

**Cultural Content: An Analysis of English as a Foreign Language Junior High School
Textbook in Indonesian Curriculum**

A thesis is submitted as partial of the requirement for the attainment
of a Master of Education



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ABSTRACT

MIA RAHMANNIA: *Cultural Content: An Analysis of English as a Foreign Language Junior High School Textbook in Indonesian Curriculum. Thesis, Yogyakarta: Graduate School, Yogyakarta State University, 2020.*

This study aims to reveal: (1) the media of cultural information presentation presented in English textbook; (2) The elements of culture presented in the English textbooks; (3) The intercultural communicative competence (ICC) presented in the classrooms by English teacher and students in SMPN 5 and SMPN 8 Yogyakarta.

This research is a qualitative descriptive study with document analysis techniques. The subjects are English textbooks entitled *BRIGHT 1: An English Course for Junior High School Students* published by Erlangga Publisher and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2* published by Intan Pariwara Publisher, and the object is all the material related to the culture content in both textbooks. The researcher used these English textbooks as the main data which focus on the materials presented. For the second data, this research used document transcription of interview and observation in English classroom SMPN 5 and SMPN 8 Yogyakarta. The data were collected through document review, observation, and interview. The data collection instruments include the researcher as human instrument assisted by data cards, observation sheet, and interview guide. Thus, there are three types of research instruments used in this study which include; (1) instrument for English textbooks from media of cultural information presentation and elements theory; (2) observation sheet from intercultural communication competence (ICC) theory; (3) interview questions from the role of culture in English classroom theory. The data analysis followed the steps of perusing, check-listing, classifying, coding, tabulating, and interpreting. The data validity was achieved through expert judgment, peer review, and triangulation.

The result of this research are as follows: (1) The media of cultural information presentation in EFL textbook *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* are presented through descriptive text, cultural notes, dialogues for habitual action, contextualized writing task, idioms and collocation, realia, sound recording; but mostly supported by visual illustration; (2) The elements of culture presented in the textbooks include social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system; (3) The intercultural communicative competence (ICC) which occurs in the English classrooms covers knowledge, skill, and attitude involving factual knowledge related to the national or ethnic culture, and verbal communication strategy where students or teacher mixed their language to interact and explain something with their interlocutor/s, body language to confirm their agreement or disagreement related to the English learning, correcting friends' mispronunciation, etc.

Key words: Media of Cultural Information Presentation, Elements of Culture, Intercultural Communicative Competence (ICC), EFL Textbooks, Junior High School



