a horrible place to live in.; Why can't I get rid of the memory of intimately chatting with him in front of the fire place?</p> <p>(res: ans)</p>	<p>Follow-up Okay, good job. (res: ack)</p>	<p>137.</p>

<p>Opening move</p> <p>Now part B, one, two, three go</p> <p>(O: comma)</p>	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?; Is it wise for students to keep paddling in a nearby river while the lesson is in progress?</p> <p>(res: ans)</p>		138.
<p>Opening move</p> <p>Next</p> <p>(O: comma)</p>	<p>Answering</p> <p>Can you always say sorry to someone when you have just done something wrong to him?; Will it be OK for your parents if you marry that awfully tattooed guy?; Must all cantriks forget their kampongs in order to concentrate on their university study?; Do you expect a snail to walk faster than a mouse-deer? Is it possible?; Good morning, Jake. You're late again!; It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die.; Just wait! You're pushing in!; Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(res: ans)</p>		139.
<p>Opening move</p> <p>Now repeat from number one, one, two, three go</p> <p>(O: comma)</p>	<p>Answering</p> <p>Does he or she always wait for you regularly and patiently under the same tamarind tree?; Is it wise for</p>	<p>Follow-up</p> <p>Okay, good job.</p> <p>(res: ack)</p>	140.

	<p>students to keep paddling in a nearby river while the lesson is in progress?; Can you always say sorry to someone when you have just done something wrong to him?; Will it be OK for your parents if you marry that awfully tattooed guy?; Must all cantriks forget their kampongs in order to concentrate on their university study?; Do you expect a snail to walk faster than a mouse-deer? Is it possible?; Good morning, Jake. You're late again!; It's immaterial to me whether you're still a virgin or a widow; my love to you remains unchanged and will never fade or let alone die.; Just wait! You're pushing in!; Are you sure that your handsome Paijo or your dark-skinned Tinah will remain faithful to you?</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>Now, sustained intonation, go</p> <p>(O: comma)</p>	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?; In Semarang, a number of popular foods such as loempia, wingkobabat, bandeng presto, tahu pong, sate kerang and getuk kinco can be bought as souvenirs.;</p>		141.

	<p>Red, white, blue, brown, green, purple and any combination of them are colours that make up the world.; Catfish, milkfish, mackerel, plaice, flounder and trout are kinds of edible seafish.</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>Oh... Repeat from number one, go !</p> <p>(O: comma)</p>	<p>Answering</p> <p>Among these animals, baby-mouse, cockroach, caterpillar, centipede and worm, which is the most disgusting?; In Semarang, a number of popular foods such as loempia, wingkobabat, bandeng presto, tahu pong, sate kerang and getuk kinco can be bought as souvenirs.; Red, white, blue, brown, green, purple and any combination of them are colours that make up the world.; Catfish, milkfish, mackerel, plaice, flounder and trout are kinds of edible seafish.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Okay, please learn intonation, English intonation because that's what we have, we will have in final examination.</p> <p>(O: comma)</p>	142.
<p>Opening move</p> <p>So, the final examination will be you read the dialog in English and e... the assessment will about e... the stress and then correct pronunciations, punctuations and intonations.</p>	<p>Answering</p> <p>Okay Mam</p> <p>(res: aff)</p>		143.

<p>(O: S: fact)</p> <p>Jadi harus dipelajari. Kalau WH seperti apa, Okay?</p> <p>(O: comma)</p>			
<p>Opening move</p> <p>I think that's all for today. For next week, I want you to read page 35 and 36.</p> <p>(O: comma)</p> <p>Any question so far?</p> <p>(O: offer)</p>	<p>Answering</p> <p>No</p> <p>(res: disag)</p>		144.
<p>Opening move</p> <p>If no, thank you for coming and have a nice day</p> <p>(O:atten)</p>	<p>Answering</p> <p>Thank you Mam</p> <p>(res: acc)</p>		145.

APPENDIX

Meeting 2

Classroom Analysis			
Initiation	Response	Feedback	Exc
<p>Opening move</p> <p>Hello. (O: attend)</p> <p>Good morning everyone (O: attend)</p>	<p>Answering</p> <p>Good morning Mam</p> <p>(res: eng)</p>		1.
<p>Opening move</p> <p>I hope everyone is doing fine today. Before we get started, let me check your attendance.</p> <p>(O: offer)</p> <p>Rahma Ayu.</p> <p>(O: atten)</p>	<p>Answering</p> <p>Yes mam</p> <p>(res: acc)</p>		2.
<p>Opening move</p> <p>Asri?</p> <p>(O: atten)</p>	<p>Answering</p> <p>Yes mam</p> <p>(res: eng)</p>		3.
<p>Opening move</p> <p>Herlin?</p> <p>(O: atten)</p>	<p>Answering</p> <p>Yes mam</p> <p>(res: eng)</p>		4.
<p>Opening move</p> <p>Eka?</p> <p>(O: atten)</p>	<p>Answering</p> <p>Yes mam</p> <p>(res: eng)</p>		5.
<p>Opening move</p> <p>Septi?</p> <p>(O: atten)</p>	<p>Answering</p> <p>Yes mam</p> <p>(res: eng)</p>		6.
<p>Opening move</p>	<p>Answering</p>		7.

Dendia? (O: atten)	Yes mam (res: eng)		
Opening move Hasanuddin? (O: atten)	Answering Yes mam (res: eng)		8.
Opening move Anita? (O: atten)	Answering Yes mam (res: eng)		9.
Opening move Fatimah? (O: atten)	Answering Yes mam (res: eng)		10.
Opening move Aida? (O: atten)	Answering Yes mam (res: eng)		11.
Opening move Wahid? (O: atten)	Answering Yes mam (res: eng)		12.
Opening move Anindita? (O: atten)	Answering Yes mam (res: eng)		13.
Opening move Christi? (O: atten)	Answering Yes mam (res: eng)		14.
Opening move Ok. Dah (absen) lima kali ini loh. Jadi dah nggak bisa lagi yah. Dah E pasti secara sistem. (O: S: fact)	Answering Maag-nya itu... kambuh lagi. (res: ans)	Follow-up Oh sakit maag nya kambuh to (C: App: ela)	15.

Where is Asfia?. Kenapa itu sakit apa, Christi? (O: Q: O: fact)			
Opening move Okay Dewi Purnama (O: atten)	Answering Yes mam (res: eng)		16.
Opening move Khuraisin (O: atten)	Answering Yes mam (res: eng)		17.
Opening move Putri (O: atten)	Answering Yes mam (res: eng)		18.
Opening move Malikatus (O: atten)			19.
Opening move Why she is not coming today? (O: Q: O: fact)	Answering I don't know Mam (res: ans)		20.
Opening move Laili (O: atten)	Answering Yes mam (res: eng)		21.
Opening move Kurnia (O: atten)	Answering Yes mam (res: eng)		22.
Opening move Sara (O: atten)	Answering Yes mam (res: eng)		23.
Opening move	Answering		24.

Ana (O: atten)	Yes mam (res: eng)		
Opening move Muhammad Farhan (O: atten)	Answering Yes mam (res: eng)		25.
Opening move Herdina (O: atten)	Answering Yes mam (res: eng)		26.
Opening move Zumrotul (O: atten)	Answering Yes mam (res: eng)		27.
Opening move Mahera (O: atten)	Answering Yes mam (res: eng)		28.
Opening move Cyntia (O: atten)	Answering Yes mam (res: eng)		29.
Opening move Anastasia (O: atten)	Answering Yes mam (res: eng)		30.
Opening move Materinya sampe mana ini? Some problematic consonants, right? (O: Q: O: fact)	Answering Problematic consonants (res: agr)		31.
Opening move Ok, coba dibuka dulu. Dibaca. Please read it in five minutes, ok?	Answering Okay Mam (res: comp)		32.

(O: comma)			
Opening move How many voiced consonants? (O: Q: O: fact)	Answering 12 consonants (res: ans)	Follow-up Right (res: ack)	33.
Opening move Ok, can somebody help me with the LCD? (O: offer)	Answering Sure Mam. (res: comp)		34.
Opening move Mungkin remote-nya di (kelas) sebelah, Farhan. (O: S: opini) Tolong ya. Remote LCD. (O: comma) Apa udah otomatis nyala? (O: Q: C: fact)			35.
Opening move Alright, thank you. Ok, thank you, Farhan. (res: acc)	Answering You're welcome Mam (res: reg)		36.
Opening move Ok, have you done reading? (O: Q: C: fact)	Answering Yes (res: aff)		37.
Opening move Mam, (O: atten) shall I clean the whiteboard? (O: offer)	Answering Yes please. Thank you (res: acc)		38.
Opening move	Answering		39.

<p>Do you have difficulties in pronouncing some consonants?</p> <p>(O: Q: C: opini)</p> <p>Probably each has different problems.</p> <p>(O: S: opini)</p> <p>Ada?</p> <p>(O: Q: C: opini)</p>	<p>Ada Mam</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>What kind of problems did you find?</p> <p>(O:Q: O: opini)</p> <p>You?</p> <p>(O: atten)</p> <p>What is your difficulty?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>Voiced consonant</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Yeah, ok.</p> <p>(res: agr)</p>	40.
<p>Opening move</p> <p>Have we learned about diphthong?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Yes, we have Mam</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Really? I thought we haven't</p> <p>(res: dis)</p>	41.
<p>Opening move</p> <p>Okay..Are these words belong to voiceless sound?</p> <p>(O: Q: C: fact)</p> <p>(while pointing to some words)</p>	<p>Answering</p> <p>Yes</p> <p>(res: aff)</p>		42.
<p>Opening move</p> <p>When it is in the final position or at the end of words.</p>	<p>Answering</p> <p>Lab</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Lab</p> <p>(res: ack)</p>	43.

<p>(O: S: fact)</p> <p>For example, how do you pronounce that?</p> <p>(O:Q: O: opini)</p>			
<p>Opening move</p> <p>This one?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>Lap</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>So it's still the same. Kalau ini Lap, voiceless sound. Lap. Lap. Kalian sering bingung antara [b] sama [p] when it is in the final position. It sounds the same, ya. Hampir sama.</p> <p>(O:S: O: fact)</p> <p>Tapi it is... harusnya beda. Lab. Lab. Lap. Lap. Lap. Lab. Ok.</p> <p>(C: Pro: ext)</p>	<p>44.</p>
	<p>Answering</p> <p>Lab. Lab. Lab. Lap. Lap. Lap. Lab. Lap. Lab. Lap. Lab. Lap.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ok, for some javanese, e... did not find difficulties, because like Tegal... tu orang Tegal... atau mungkin... ngapak-ngapak... itu sudah biasa. You are used to... ok... Lab. Kan biasanya Endog, ya.</p> <p>(O: S: O: opini)</p> <p>So... jadi Endog... menjadi Lag. Jadi, tidak ada kesulitan. Mungkin yang ada di... apa namanya... di area seperti Semarang, you might have difficulties in pronouncing, okay</p>	<p>45.</p>

		(C: Pre: enh)	
Opening move Lab. Lab. Lap Lap. (O: S: fact) Ok, one more. (O: comma)	Answering Lab. Lab. Lab. Lab. Lap. Lap. Lap. Lap. Lap. Lab. Lab. Lap. Lap. Lab. (res: ans)		46.
Opening move Ok, so do you have difficulties in pronouncing them at the beginning of the word or the middle of the word? (O: Q: C: opini)	Answering No (res: disag)	Follow-up Gampang yah. (O: S: opini) For example, Bribery. Double. Brain. Billboard. Dear. Great. Embroider. Endeavor. Regain. Abort. Redeem. Forget. (C: Pro: ela) Repeat! (O: comma)	47.
	Answering Bribery. Double. Brain. Billboard. Dear. Great. Embroider. Endeavor. Regain. Abort. Redeem. Forget. (res: ans)	Follow-up Once more (O: comma)	48.
	Answering Bribery. Double. Brain. Billboard. Dear. Great. Embroider. Endeavor. Regain. Abort. Redeem. Forget. (res: ans)	Follow-up Okay (res: ack)	49.
Opening move	Answering	Follow-up	50.

<p>Now, if they come in final position, their sounds will be a little difficult to pronounce due to the influence of your mother tongue. Jadi karena bahasa pertamanya itu bahasa pertamanya bukan bahasa Indonesia, kalian... so because you are Javanese, jadi bahasanya Jawa, kalau yang jawa ngoko ada yang Tegal itu beda, so.. it is influenced by the dialect of your first language,</p> <p>(O: S: fact)</p> <p>ok?</p> <p>So when the sounds [b] [d] [g] come in final position, you will possibly replace them with [p] [t] [k]. Jadi, sering, [b] itu switch with [p]... nah seperti itu ya. So on,</p> <p>(O: S: fact)</p> <p>ok?</p> <p>So for example, Lag. Lag</p> <p>(O: S: fact)</p>	<p>Lag. Lag.</p> <p>(res: ans)</p>	<p>Jangan laghhh... jangan terlalu geh sekali. Lag. Lag. Ok.</p> <p>(res: cont)</p>	
	<p>Answering</p> <p>Lag. Lag.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Okay</p> <p>(res: ack)</p>	51.
<p>Opening move</p> <p>Died. Rob. Fog. Lab. Examined.</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Lag. Died. Rob. Fog. Lab. Examined. Describe. Jab. Crab. Sad.</p>	<p>Follow-up</p> <p>Once more from Lag. Go!</p> <p>(O: comma)</p>	52.

<p>But... at the end ada [d]... Examined. Examined. Describe. Jab. Crab. Sad.</p> <p>(C: Pro: ext)</p> <p>Ok,</p> <p>Once more!</p> <p>(O: comma)</p>	<p>(res: ans)</p>		
	<p>Answering</p> <p>Lag. Died. Rob. Fog. Lab. Examined. Describe. Jab. Crab. Sad.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ok,</p> <p>(res: ack)</p> <p>once more and the last!</p> <p>(O: comma)</p>	53.
	<p>Answering</p> <p>Lag. Died. Rob. Fog. Lab. Examined. Describe. Jab. Crab. Sad.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ok, agak susah ya...</p> <p>(O: S: opini)</p> <p>misalnya seperti examined tu harus Examined (penekanan diberikan pada -ed). Examined. Examined. Ok?</p> <p>(C: Pro: ela)</p>	54.
<p>Opening move</p> <p>Ok, now... try to pronounce these words if you hear the differences. For example, Lamp. Lamp. Land. Land. Coba yang kedua.</p> <p>(O: comma)</p> <p>How do you pronounce the first one?</p>	<p>Answering</p> <p>Sad. Sad. Sad.</p> <p>(res: ans)</p>		55.

(O: Q: O: fact)			
<p>Opening move</p> <p>Follow the next one.) Sat. Sat. Sad. Sad. Sat. Sat. Sad. Sad. Ok, the next one. Bag. Bag. Back. Back. Back. Bag. Bag. Back. Back.</p> <p>(O: comma)</p> <p>Coba ulangi from Lamp.</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>So it's almost the same.</p> <p>(rej: res)</p> <p>Try to differentiate between the pairs. Ok, repeat from Lamp.</p> <p>(O: offer)</p>	56.
	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Coba yang terakhir masih sama. Bag. Bag. Bag. Bag. Back. Back.</p> <p>(O: offer)</p>	57.
	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Jangan sampai keliru antara Bag and Back.</p> <p>(rej: rf)</p> <p>For example, if someone says, "Can I borrow your back?" Apa itu maknanya? "Can I borrow your back?" or you can say, "Can I see your back?" Apa? What's the meaning behind that? Dikira agak porno... dikira agak saru ya... Padahal kalian... yang kalian maksud adalah Bag. Can I see your bag? Can I see your bag? Can I borrow your bag? Beda. It's different, ok?</p> <p>(C: Pro: ela)</p>	58.