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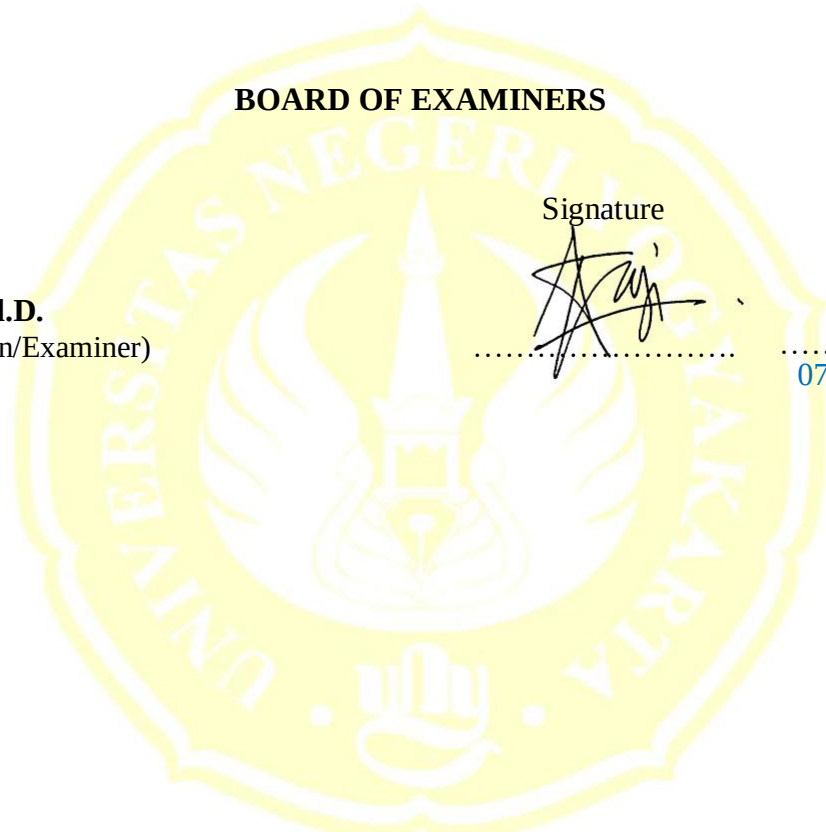
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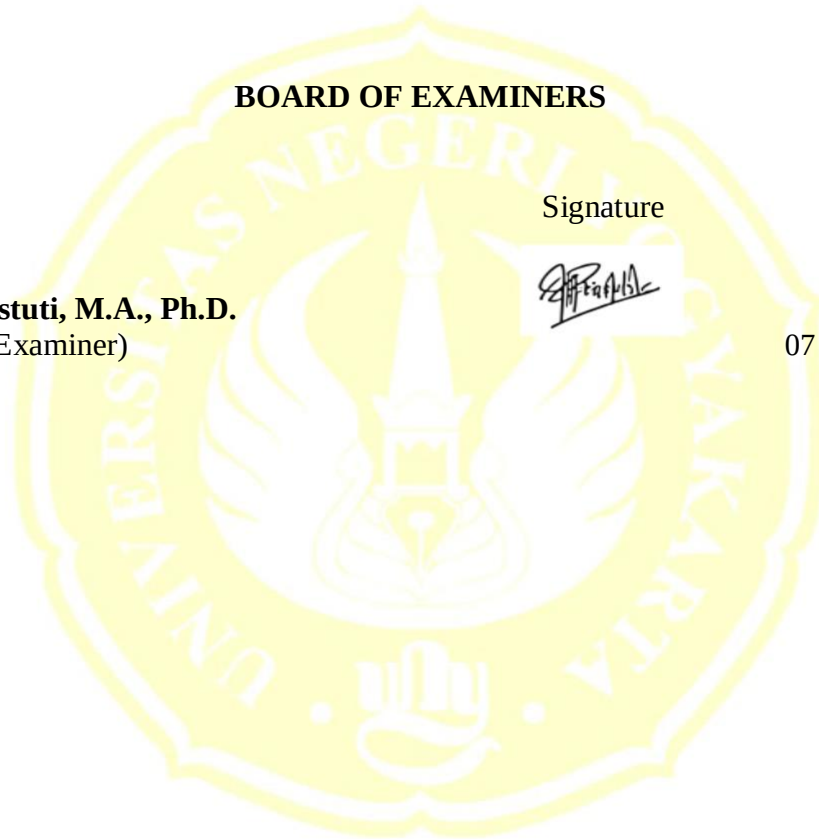
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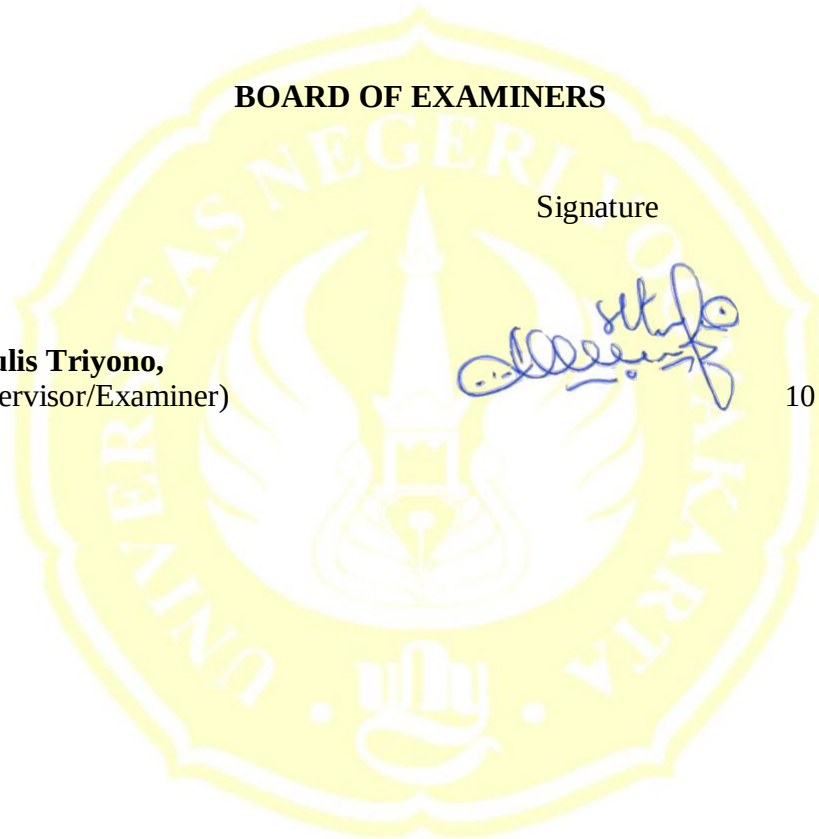
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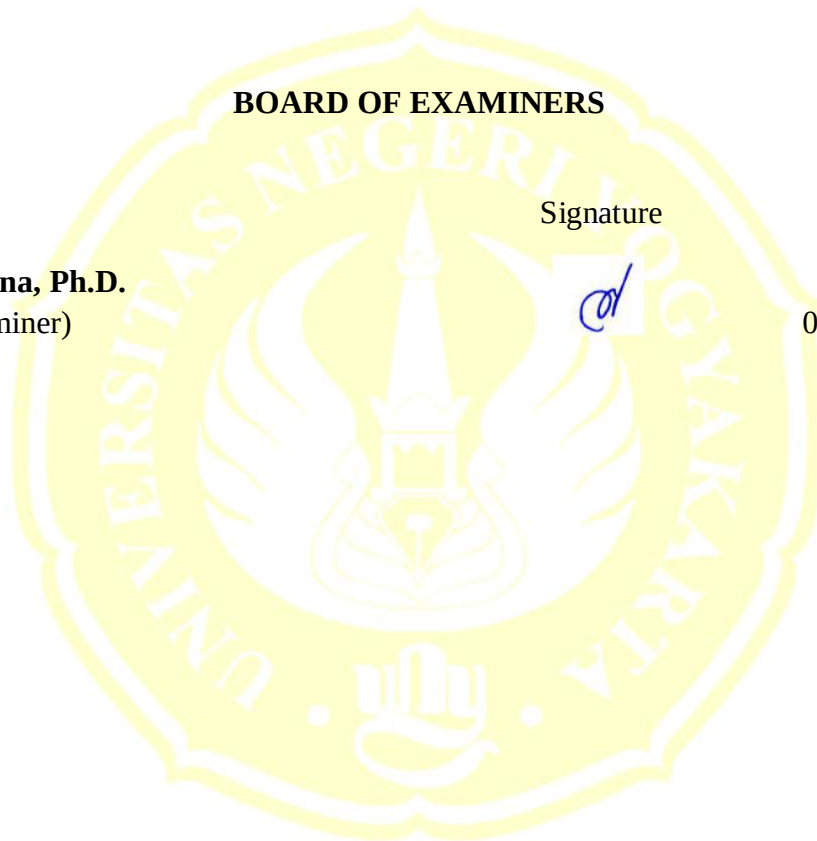
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MIA RAHMANNIA