		<p>So, you need to differentiate between [g] and [k] at the end of the word. Ok, you got it?</p> <p>(C: Pre: enh)</p> <p>Coba ulangi lagi from Lamp.. until you have the differences between the pairs.</p> <p>(O: offer)</p>	
	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Repeat!</p> <p>(O: comma)</p>	59.
	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Don't you check in the dictionary?</p> <p>(rej: re-ch)</p>	60.
	<p>Answering</p> <p>No Mam</p> <p>(res: with)</p>	<p>Follow-up</p> <p>Check first</p> <p>(O: comma)</p>	61.
<p>Opening move</p> <p>Once more</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lamp. Land. Sad. Sat. Bag. Back.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ok, good thank you.</p> <p>(res: ack)</p>	62.
<p>Opening move</p> <p>And now... we go to the next.</p> <p>(O: S: opini)</p> <p>This is also another problem in pronouncing consonants, so for example, on the words ending with –ed, itu biasanya in the past tense, and –es or</p>	<p>Answering</p> <p>Ready!</p> <p>(res: agr)</p>		63.

<p>present tense, ya.</p> <p>(O: S: fact)</p> <p>So the problem is that –ed sometimes is pronounced as di... [d] sorry, [d], [t], and [ed]. Bisa ketiganya, yah.</p> <p>(C: Pre: enh)</p> <p>Depending on the environment that precedes it. This is the same with the case of –es, itu... it can be pronounced as [z], for example, Lies. Lies. Lies, or [s] or [z], ok? Depending on the sounds preceding. So for example, look at your handout, or you can have the slide.</p> <p>(C: Pre: enh)</p> <p>Listen and then repeat after me.</p> <p>(O: comma)</p> <p>Are you ready?</p> <p>(O: offer)</p>			
<p>Lies. Lies. Lies. Lies. So it ends with [z]. Lies. Padahal itu huruf terakhirnya –es. Tapi bacanya [z]. Lies. Received. Received. Received. Cheated. Cheated. Peanuts. Peanuts. Bushes. Bushes. Bushes.</p> <p>(O: comma)</p> <p>Ok, repeat from Lies. Go!</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lies.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Padahal itu huruf terakhirnya –es.</p> <p>(res: dis)</p> <p>Tapi bacanya [z]. Lies.....</p> <p>(C: Pro: ext)</p>	<p>64.</p>

Opening move Received (O: comma)	Answering Received (res: ans)		65.
Opening move Cheated (O: comma)	Answering Cheated (res: ans)		66.
Opening move Peanuts (O: comma)	Answering Bushes (res: ans)		67.
Opening move Ok, repeat from Lies. Go! (O: comma)	Answering Lies. Received. Cheated. Peanuts. Bushes. (res: ans)		68.
Opening move Once more! (O: comma)	Answering Lies. Received. Cheated. Peanuts. Bushes. (res: ans)		69.
Opening move Ok, now go to the next column. Harvested. Relieved. Potatoes. Potatoes. Dialogs. Dialogs. Dialogs. Dialogs. Caught. (O: comma)	Answering Harvested. Relieved. Potatoes. Potatoes. Dialogs. Dialogs. Dialogs. Dialogs. Caught. (res: ans)	Follow-up So it's between British or American. Jadi ada yang /kot/, ada yang /kawt/]. (C: App: ela) So, both are accepted, okay? (C: App: enh)	70.
Opening move Okay now repeat from Harvested (O: comma)	Answering Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		71.
Opening move	Answering		72.

Once more! (O: comma)	Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		
Opening move Sudah... now repeat from Lies. Go! (O: comma)	Answering Lies. Received. Cheated. Peanuts. Bushes. Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		73.
Opening move Ok, now we will practice the following pronunciations on Part C, but before that please try to write the phonetic transcriptions. You may check... check your dictionary. Write it down in your handout. Langsung disebelahnya saja, ok? And also identify the stress. (O: comma)	Answering Okay Mam (res: comp)		74.
Opening move Have you done with your work? (O: Q: C: opini)	Answering Done Mam (res: ans)		75.
Opening move Okay, now please read together ya! (O: comma)	Answering Bribery. Double. Brain. Billboard. Dear. Great. Embroider. Endeavor. Regain. Abort. Redeem. Forget. (res: ans)		76.
Opening move Once more and louder!	Answering Bribery. Double. Brain. Billboard. Dear. Great.	Follow-up Good	77.

(O: comma)	Embroider. Endeavor. Regain. Abort. Redeem. Forget. (res: ans)	(res: ack)	
Opening move Ok, so do you have difficulties in pronouncing them? (O: Q: C: opini)	Answering No (res: disag)		78.
Opening move So, do you have difficulties in pronouncing [b] [d] [g] at the final positions? Ketika at the end, for example... (O: Q: C: opini) so you pronounce it! (O: comma)	Answering Lab. Lap. Lag (res: ans)	Follow-up Please practice more ya, some of you are already good. But some still not good (C: App: ext)	79.
Opening move Once more (O: comma)	Answering Lab. Lap. Lag (res: ans)	Follow-up Okay, good job (res: ack)	80.
Opening move So, ya... jadi when e... sounds [b] [d] [g] come in final position, you will possibly replace them with [p] [t] [k]. Jadi ini hampir sama biasanya ketika posisinya di akhir. Itu.. Kalian biasanya mengucapkan [b] seperti [p]. Ya.... atau sebaliknya, ok? (O: S: fact)	Answering Okay Mam (res: agr)		81.
Opening move	Answering		82.

It is easy for those who come from Tegal and nearby towns, since they have the sound [g]. (O: S: fact)	It is quite difficult for us in pronouncing sound [g] (res: agr)		
Opening move So for example, Lag. Lag. Lag. Died. Died. Died. (O: S: fact)	Answering Lag. Lag. Lag. Died. Died. Died. (res: ans)	Follow-up Good (res: ack)	83.
Opening move Seperti Endog. Fog. Fog. Lab. Lab. Examined. (O: S: fact)	Answering Endog. Fog. Fog. Lab. Lab. Examined. (res: ans)		84.
Opening move Coba pay attention to [d] at the end, so you need to say Examined. Examined. Examined. Described. Described. Jab. Jab. Crab. Crab. Sad. (O: comma)	Answering Examined. Examined. Examined. Described. Describe. Jab. Jab. Crab. Crab. Sad. (res: ans)	Follow-up Okay (res: ack)	85.
Opening move Repeat from Lag. (O: comma)	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab. Crab. Sad. (res: ans)	Follow-up Louder please! (rej: chk)	86.
	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab. Crab. Sad. (res: ans)		87.
Opening move Once more!	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab.		88.

(O: comma)	Crab. Sad. (res: ans)		
Opening move Make it faster! (O: comma)	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab. Crab. Sad. (res: ans)	Follow-up Kalo agak cepet kok mbalik lagi ke sini... (rej: con) Coba ulangi ya. One, two, three, go! Faster! (rej: re-ch)	89.
	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab. Crab. Sad. (res: ans)		90.
Opening move Once more! (O: comma)	Answering Lag. Died. Rob. Fog. Lab. Examined. Described. Jab. Crab. Sad. (res: ans)	Follow-up Okay (res: ack)	91.
Opening move Ok, now practice with your friend next to you. Two minutes. Pokoknya harus berbeda ya. Harus voiced. (O: comma)	Answering Okay Mam (res: comp)		92.
Opening move Ok, done? (O: Q: C: opini)	Answering Done (res: ans)		93.
Opening move Ok, so these are the most recurring problems I find in my class. Jadi sering... ada	Answering Lamb (res: ans)		94.

<p>lamb, itu lamp. Lamb and lamp itu beda, ya...</p> <p>(O: S: fact)</p> <p>coba listen and repe- listen carefully. Lamb</p> <p>(O: comma)</p>			
<p>Opening move</p> <p>Lamp</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lamp</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Beda nggak?</p> <p>(rej: con)</p> <p>Coba.</p> <p>(rej: chk)</p>	95.
	<p>Answering</p> <p>Lamp. Lamb</p> <p>(res: ans)</p>		96.
<p>Opening move</p> <p>Next. (O: comma)</p> <p>Ini sering waktu di mid-term test you still remember</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Sad. Sad. Sat. Sat</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ada [d] di belakang ya.</p> <p>(rej: re-ch)</p>	97.
<p>Opening move</p> <p>Next, next. What about the next one?</p> <p>(O: comma)</p>	<p>Answering</p> <p>Bag. Bag</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Bag. Bag. Bukan beig, tapi Bag</p> <p>(rej: rf)</p>	98.
<p>Opening move</p> <p>Next</p> <p>(O: comma)</p>	<p>Answering</p> <p>Back. Back</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Back. Back</p> <p>(res: ans)</p>	99.
	<p>Answering</p> <p>I'll be back, ya</p>	<p>Follow-up</p> <p>"I'll be back, ok?"</p> <p>Jangan "I'll be bag" ya...</p>	100.

	(res: ans)	Saya akan menjadi tas (res: dis)	
	Answering Okay (res: ack)	Follow-up Ok, ini sering ini, ini sering banget terjadi in the undergraduate students, ya. (O: S: opini) For example ya, Can I borrow your back? What's the meaning behind that? Misalnya, Can I see your back? What's the meaning behind that? Itu orang bisa misunderstanding dengan itu ya... Masa pinjam punggung, dikira saru. What the hell are you doing? Mesti gitu. Ok... (C: Pro: ela) Jadi ini harus benar-benar dibedakan. Bag. Bag. Back. Back. Back. (C: Pre: enh)	101.
Opening move Coba ulangi from Lamb. (O: comma)	Answering Lamb. Lamp. Sad. Sat. Bag. Back (res: ans)	Follow-up Coba, masih salah. Repeat from Lamb. (res: cont)	102.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back.. (res: ans)	Follow-up Masih sama. (res: cont) Coba try to differentiate. Go!	103.

		(O: comma)	
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up Once more and louder, please! (O: comma)	104.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up Ok, you'll make it faster, jadi akan kelihatan. Go! (O: comma)	105.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up Once more (O: comma)	106.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up More (O: comma)	107.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up Go! (O: comma)	108.
	Answering Lamb. Lamp. Sad. Sat. Bag. Back. (res: ans)	Follow-up Ya agak susah ya, jadi harus terbiasa, ok? (res: ack)	109.
Opening move So now, another problem that we find is that the –ed, -ed at the end of the word. So it is in the past tense, so it is sometimes pronounced with [d] [t], [ed]. Itu kalian	Answering Yes (res: ans)	Follow-up Good (res: ack)	110.

<p>kadang susah membedakan itu. Padahal berbeda, ya... So this is the same with the case of –es. It can be pronounced as [z] such as in Lies. Ini bukan /lais/, tapi /laiz/, /laiz/, ok? It can be pronounced as [z], [s], or [ez], depending on the sounds preceding it. Jadi tergantung dengan bunyi sebelumnya, ok? For example, and you can see on the slide, or you can see on your handout, we will practice e... Part B.</p> <p>(O: S: fact)</p> <p>So listen carefully and repeat after me.</p> <p>(O: comma)</p> <p>Are you ready?</p> <p>(O: Q: C: opini)</p>			
<p>Opening move</p> <p>I'm sure you got problems in pronouncing these words</p> <p>(O: S: opini)</p>	<p>Answering</p> <p>No Mam</p> <p>(res: cont)</p>		111.
<p>Opening move</p> <p>Lies. Lies. Received. Received. Cheated. Cheated. Peanuts. Peanuts. Bushes. Bushes. Ok, repeat from Lies. Go!</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lies. Received. Cheated. Peanuts. Bushes.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Bushes. Coba repeat from Lies.</p> <p>(res: ack)</p>	112.
	<p>Answering</p> <p>Lies. Received. Cheated. Peanuts. Bushes.</p>		113.

	(res: ans)		
Opening move Ok, next. Harvested. Harvested. Harvested. (O: comma)	Answering Harvested. Harvested. Harvested. (res: ans)		114.
Opening move Relieved. Relieved. (O: comma)	Answering Relieved. Relieved. (res: ans)		115.
Opening move Potatoes. Coba itu [z] dibelakang. (O: comma)	Answering Potatoes. (res: ans)		116.
Opening move So? This transcription is incorrect? (O: Q: C: opini)	Answering (res: non-co)	Follow-up Sorry (rej: re-ch)	117.
Opening move Next. Dialogs (O: comma)	Answering Dialogs (res: ans)		118.
Opening move Caught (O: comma)	Answering Caught (res: ans)	Follow-up Itu bisa /koft/ atau /kawt/. Itu both are acceptable, it's only between British or American, ok? (rej: re-ch)	119.
Opening move Repeat from Harvested. (O: comma)	Answering Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		120.
Opening move	Answering Lies. Received. Cheated.		121.

Go back to Lies. (O: comma)	Peanuts. Bushes. Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		
Opening move Make it faster! (O: comma)	Answering Lies. Received. Cheated. Peanuts. Bushes. Harvested. Relieved. Potatoes. Dialogs. Caught. (res: ans)		122.
Opening move Ok, so actually, there's a pattern. Sebenarnya ada polanya. Kenapa e... kapan itu berakhirnya dengan [z], kapan [s]... (O: S: fact) Nah sekarang kalian discuss with your friend next to you. Or probably you'll have a group. Three of you. Three. Three. Three. Three. Three. Three. Three. Three. Three. Pas ya 3-3 ya. So please make a circle, coba duduknya in a circle. (O: comma)	Answering Okay Mam (res: comp)		123.
Opening move So, take a piece of paper. One group one paper. So please discuss and you are to fill in the blanks. Jadi titik-titiknya itu kalian isi. Soalnya ditulis, ya. Ya. Sebenarnya ada pola itu kapan diucapkan [d], kapan [t], itu ada polanya. So, you need to find the pattern.	Answering Okay Mam (res: comp)		124.

Soalnya ditulis dulu. (O: comma)			
Opening move Have you done? (O: Q: C: opini)	Answering More to go Mam (res: ans)		125.
Opening move Sudah belum? (O: Q: C: opini)	Answering Yes Mam (res: ans)		126.
Opening move Kurang berapa? (O: Q: C: opini)	Answering Banyak (res: ans)		127.
Opening move Masih banyak? (O: Q: C: opini) Dibagi aja sama temennya. Yang first column siapa, second column siapa. (O: comma)	Answering Alright Mam (res: agr)		128.
Opening move Okay eveyone (O: atten)	Answering Yes Mam. (res: reg)		129.
Opening move Have you done? (O: Q: C: opini)	Answering Yes Mam (res: ans)		130.
Opening move I think we should discuss it in the next meeting ya. I have an appointment today. (O: S: opini)	Answering Okay Mam (res: agr)		131.

<p>Opening move</p> <p>Before we leave, do you have any question?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>No Mam</p> <p>(res: disag)</p>		132.
<p>Opening move</p> <p>Okay then. I hope you learned something today. I'll see you next week. Have a nice day</p> <p>(O: S: opini)</p>	<p>Answering</p> <p>Thank you Mam</p> <p>(res: acc)</p>		133.

APPENDIX

Meeting 3

Classroom Analysis			
Initiation	Response	Feedback	Exc
Opening move Assalamualaikum wr. wb. (O: attend)	Answering Wa'alaikumsalam wr. wb. (res: eng)		1.
Opening move Ok. Good morning, everyone. (O: attend)	Answering Good morning. (res: eng)		2.
Opening move Can someone take the attendance list (O: offer)	Answering OK Mam (res: comp)	Follow-up Thank you (res: acc)	3.
Opening move So... What have we discussed last week? (O:Q: O: opini)	Answering Vowels and diphtongs (res: ans)		4.
Opening move Week 10, right? (O: Q: C: opini) Ok. So now we will discuss Week 11. So please read it in 5 minutes. (O: comma)	Answering Okay Mam (res: comp)		5.
Opening move It's really hot. (O: S: opini)	Answering AC nya mati, Mam (rej: res)		6.