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language and culture are inseparable and bound to each other (Kramsch, 1998; Brown, 2000, in Faris: 14). In learning language, culture is also learned in order to have good communication. Kramsch (1998: 3) stated that language is the expressions, the embodiment, and the symbols of cultural reality. The new status of English as an international language (EIL) or lingua franca requires scholars, language professionals, and practitioners to reconsider the important role of culture in English language class (Brown, 2000; Byrnes, 2010; Kramsch, 1993, in Liu, 2013: 83). This new role of English, however, requires a more complex approach than when English had its previous status of ESL/EFL. Hamiloğlu & Mendi (2010: 16) suggested that incorporating culture in English language class needs to emphasize “the social functions of a target language and make learners inter-culturally sensitive”.

The inseparability of language and culture has led some researchers to conduct investigations in the field of English language teaching taught in various cultural contexts. One of the investigations concerning language and culture lies in how culture is represented in English textbooks. According to McGrath (2002 in Faris, 2014: 14), textbooks carry cultural content. They play an important role in providing valuable inputs in exposing students to new cultural expressions and

diversity of cultures (Lund, 2006: 47). Therefore a good English textbook should expose cultural content. The students themselves might know several kinds of culture such as source culture or local culture which tells cultures from the origin countries where the learners come from, target culture which tells cultures from English speaking countries such as USA, UK, Australia, etc. or international target culture which tells cultures from English speaking countries other than USA, UK, Australia (Cortazzi & Jin, 1999).