<p>Kok nggak ada AC-nya yah?</p> <p>(O:Q: O: opini)</p> <p>Sudah nyala padahal.</p> <p>(O: S: opini)</p>			
<p>Opening move</p> <p>I think this room is very hot.</p> <p>(O: S: opini)</p>	<p>Answering</p> <p>I think so</p> <p>(res: agr)</p>		7.
<p>Opening move</p> <p>Can somebody get the AC remote?</p> <p>(O: offer)</p>	<p>Answering</p> <p>Okay Mam</p> <p>(res: comp)</p>		8.
<p>Opening move</p> <p>Nah... that's a good idea to open the window....</p> <p>(O: S: opini)</p>			9.
<p>Opening move</p> <p>So is it visible to you? Bisa dilihat?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Ya Bu.</p> <p>(res: aff)</p>		10.
<p>Opening move</p> <p>So, can somebody help me with the LCD?</p> <p>(O: offer)</p> <p>Sudah jelas ya? Sudah belum?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Sudah Bu</p> <p>(res: aff)</p>	<p>Follow-up</p> <p>Okay</p> <p>(res: ack)</p>	11.
<p>Opening move</p> <p>So, let me ask you a question.</p> <p>(O: offer)</p>	<p>Answering</p> <p>No</p> <p>(res: disag)</p>		12.

<p>So, do you have a problem in pronunciations such as [b] [d] [g] of voiced sounds?</p> <p>(O: Q: C: opini)</p>			
<p>Opening move</p> <p>Do you have a difficulty?</p> <p>(O: Q: C: opini)</p> <p>If it is at the beginning of the word you may not have the difficulty, right? But the problem will be at the end of the word.</p> <p>(O: S: opini)</p> <p>Yea. it will be a very problem. Because what? Kenapa? Because... right... it is influenced from your mother tongue. Jadi bahasa pertama sangat mempengaruhi dalam mengucapkan Bahasa Inggris.</p> <p>(C: Pre: enh)</p> <p>For example, for the Tegal use. Yang dari Tegal mana? Ngapak, Miss. You will not have difficulties karena sudah terbiasa. Endog ya... apalagi... sebab... ya kan Misal kalo ngomong sebab kan, kalo kita... ya... orang di Central Java itu lebih sebab... biasa... sebab. It seems that it is [t] ya... but for Banyumas... or mana lagi.. Tegal... that will be sebab, ok? karena dialeknya seperti itu. Ok?</p>	<p>Answering</p> <p>Ok</p> <p>(res: agr)</p>		<p>13.</p>

(C: Pro: ela)			
<p>Opening move</p> <p>Now...coba ini gimana...</p> <p>(O: comma)</p> <p>these English sounds such as [b] [d] [g] will not cause a problem when they come at the beginning or in the middle of a word. Beda ya... karena juga di Bahasa Indonesia-pun juga berbeda juga. Ok, so for example, Bribery</p> <p>(C: Pro: ela)</p>	<p>Answering</p> <p>Bribery</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Jadi b nya itu [b] nya itu tidak pada akhir.</p> <p>(rej: prob)</p>	14.
<p>Opening move</p> <p>Lebih mudah itu mengucapkan.</p> <p>(O: S: opini)</p> <p>So let me assist you.</p> <p>(O: offer)</p> <p>Listen and repeat after me.</p> <p>(O: comma)</p> <p>Are you ready?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Yes</p> <p>(res: agr)</p>	<p>Follow-up</p> <p>Good</p>	15.
<p>Opening move</p> <p>Bribery. Double. Gay. Good Work. Dear. Great. Embroider. Endeavour. Regain. Abort. Redeem. Forget. So repeat. One, two, three, go!</p> <p>(O: comma)</p>	<p>Answering</p> <p>Bribery. Double. Gay. Good work. Dear. Great. Embroider. Endeavour. Regain. Abort. Redeem. Forget.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Once more and louder please!</p> <p>(rej: chk)</p>	16.
	<p>Answering</p>	<p>Follow-up</p>	17.

	<p>Bribery. Double. Gay. Good work. Dear. Great. Embroider. Endeavour. Regain. Abort. Redeem. Forget.</p> <p>(res: ans)</p>	<p>Kok kayanya susah ni ngomongnya ni.</p> <p>(rej: rf)</p>	
	<p>Answering</p> <p>Endeavor</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Susah indivor. It is not indivor. Endeavor, okay?</p> <p>(rej: prob)</p>	18.
<p>Opening move</p> <p>But, [b] [d] [g] in the final position will be a problem for some Javanese people.</p> <p>(C: Pro: ext)</p> <p>Ya... untuk beberapa orang dari Jawa itu agak kesulitan karena kita terbiasa menggantikan dengan [p] [t] [k]. Jadi suaranya seperti [p], misalnya [b] seperti [p], [d] seperti [t], seperti itu. Kecuali yang dari Tegal, Ngapak. Okay? So kenapa? Kenapa suaranya seperti [p] [t] [k]? Because? Because of your mother tongue. Ya... karena bahasa kalian yang mengharuskan seperti itu. Mungkin kalau Bahasa Indonesia tidak terlalu. That your first language... first language. What is your first language? Macem-macem yah. Ada yang Jawa Ngoko, ada yang Tegal, itu dialeknya beda-beda. And it influences how we pronounce the English words. Ok? You got</p>	<p>Answering</p> <p>Leg</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Coba ini seharusnya gimana bacanya?</p> <p>(O: comma)</p>	19.

<p>it? Yeah, Okay. When your sounds [b] [d] [g] come in final position you will possibly replace them with [p] [t] [k]. For example, Leg. (O: S: fact)</p>			
	<p>Answering Leg (res: ans)</p>	<p>Follow-up Tapi kalo pak Amir ngajari mesti Leeg. Ya kan... Leg... sudah dapet (kuliah) sub-segmental? Siapa? Pak Alim apa pak Amir? (C: App: ext)</p>	20.
	<p>Answering Pak Alim. (res: ans)</p>	<p>Follow-up Pak Alim gimana bacanya ini? (C: App: ext)</p>	21.
	<p>Answering Leg (res: ans)</p>	<p>Follow-up Leg. (res: ack) But, that's the theory. (C: Pro: ext) To keep it in mind, in the practice, ketika kalian ngomong nek sama native speakers, kalo kalian ngomong, "Oh, watch out your leg?" Mereka nggak paham. ya... because what? Kenapa? Kenapa? Sometimes, native speakers, ketika kita ngomong, e... apa namanya... dengan benar-benar the correct</p>	22.

		<p>pronunciation, the accurate pronunciation, why does it make some difficulties for them to understand us. Kenapa? Because? Because? because speaking, atau kalian bisa bicara... ketika kalian berbicara dengan yang lain, the important thing is the communication of messages ya... Jadi... how I understand you and how you understand me. That's it. Bukan karena pronunciation-nya harus tepat terus langsung paham gitu.</p> <p>(C: Pre: enh)</p>	
<p>Opening move</p> <p>Okay you got it?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Yes Mam</p> <p>(res: agr)</p>	<p>Follow-up</p> <p>Jadi kalo orally, orally... itu harusnya memang seperti itu. Leg... But in practice, it can change. Okay? The theory and practice itu selalu berbeda.</p> <p>(C: App: ela)</p>	23.
<p>Opening move</p> <p>What's the different between voiced and voiceless sounds?</p> <p>(O: Q: O: fact)</p>	<p>Answering</p> <p>Sounds with vocal cord vibration are voiced, while sounds without vocal cord vibration are voiceless.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Okay. Please teorinya diterapkan ya</p> <p>(rej: re-ch)</p>	24.
<p>Opening move</p> <p>Ok, listen and repeat after me.</p>	<p>Answering</p> <p>Leg. Died. Rob. Fog. Lag. Examined. Described. Dog.</p>	<p>Follow-up</p> <p>Once more, louder please!</p> <p>(rej: chk)</p>	25.