In learning a language, students not only learn the culture of the target language but also learn their own cultures and other culture using the target language they have learned. Inputting source culture and target culture in the EFL textbook can be helpful for the students to see the difference between two cultures and make cross-cultural understanding analysis (Straub, 1999, in Arslan, 2016: 218). Besides, the target culture should be taught along with the teaching of the target language (Byram, 1989; Kramsch, 1993; Hinkel, 1999; Cortazzi & Jin, 1999, in Faris, 2014: 17). Furthermore, in English knowledge, the language should also enable non-native speakers to describe their own norms and culture (McKay, 2002: 22). Therefore, it is essential for ELT participants in Indonesia to understand the cultural content in ELT materials such as textbooks that should be designed to represent the three categories of culture. Those are source culture, target culture, and international target culture. It should be done in order to prepare the learners when encountering real-life in cross-cultural communication.

To maintain learners' attitudes toward both source language and target language, the researcher believes that the inclusion of both cultures should be made balance. It is supported by Peterson & Coltrane (2003) and Kramsch (1993) stating that the balanced proportion of source culture and target culture is important as long as both cultures do not clash. Similarly, McKay (2000, in Al-Sofi, 2018: 185) emphasized that language teaching materials should include a variety of cultural elements, including local culture, to help learners develop an interest in language learning and to foster learner motivation and should not be limited to native English-speaking countries.

However, in fact, some previous studies show that most of ELT or EFL textbooks are dominated by the representation of target culture content. These issues are related to some studies conducted by some researchers investigating the culture content representation in textbooks. For example, a study was conducted by Xiao (2010: 20) at Jiangxi University of Science and Technology entitled "Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning". It analyzed cultural contents in a listening textbook entitled Contemporary College English for Listening 3 (Book 3). In its findings, the students reported that the target culture became a concern in this textbook while Chinese culture (source culture) and international target culture did not. Most of the time, the cultural content belongs to the United Kingdom and United States. The students considered that the target culture was very important

for their English learning; nevertheless, most of them expected more source culture from the textbook.

Moreover, another research from Sitoresmi (2017) who investigate cultural content analysis in Challenge textbooks series: 2, 3, and 4 senior high school textbooks published by Pearson, also states that the number of culture in source culture and international target culture are very few rather than the target culture. Based on the research result, she recommended to the authors of the textbooks that there should be more source culture and international target culture to be included in the textbook. Different from Xiao and Sitoresmi, a study conducted by Aprilianto (2017) shows that source culture dominates the categories of culture in the textbook under his research entitled “Cultural Representation and Analysis Basic Competence of Curriculum 2013 in Textbook”. It is found that the cultural content in the textbook used at SMP Negeri 3 Gunungsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor, present mostly the source culture (Indonesian culture) compared to the target culture and international target culture. The English teachers add that the source culture is dominant compared to the target culture and the international target culture. They think that the target culture and the international target culture are needed as a comparison and information so that misunderstanding in communication can be avoided. They also expect that the English textbook used in

SMP Negeri 3 Gunungsindur Bogor contains appropriate culture in addition to various ones.

Related to these issues, the researcher is curious to find out how the cultural contents are presented in junior high school English textbook nowadays in Indonesian curriculum, whether it has the same portion both in the source culture and target culture, or whether it is dominated by the target culture or source culture just like the previous researches reported. The categories of the culture itself can be seen through the material content given by the authors of the textbook whether the authors of the textbooks already provide cultural issues inside the English textbook in terms of categories of culture (source culture, target culture, international target culture) or not. The three categories of culture based on Cortazzi & Jin (1999) can be expressed through the form of cultural information. According to Sitoresmi (2017: 28-30), the categories of cultural information (source culture, target culture, international culture) can be analyzed through the media of cultural information presentation and elements of culture presented in the textbook. According to Adaskou, Britten & Fahsi (1990: 5), there are at least eight media of cultural information presentation related to cultural content inside the textbooks. Meanwhile, Brown (2001: 27) states there are at least seven elements of culture, namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system. The elements of culture will show certain cultures presented in the textbook.

The textbooks analyzed by the researcher in this research consist of two textbooks. These textbooks are used in teaching English in junior high school entitled BRIGHT 1: An English Course for Junior High School Students published by Erlangga publisher and Bahasa Inggris SMP/MTs VII Semester 1 & 2 published by Intan Pariwara publisher. The reasons to choose these textbooks are because the textbooks itself refer to the *Kurikulum 2013* and it is used by most of junior high school teachers in Yogyakarta, such as in SMPN 5 & SMPN 8 Yogyakarta. These schools are some schools whose students achieve the highest score in English National Examination. In addition, the existence of cultural content can also be seen from the textbooks which contain source culture, target culture, and international target culture. As it is clearly mentioned by Sheldon (1988) and Kitao (1997), culture becomes an essential aspect to take into consideration in choosing a textbook. In line with that issue, textbook plays important roles in providing valuable inputs in exposing students to new cultural expressions and diversity of culture (Sheldon (1988); Kitao (1997); in Lund (2006: 45). Therefore, cultural aspects in English textbook can be presented in written text and visual. Thus, the unit analysis of this study focuses on analyzing both written texts and pictures in the textbooks related to the theory of Adaskou, Britten & Fahsi (1990: 5) about the media used in presenting cultural information, and the elements of culture presented in the textbook in accordance with the theory of Brown (2001: 27).

Besides investigating the cultural content in textbooks, this study also analyzes how the intercultural communicative competence (ICC) is presented in the

English classrooms by the teacher and students in SMPN 5 and SMPN 8 Yogyakarta in accordance with the theories of Byram (2001: 5–7), Fleet (2006:5), Wang (2008: 3), Gerlich, Kersten, Kersten, Massler & Wippermann (2010: 152-154) and Critical Literacy Winter School (2006: 1, in Nugent & Catalano, 2015: 19-20) regarding the intercultural communicative competence (ICC). Savignon (2002: 23) stated that intercultural communicative competence (ICC) is highly related to understanding cultural studies in the process of teaching-learning language and culture. He added that within intercultural communicative competence, students can understand their own culture and communicate with other people through different cultures. In other words, besides being represented in the textbook, culture should also be represented in the teaching and learning process. Students obtain cultural materials such as morals and values, custom and habit, belief, attitude, and behaviors from different media such as textbook as a vital source of teaching and learning process. In this process, students get the cultural knowledge at once, for instance, they know body painting, dances from around the world to celebrate a special occasion, special costumes on a special occasion, etc. Finally, they try to accumulate this cultural knowledge into the process of intercultural development. Fu (2001) stated that the development of Intercultural Communicative Competence (ICC) focuses on the process of culture learning. Therefore, it is necessary to investigate it since integrating culture in teaching language is needed to discover how the intercultural communicative competence (ICC) presented in the English classrooms.

The researchers in previous studies only focused on the culture represented in textbook, so the present research brings a new understanding of how the cultural contents are presented and exist not only in textbook but also in the teaching and learning process. The result of this research is expected to give more information and input to the teacher in using the English textbook entitled *BRIGHT 1: An English Course for Junior High School Students* published by Erlangga publisher and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2* published by Intan Pariwara publisher. It is expected to give a brief overview of the textbook about the amount of the culture content, so that they would know how to use it appropriately whether they have to add some materials related to culture content such as source culture, target culture, or international target culture if the portions are less in the textbook.

B. Identification of the Problem

According to the background of the study, there are some problems found by the researcher:

1. To reveal what media are used in presenting cultural information by the authors of Erlangga Publisher and Intan Pariwara Publisher in English textbooks and how the cultural elements of textbooks are presented. This is done to find out which cultural material such as source culture, target culture, international target culture, dominated in both of *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2* textbooks. Peterson & Coltrane (2003) and Kramsch (1993) state that the balanced proportion of source

culture and target culture is important as long as both cultures do not clash. However, in fact, the previous researches conducted by Xiao (2010), Sudarwati (2014), and Sitoresmi (2017) show that most ELT or EFL textbooks were dominated by the representation of target culture content. This problem leads to the curiosity of the researcher to know how the cultural contents are presented in junior high school English textbook nowadays in Indonesian curriculum, whether it has the same portion both in the source culture and target culture, or whether it is dominated by the target culture just like what the previous researchers found.

2. To discover how the intercultural communicative competence (ICC) is presented in the English classrooms by the teacher and students in SMP 5 and 8 Yogyakarta in accordance with the theories by Byram (2001: 5–7), Fleet (2006:5), Wang (2008: 3), Gerlich, Kersten, Kersten, Massler & Wippermann (2010: 152-154) and Critical Literacy Winter School (2006: 1, in Nugent & Catalano, 2015: 19-20) regarding the intercultural communicative competence (ICC). It is necessary to be investigated since integrating culture in teaching language is needed to discover the intercultural communication competence (ICC) in the English classroom.