(O: comma) Leg. Died. Rob. Fog. Lag. Examined. Examined. Described. Described. Dog. Crab. Size. Ok, repeat. One, two, three. Yo! (O: comma)	Crab. Size. (res: ans)		
	Answering Leg. Died. Rob. Fog. Lag. Examined. Described. Dog. Crab. Size. (res: ans)	Follow-up Once more and the last! (rej: chk)	26.
	Answering Leg. Died. Rob. Fog. Lag. Examined. Described. Dog. Crab. Size. (res: ans)	Follow-up So, it's a bit, is a little bit difficult, right? If [b] [d] [g] are in the final position. Ok? (O: S: opini)	27.
	Answering Okay Mam (res: ack)		28.
Opening move These words should be stressed when you pronounce it (O: S: fact)	Answering Yes Mam (res: ack)	Follow-up This is because these words only have one syllable (C: App: ext)	29.
Opening move So, now would you please practice it with your friend next to you for five minutes, from Bribery to Sad. (O: comma)	Answering Okay Mam (res: comp)		30.
Opening move	Answering		31.

<p>So have you done practising with your friends?</p> <p>(O: Q: C: opini)</p>	<p>Done</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>Ok, now... Coba, selain [b] [d] [g] there are another problems that you may face. Kesulitannya dimana, coba? Dimana? Ini dibaca, coba.</p> <p>(O: comma)</p> <p>Ok. Break, yeah. Five minutes. Adzan dulu</p> <p>(O: comma)</p>			32.
<p>Opening move</p> <p>These lists of consonants belong to voiced sounds ya</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Ok Mam</p> <p>(res: ack)</p>	<p>Follow-up</p> <p>And It won't be changed although they were at the end of the word</p> <p>(C: App: enh)</p>	33.
<p>Opening move</p> <p>Ok, so before we go on to the next problem, so look at the slides. Try to pronounce these words if you hear the difference. For example, Lend, yah. Lend. Yang dari Tegal biasanya sudah biasa ya. Lend. Ok. Kalau yang sebelah kanan, Land. Biasa, Land. Lend-Land. Lend-Land. Coba, ten times.</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Okay Mam</p> <p>(res: comp)</p>		34.
<p>Opening move</p> <p>Go!</p> <p>(O: comma)</p>	<p>Answering</p> <p>Lend-Land. Lend-Land. Lend-Land. Lend-Land. Lend-Land. Lend-Land. Lend-Land. Lend-Land.</p>	<p>Follow-up</p> <p>Ok, it's enough.</p> <p>(rej: det)</p>	35.

	Lend-Land. Lend-Land. (res: ans)		
Opening move The next example, Sad. Sad. Open your mouth widely. Sad. Sad. The next, Sat. Sat. Coba. Sad-Sat. Go, ten times. (O: comma)	Answering Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat. Sad-Sat (res: ans)	Follow-up Ok, enough. (rej: det)	36.
Opening move Aje sadh. Sadeh... ntar dikira ngaji. Sad, Sat, ok. Sad, Sat. Know the difference, right? Ok, for the next example, Bag (O: comma)	Answering Bag (res: ans)		37.
Opening move Back (O: comma)	Answering Back (res: ans)	Follow-up Okay (res: ack)	38.
Opening move For example, “Oh, look at her bag.” Ya... kan maksudnya mau ngomong “Oh, liat itu tasnya”. Kalau, “Oh, look at her... back”. Punggungnya, ntar dikira saru ya... (C: Pro: ela)			39.
Opening move This is a difference between pronouncing bag and back (O: S: fact)	Answering And the same as pronouncing lap and lab (rej: prob)		40.
Opening move So that’s... that’s the real example. Itu sering yang	Answering Okay		41.

<p>kayak gitu. “Mon, can I borrow your back?” “My back? My back is in my back” Tidak bisa dipinjamkan ke siapa-siapa.</p> <p>(O: S: fact)</p> <p>Ok. So that’s the example. Just for you to know that you need to differentiate between [b] [d] [g] and [p] [t] [k] at the end of the words. And the final position. Because, it might have different meanings if you pronounce it differently.</p> <p>(C: Pre: enh)</p> <p>Ok? You got it?</p> <p>(C: monit)</p>	<p>(res: agr)</p>		
<p>Opening move</p> <p>Ok. Now, the next problem is -ed or -es. Karena -es ada juga yang zeh [z], [z], oh sorry. So the words ending with -es can be pronounced as [z]. [z]. Ok? So... look at the slide. The problem is that -ed is sometimes pronounced [d], [t], or [ed]. Ya... -ed. Ya, -ed itu sering kalian bilang pakenya [t] [k]. Sering itu, nggak ada bedanya. Depending on the environment it is specified. And this is same of the case of... apa itu... -es ya. -es. It can be pronounced as [z] [s] or [ez]. Beda. Ok... [z], bukan [s]. Ya beda. Those are different.</p>	<p>Answering</p> <p>Lies</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Gimana itu? Apakah itu /lais/? Apakah itu /lais/? No. How do you pronounce that? /laiz/. /laiz/.</p> <p>(rej: con)</p>	<p>42.</p>

<p>(O:Q: O: opini)</p> <p>So look at the example here. So how would you pronounce the first word?</p> <p>(C: Pre: enh)</p>			
<p>Opening move</p> <p>Ok, listen and repeat after me. /laiz/</p> <p>(O: comma)</p>	<p>Answering</p> <p>/laiz//laiz//laiz//laiz/</p> <p>(res: ans)</p>		43.
<p>Opening move</p> <p>Follow the next one.</p> <p>(O: comma)</p> <p>Bacanya gimana itu?</p> <p>(O:Q: O: opini)</p> <p>Pakenya apa belakangnya? [d]. So?</p> <p>(C: monit)</p>	<p>Answering</p> <p>Received</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ya [d] nya itu mendengung keliatan ya. Received. Received. So it is voiced at the final position. Tapi jangan resiiif.. deh. Itu terlalu memaksakan, ok. Nanti jangan sama... E... ketika kalian bertemu dengan native speaker, "Oh, I resiiif..d your gift". Ya... nanti malah nggak paham native speakernya.</p>	44.
<p>Opening move</p> <p>Ok... for the next, gimana itu. Coba dilihat tu bacanya gimana... ada phonetic transcriptions. Cheated.</p> <p>(O: Q: C: fact)</p>	<p>Answering</p> <p>Cheated</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Cheated</p> <p>(res: ack)</p>	45.
<p>Opening move</p> <p>This word has stress in the first syllable</p> <p>(O: S: fact)</p>	<p>Answering</p> <p>Yes Mam</p> <p>(res: agr)</p>		46.
<p>Opening move</p> <p>Next.</p>	<p>Answering</p> <p>Peanuts.</p>	<p>Follow-up</p> <p>Peanuts. Biasa. Peanuts.</p>	47.

(O: comma)	(res: ans)	Bukan pinaatz. Ya... Peanuts. Peanuts. Peanuts. (res: cont)	
Opening move Next. (O: comma)	Answering Bushes. (res: ans)	Follow-up Bushes. Bushes. Bushes. Susah ya. It will be difficult. (res: cont)	48.
Opening move Next. (O: comma)	Answering Harvested. (res: ans)	Follow-up Harvested. Jangan harvested. [d]-nya... [d]- nya ikut sama [t] ya. (res: cont) Sering itu... tu ada mahasiswa, baca apa ya waktu... final exam kalau nggak salah.. harveset... apa ini... what are you pronouncing actually? Right? Harvested. Harvested. (C: Pro: ela) Coba seterusnya gimana hayo. Harvested. Harvested. (C: monit)	49.
Opening move Next. (O: comma)	Answering Relieved. (res: ans)	Follow-up Relieved. Relieved. Relieved. (rej: prob)	50.
Opening move Next. (O: comma)	Answering Potatoes. (res: ans)	Follow-up Potatoes. [z] apa [s]? (O: Q: C: fact)	51.