C. Limitation of the Problem

This study will focus on investigating the media of cultural information presentation and elements of culture presented in textbooks, as well as how the intercultural communicative competence (ICC) is presented in English classrooms by English teachers and students in SMPN 5 and SMPN 8 Yogyakarta. The textbooks are *BRIGHT 1: An English Course for Junior High School Students*

published by Erlangga publisher and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2* published by Intan Pariwara publisher. Since the source of the data in this study was textbooks and document transcription of observation and interview, therefore the unit analysis of this study are text and picture.

D. Formulation of the Problem

According to the background of the study, the formulations of the problem in this research are:

1. What are the media of cultural information presentation employed by the authors of EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2*?
2. What are the elements of culture presented in the EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2*?
3. How are the intercultural communicative competence (ICC) presented in the English classrooms by English teachers and students in SMPN 5 and SMPN 8 Yogyakarta?

E. Objectives of the Research

The objectives of this study are:

1. To describe the media of cultural information presentation employed by the authors in English textbook entitled *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2*.

2. To explain the elements of culture presented in EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2*.

3. To explain how the intercultural communicative competence (ICC) is presented in the English classrooms by English teachers and students in SMPN 5 and SMPN 8 Yogyakarta.

F. Significance of the Research

The present study has an essential issue to be discussed. Thus, the result will be beneficial recognition and could be the reason to make better innovation in the future for the English textbooks' authors in Indonesia. It informs the teachers who use the textbook to improve their student's intercultural competence. The teaching material or textbook which integrates culture and language well is needed. Cultural aspects are needed to be included in English learning materials to support students' understanding when learning the target language. Regarding the issue of intercultural competence, a good English textbook should expose cultural content.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this section, the researcher describes all the theories related to the problems focused on this study. The theories consist of English textbook, media of cultural

information presentation, elements of culture, Intercultural Communicative Competence (ICC). All the theories are discussed below.

1. Defining English Textbooks

Textbooks play an important role in the ELT classroom. Teachers use textbooks in planning and giving lessons and students rely on them for linguistic content and models (Cunningsworth, 1995, in Liu, 2013: 83). Moreover, textbooks provide a core material for a course, serving as the basis for language input that learners receive and the language practice that occurs in the classroom (Tomlinson, 1998: 12-17). Given that language and culture are intertwined, EFL textbooks invariably carry directly or indirectly a set of cultural values referred to literature as a “hidden curriculum” (Cunningsworth, 1995; Hinkel, 1999, in Liu, 2013: 83). The ‘hidden curriculum’, which is often stronger than the official curriculum, after students are exposed at length to it, affects students’ cultural awareness, perceptions, and knowledge (Cunningsworth, 1995: 180).

Moreover, textbook is an important component in the learning process. It is in line with Awasthi (2006: 1) saying that textbook is a pivotal aspect of the teaching and learning process. It is also used by teachers in teaching English as a subject which should be learned by students at school. It’s no wonder that all over the world are using textbooks as a teacher, a map, a resource, a trainer, an authority, and an ideology to teaching English materials (Cortazzi and Jin, 1999 cited in Rajabi & Ketabi, 2012: 708). A textbook is

easy to buy, to get, to carry, and makes students easier in their learning process. It is supported by the statement of Hutchinson & Torres (1994, cited in Awasthi, 2006: 1) stating that textbook is a universal element of English language teaching, because textbook is part of the instructive text and it has the argumentative and numeration as well (Wodak, 1986 cited in Ibrahim, 2009: 39).

Textbook is also a medium in delivering materials to learners. As stated by Cunningsworth (1995: 7), textbook can be a source to students on grammar, vocabulary, and pronunciation. The materials are adjusted with the level of education which has a different level of difficulty in each level. Viewed in terms of its content, a textbook is a book that contains a description of certain areas of teaching materials, for certain education levels, and in certain periods of the school year as well. Regarding those explanations, the researcher concludes that textbook is a primary tool in the English learning process and could not be ruled out. It is a complete package as a source of materials, activities, and exercises. Students using textbook in learning English will understand the context of using English itself easily. It also enhances the student's communicative ability and the way they think.

In addition, textbooks also prioritize their existence in Indonesian education (Supardi, 2000: 46). Related to the theories outlined above, hence the researcher uses textbooks as a medium of research because they are still used in many schools in Indonesia as teaching material. Without textbooks,

students will have difficulty in learning, both in class and autonomous learning. Therefore, textbook can be said as a main gripe of students, starting from elementary to college level as well as from public or private schools. So that textbooks become the main component in teaching and learning activities.

a. The Role of the Textbook in English Language Teaching

As mentioned before, textbook is an important material that can support the teaching-learning process to reach or achieve learning objectives. This theory is in line with Pamungkas (2010: 23) mentioning that a textbook is one of the many kinds of instructional materials used in learning and it was usually written, tightly organized, and greatly condensed. Teachers and students also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on a daily basis.

However, textbooks must be used appropriately in order to achieve the objectives. Here are some roles of textbook in teaching. First, a textbook is the aid of teaching and learning. Hutchinson and Torres (in Awasthi, 2006: 1) explain that textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learned. Second, a textbook can also be a supplement for teachers' instruction in the classroom. Third, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques. In

addition, a textbook can be a guide for teachers in giving systematic materials to students. It is generally accepted that the role of textbook is as a service of teachers and learners but not to be their master. By seeing the important role of textbooks above, it can be seen that textbook is believed to be a medium to carry out teaching and learning activities. It also helps students to understand the materials given by the teacher.

b. English Textbooks in Indonesia

In Indonesia, the production and distribution of English textbooks for primary and secondary schools have become a promising business in the educational industry. As a result, many new publishing companies that specialize themselves in printing and selling English textbooks from multinational companies to local and small ones have been established freely. When dealing with English textbooks, the contents preferred by authors and publishers should be considered. The choice of culture cannot be separated from the commercial preference. Some publishers may be obsessed with target culture content since it is more commercial and attractive to customers. In Indonesia, there are many publishing companies producing various textbooks. First, many English textbooks published by big companies can be easily found in many bookstores. The textbooks they sell are designed to attract customers. Therefore, the choice of cultural content

tends to be based on the culture of Inner Circle countries since whatever related to those countries are considered more advanced in the sense of English authenticity.

Besides, curriculum is also important in the teaching and learning process. The Ministry of Education and Culture of Indonesia has decided that education in Indonesia should implement the *Kurikulum 2013*. Therefore, currently, *Kurikulum 2013* is implemented in the English textbooks, where the *Kurikulum 2013* implements a scientific approach in the learning process that is designed to encourage students to construct concepts and principles actively through some steps. The steps are observing, questioning, collecting information, associating, and communicating (Jannah, 2017: 1-2). Therefore to find out the learning process in the classroom where the teacher uses textbooks that implement the curriculum 2013, for that reason, besides researching the culture content contained in the textbook, the researcher also investigates how the teaching and learning process in the classroom is done by the teacher and students to know the level of intercultural communicative competence (ICC). It is necessary to be investigated since integrating culture in teaching language is needed to improve students' understanding of their own culture and others' culture.

c. Textbook Evaluation

Since English teachers use textbook in their class, they should select relevant textbook appropriate to their learners. Before they decide to use it, they have to evaluate the usefulness and effectiveness of the textbook in order to provide absolutely an appropriate and ideal one to accomplish students' needs. According to Hutchinson and Waters (1987: 97), cited in Sheldon (1988: 237), textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solution'. Textbook evaluation is a process of selecting what textbook to use by considering the need and the value of teaching and learning. It is essential for teachers what textbook to use by considering the need and value of teaching and learning. It is essential for teachers since it provides useful information for planning and managing activities or tasks by learners in classroom practice. In sum, the aim of textbook evaluation is to find out the best material as a resource of EFL teaching that will fit the learners.

In addition, Savignon (2002: 23) stated that intercultural communicative competence (ICC) is to understand cultural studies in the process of teaching-learning language and culture. Within intercultural communicative competence (ICC), students can understand their own culture and communicate with other people through different cultures. Since the learning process is inseparable from the content material source of a textbook used in a classroom,

therefore, ICC must be implemented in the teaching and learning process. As supported by Fu (2001), the development of Intercultural Communicative Competence (ICC) focuses on the process of culture learning. Similarly, McKay (2002) also stated that ICC offers an invaluable opportunity to engage students in learning other cultures. In other words, besides being represented in a textbook, culture should also be represented in the teaching and learning process. Therefore, it is necessary to investigate it since integrating culture in teaching language is needed to discover the intercultural communicative competence (ICC) in the English classroom.