	Answering [z]. (res: ans)		52.
Opening move Next. (O: comma)	Answering Diagnosed. (res: ans)	Follow-up Diagnosed ya. (res: agr)	53.
Opening move Next. (O: comma)	Answering Caught. (res: ans)	Follow-up Gimana ini bacanya? (O: Q: C: fact)	54.
	Answering /kawt/. (res: ans)	Follow-up Yes. (res: ack)	55.
Opening move So, how do you pronounce that? (O:Q: O: opini)	Answering Harvested. (res: ans)	Follow-up Harvested. Okay (res: ack)	56.
Opening move Ya. But, in oral, or in the theory, that will be different. Pasti ada bedanya, ya. Ketika kalian, you are talking to the native speakers, kan tidak mungkin kalian menekankan stres yang... maksudnya yang bener-bener menekankan. (O: S: opini) Misalnya, “Oh John, I harvested”. That’s not the way we... we speak in English. Ya... I harvested this one and this one, for example. Bukan, “Oh John, I harvested”. Ya... nantikan kalian di sini diajari Pak	Answering Okay Mam (res: ack)		57.

<p>Alim, Pak Amir, e... apa namanya, teorinya seperti ini. Ya that's the theory. But the practice, it might be different.</p> <p>(C: Pro: ela)</p> <p>Okay? You got it? Jadi kalian jangan kaget ketika nanti kok native speaker bilanganya gitu ya... kalau yang diajari pak Alim harus seperti ini. So, the theory and the practice can be different. Okay?</p> <p>(C: monit)</p>			
<p>Opening move</p> <p>Ok. Now... Ok, let's listen and then repeat after me.</p> <p>(O: comma)</p> <p>Are you ready?</p> <p>(C: monit)</p>	<p>Answering</p> <p>Ready</p> <p>(res: ans)</p>		58.
<p>Opening move</p> <p>Have you read this chapter before?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Yes Mam</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>No, you haven't.</p> <p>(rej: cou)</p> <p>Coba cek cara menulis transcription of diphthong later ya</p> <p>(rej: re-ch)</p>	59.
<p>Opening move</p> <p>Lies. Lies. Received. Cheated. Cheated. Peanuts. Peanuts. Bushes. Bushes. Harvested. Harvested. Relieved. Relieved. Potatoes.</p>	<p>Answering</p> <p>Lies. Lies. Received. Cheated. Cheated. Peanuts. Peanuts. Bushes. Bushes. Harvested. Harvested. Relieved. Relieved. Potatoes.</p>	<p>Follow-up</p> <p>Ok. Repeat one more time.</p> <p>(rej: chk)</p>	60.

Potatoes. Diagnosed. Diagnosed. Caught. Repeat from one. Go! (O: comma)	Potatoes. Diagnosed. Diagnosed. Caught. (res: ans)		
	Answering Lies. Lies. Received. Cheated. Cheated. Peanuts. Peanuts. Bushes. Bushes. Harvested. Harvested. Relieved. Relieved. Potatoes. Potatoes. Diagnosed. Diagnosed. Caught. (res: ans)	Follow-up Okay (res: ack)	61.
Opening move Do you find difficulties in pronouncing these words? (O: Q: C: opini)	Answering Not really (res: ans)	Follow-up Ok. Susah, ya. (rej: con)	62.
Opening move Now, we go to Part C. So, we will try to practice the following pronunciations. Listen and repeat after me. (O: comma) Are you ready? (C: monit)	Answering Yes (res: agr)		63.
Opening move Loved. (O: comma)	Answering Loved. (res: ans)		64.
Opening move Reproached (O: comma)	Answering Reproached (res: ans)		65.
Opening move	Answering		66.

Religions (O: comma)	Religions (res: ans)		
Opening move Deleted (O: comma)	Answering Deleted (res: ans)	Follow-up Jadi bukan delet delet... ya... deleted. Ya... pronunciation-nya deleted... bukan ini tak delet-delet-delet... it's not delet. (C: App: ext) Ok? (C: monit)	67.
Opening move Now, next. Encompassed. (O: comma)	Answering Encompassed. (res: ans)		68.
Opening move Applauded (O: comma)	Answering Applauded (res: ans)		69.
Opening move Surrounded (O: comma)	Answering Surrounded (res: ans)		70.
Opening move Rectified (O: comma)	Answering Rectified (res: ans)		71.
Opening move Rewired (O: comma)	Answering Rewired (res: ans)		72.
Opening move Originated	Answering Originated		73.

(O: comma)	(res: ans)		
Opening move Next. (O: comma) how do you pronounce that? (O:Q: O: opini) Coba cek dulu. Check on your dictionary. (O: comma)	(res: non-co)		74.
Opening move Ok, have you found it? (O: Q: C: opini) So how do you pronounce that word? (O:Q: O: opini)	Answering Crust (res: ans)	Follow-up Gimana? Padahal tulisannya ayatolahis. (rej: cla)	75.
	Answering Crust (res: ans)	Follow-up Ya (res: ack)	76.
Opening move Ok, repeat from Loved. Go. (O: comma)	Answering Loved. Reproached. Religions. Deleted. Encompassed. Applauded. Surrounded. Rectified. Rewired. Originated. Crust (res: ans)	Follow-up Ok. (res: ack)	77.
Opening move So I'm happy. Haven't seen students like you. Semangat gitu loh. Masa, sudah siang, panas-panas, masa kalian mlongo... kan jangan gitu, yah.	Answering Loved. Reproached. Religions. Deleted. Encompassed. Applauded. Surrounded. Rectified. Rewired. Originated. Crust	Follow-up Okay (res: ack)	78.

(O: S: opini) Semangat! Seperti... what's your name? Nurcholis, right? Yes. I remember your name. Ok, now, repeat one more time. Go. (O: comma)	(res: ans)		
Opening move Go to the second column. (O: comma)	Answering Researched (res: ans)		79.
Opening move Emphasized (O: comma)	Answering Emphasized (res: ans)		80.
Opening move Constipated (O: comma)	Answering Constipated (res: ans)		81.
Opening move Averages (O: comma)	Answering Averages (res: ans)		82.
Opening move Custodies (O: comma)	Answering Custodies (res: ans)		83.
Opening move Whereas (O: comma)	Answering Whereas (res: ans)		84.
Opening move Exploded (O: comma)	Answering Exploded (res: ans)		85.
Opening move	Answering		86.

Orange juice (O: comma)	Orange juice (res: ans)		
Opening move Supposed (O: comma)	Answering Supposed (res: ans)		87.
Opening move Confusion (O: comma)	Answering Confusion (res: ans)		88.
Opening move Embedded (O: comma)	Answering Embedded (res: ans)		89.
Opening move Withdrawal (O: comma)	Answering Withdrawal (res: ans)		90.
Opening move Ok, repeat one more time. (O: comma)	Answering Researched. Emphasized. Constipated. Averages. Custodies. (res: ans)		91.
Opening move So, could you please check? Coba cek dulu in your dictionary. (O: comma) So, how do you pronounce that? Kenapa bisa jadi /kastedais/. (O:Q: O: opini) What kind... what dictionary? Ok, coba ya, ulangi. Repeat from	Answering Researched. Emphasized. Constipated. Averages. Custodies. Whereas. Exploded. Orange juice. Supposed. Confusion. Embedded. Withdrawal. (res: ans)		92.

researched to withdrawal. (C: monit)			
Opening move Once more and the last. Go! (O: comma)	Answering Researched. Emphasized. Constipated. Averages. Custodies. Whereas. Exploded. Orange juice. Supposed. Confusion. Embedded. Withdrawal. (res: ans)	Follow-up Okay (res: ack)	93.
Opening move Next column. Computers. (O: comma)	Answering Computers. (res: ans)		94.
Opening move Muscles (O: comma)	Answering Muscles (res: ans)		95.
Opening move Improved (O: comma)	Answering Improved (res: ans)		96.
Opening move Disaster (O: comma)	Answering Disaster (res: ans)		97.
Opening move Enclosed (O: comma)	Answering Enclosed (res: ans)		98.
Opening move Compromised (O: comma)	Answering Compromised (res: ans)		99.
Opening move Advanced	Answering Advanced		100.

(O: comma)	(res: ans)		
Opening move Next... Check. (O: comma) What is that? Apa? (C: monit)	Answering Comprised (res: ans)		101.
Opening move Buffalos (O: comma)	Answering Buffalos (res: ans)		102.
Opening move Unified (O: comma)	Answering Unified (res: ans)		103.
Opening move Ok, repeat from computers. (O: comma)	Answering Computers. Muscles. Improved. Disaster. Enclosed. Compromised. Advanced. Pioneers. Comprised. Buffalos. Unified. (res: ans)	Follow-up Well done (res: ack)	104.
Opening move Repeat from Loved. (O: comma)	Answering Loved. Reproached. Religions. Deleted. Encompassed. Applauded. Surrounded. Rectified. Rewired. Originated Crust. Researched. Emphasized. Constipated. Averages. Custodies. Whereas. Exploded. Orange juice. Supposed. Confusion. Embedded. Withdrawal. Computers. Muscles. Improved. Disaster. Enclosed. Compromised.	Follow-up Good (res: ack)	105.

	<p>Advanced. Pioneers. Comprised. Buffalos. Unified.</p> <p>(res: ans)</p>		
<p>Opening move</p> <p>Ok, now... what I want you to do is that try to open your dictionary, write the phonetic transcription for Part C and identify the stress of each word. Ok, you got it? I give you fifteen minutes. So, please do it in groups. Ya. You need to divide with your friends. So... si X, will be in charge of the first column, Y second column, Z the third column, something like that, ok? Ditulis langsung di sini</p> <p>(O: comma)</p>	<p>Answering</p> <p>Okay Mam</p> <p>(res: comp)</p>		106.
<p>Opening move</p> <p>Oh, sorry. So please do it at home. Now, what will you do here is that like this. Oh, what's the problem with that? Ok, yang dikerjakan yang ini, ya. In groups.</p> <p>(C: App: ela)</p> <p>So you need to fill in the blanks. Ya... yang titik-titik-titik itu kalian isi, coba. Cepat. Masih ada banyak. Yo cepat. Five minutes. Nggak usah buka buku. Kan sudah paham tadi. Coba ditutup bukunya. Just wanna check your understanding without the book,</p>	<p>Answering</p> <p>Yes Mam</p> <p>(res: agr)</p>		107.

(C: Pre: enh) ok? (C: monit)			
Opening move Oh, wow. Yang disitu ga keliatan ya? (O: S: opini)	Answering Yes (res: aff)		108.
Opening move Done? We will go to the next slide. Sudah belum? Ok, belum? (O: atten) Cepet. Make it faster. (O: comma) Ok, we go to the next. Sudah belum? Sekalian aja ya, yang phonetic transcriptionnya diselesaikan disini juga. Biar nggak usah ada tugas. Biar beban kalian ringan, bisa liburan. Ya... kalau kalian liburan kan biasanya dah nggak mau ngerjain tugas. (O: S: opini)			109.
Opening move Excuse me Mam, (O: attend) How about students who haven't taken the mid-test yet? (O:Q: O: opini)	Answering Itu nanti kalau dah pertemuan ke-15 baru saya evaluasi siapa aja yang belum. (res: ans) Jadi nanti digabung sekalian. Nggak perlu begitu. It's wasting time.	Follow-up Ya makasih, Bu. (res: acc)	110.

	(C: Pre: enh)		
<p>Opening move</p> <p>Ok, let's discuss first... this one. So words ending in -ed will be pronounced as [d] when.... when? Kenapa? The last... the last sound is voiced. Bener yah? Voiced yah. So, next. Words ending in -ed will be pronounced as [t] when?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>The last sound is voiceless.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Voiceless.</p> <p>(res: agr)</p>	111.
<p>Opening move</p> <p>Next. Words ending in -ed will be pronounced as [ed] when?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>Voiced</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Yang terakhir adalah [t] kalo nggak [d]. Jadi exceptional. Ya... exceptions itu yang terakhir. Jadi [t] sama [d] beda sendiri.</p> <p>(rej: prob)</p>	112.
<p>Opening move</p> <p>Ok, now... go to the next. Words ending in -es will be pronounced as [z] when?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>The last sound is voiced.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Ok.</p> <p>(res: ack)</p>	113.
<p>Opening move</p> <p>Next. Words ending in -es will be pronounced as [ʃ] when...</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>The last sound is voiceless.</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Voiceless.</p> <p>(res: agr)</p>	114.
<p>Opening move</p> <p>Words ending in -es will be pronounced as [ʒ] when...</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>The last sound is [s], [z], [tʃ]...</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Apa saja?</p> <p>(rej: cla)</p>	115.

	<p>Answering</p> <p>[s], [z]...</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Denny? Terus? -sh?</p> <p>Terus? Ini yah.</p> <p>(rej: cla)</p>	116.
<p>Opening move</p> <p>Ok. Ini harus kalian perhatikan loh ya.</p> <p>(O: comma)</p>	<p>Answering</p> <p>Okay Mam</p> <p>(res: comp)</p>		117.
<p>Opening move</p> <p>I'm sure Pak Alim and Pak Amir have already told you before, haven't they?</p> <p>(O: S: opini)</p>	<p>Answering</p> <p>Yes, they have</p> <p>(res: ans)</p>		118.
<p>Opening move</p> <p>Excuse me Mam. (O: attend)</p>	<p>Answering</p> <p>Yes?</p> <p>(res: eng)</p>		119.
<p>Opening move</p> <p>Kenapa precious voiceless?</p> <p>(O:Q: O: opini)</p>	<p>Answering</p> <p>Kenapa precious? Pake [ʃ] ya. Terus? [z] itu berarti yang terakhir. Kenapa kok pake ini? Coba would you please check on your dictionary. Bener nggak? Kalau ini memang ndak termasuk -sh ya? Coba cek dulu. Yang endingnya with -sh apakah [z] semua. Coba cari yang push. Coba cari juga. Kalo yang -sh apakah [s], kalo yes berarti emang polanya seperti itu. Gimana? Ya berarti polanya seperti itu. Khusus. Memang yang terakhir ini kategori terakhir ini exception. Kalian tidak bisa</p>		120.

	<p>menyamakan yang pertama dan kedua. Yang seperti itu polanya. Seperti [t] yang tadi itu, pasti [t], tidak mungkin [ʃ]. Nggak mungkin. Yeah?</p> <p>(res: ans)</p> <p>Jadi ini berarti ditambah [ʃ] ya... so that depends... nah aturannya seperti ini. Makanya saya suruh kalian menemukan sendiri.</p> <p>(C: Pre: enh)</p>		
<p>Opening move</p> <p>Sudah belum?</p> <p>(O: Q: C: fact)</p> <p>Ok, now continue writing the transcription. Five more minutes.</p> <p>(O: comma)</p>	<p>Answering</p> <p>Thank you Mam</p> <p>(res: acc)</p>		121.
<p>Opening move</p> <p>Are you done?</p> <p>(O: Q: C: opini)</p>	<p>Answering</p> <p>Not yet</p> <p>(res: ans)</p>	<p>Follow-up</p> <p>Lho kok not yet...</p> <p>(rej: reb)</p> <p>dilanjutkan dirumah ya.</p> <p>(O: comma)</p>	122.
	<p>Answering</p> <p>Yes.</p> <p>(res: agr)</p>		123.
<p>Opening move</p> <p>Ok, so I think that's all for today. Thanks for coming and I'll see you next week. Next week nggak holiday, kan? Ok. So see you next</p>	<p>Answering</p> <p>Yes Mam</p> <p>(res: agr)</p>		124.

<p>week.</p> <p>(O: S: opini)</p> <p>Tapi sudah puasa ya... jangan karena alasan puasa terus ngga masuk. That's not the... good reason. Kalau puasa kalian masuk itu malah pahalanya semakin banyak. Yang semangat kayak Nurcholis,</p> <p>(C: Pro: ext)</p>			
<p>Opening move</p> <p>Ok, thank you and have a good day.</p> <p>(res: eng)</p>	<p>Answering</p> <p>Thank you.</p> <p>(res: acc)</p>		125.