2. The Definition of Culture

There are many different meanings of the term of culture itself. Culture is a complex and broad concept to define. According to Hinkel (1999), it refers to areas of inquiry into human societies, groups, systems, behaviors, and activities. Brown (2000: 177) defines culture as “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time”; while Lafayette (1975: 20) refers to culture as “everything in human life and the best of everything in human life”. Information, thoughts, and feelings are conveyed by language in a language community or culture (Brown, 2000). Fantini (1995) pointed out the symbiotic relationship between language and culture since language affects and reflects the culture and vice-versa. Resounding Fantini, Brown (2000: 177)

wrote “a language is a part of a culture, and culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.” In other words, language is regarded as a means by which people communicate to and interact with others, which in turn is responsible for cultural development.

However, culture itself is a difficult terminology to define. The term itself is still being debated among experts (Spencer-Oatey, 2012: 12). First, Kroeber defines culture as the patterns both explicit and implicit for certain behaviors that are transmitted by human groups including their traditions, ideas, values, and artifacts. It might be said that culture is categorized into the action of the products of a certain human being. Second, Schwartz assumes that culture is an item that consists of experienced, learned, or created by a particular population including images and interpretations (meaning) and transmitted from the past generation to the recent generation. The third opinion belongs to Matsumoto who explains culture as a set of attitudes, values, beliefs, and behavior shared by a group of people but different individual, communicated from generation to the next. However, Spencer claims that culture is a fuzzy basic set of values, orientation, belief, policy, procedure, and behaviors shared by a group of people and influence others through their interpretation.

As mentioned previously, culture is complex knowledge, belief, art, morals, law, customs, and habits as human productions to indicate the way they live in a society which distinguish members of one group or category of people and others. Since culture is a heritage, it might be so important if it is learned. By learning culture, people learn the process of acquiring culture-specific and culture-general knowledge, skill, and attitudes as the requirements for effective communication and interaction with individuals from other cultures. Learning culture itself is a process within a dynamic, developmental, and ongoing process which engages learner cognitively, behaviorally, and affectively. Hence, Hughes (2016: 23) also added that human beings have intercultural and multicultural differences; each individual human being is unique because his brain allows him to think differently and his abilities allow him to behave differently.

a. Themes of Culture

In general, culture can be divided into two types: Big “C” culture and little “c” culture (Kang-Young, 2009; Peterson, 2004:200). Lee (2009: 78) refers to Big “C” culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society.” For Peterson (2004:200-205), the culture relating to grand themes is classified under Big “C” culture which includes the following themes such as Geography, Architecture, Classical music,

literature, political issues, society's norms, legal foundation, core values, history, and cognitive processes.

Regarding little “c” culture, it involves the routine aspects of life and encompasses everything as a total way of life. For Lee (2009: 78) this type of culture is “the invisible and deeper sense of a target culture” including attitudes or beliefs and assumptions. Peterson (2004: 200-205) defines little “c” culture as the culture focusing on common or minor themes. It includes themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge (trivia, facts). Wintergerst & Mcveigh (2010: 2-4) maintained that students possessing both big “C” and little “c” culture can effectively take part in intercultural settings. While the domain of big “C” culture (e.g. arts, history, geography, education, business, etc.) is for the highly educated, little “c” cultural knowledge is essential for intercultural communication because it affects ways of thinking, behaving and using a language. The socio-cultural values, norms, beliefs, and assumptions entailed in small “c” culture assists members of a particular culture to use “appropriate and polite” language within the target society. However, it can also possibly result in, as Lee (2009) put it “pragmatic failure” when attempting to communicate with other cultural groups. Therefore, if EFL learners know about small “c”

culture in the target culture, they will better comprehend how those in that culture communicate with each other.

Corresponding with the concepts of big “C” and little “c” culture, many cultural frameworks regarding specific aspects of cultural learning in the EFL classrooms were proposed in relevant research. Chen (2004), for example, carried out a survey to examine Chinese students’ attitudes towards cultural themes in the EFL classroom. In his study, Chen proposed a cultural framework on the model conceptualized by Lessard-Clouston (1996: 203-205). Chen’s framework includes seven themes under Big “C” (music, social norms, education, economy, politics, history and geography, and nine themes under little “c” (daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs, and values). Based on Paige et al. (1999: 30-36)’s model of a cultural-specific aspect of culture learning, Lee (2009) designed a set of concrete themes for the examination of how culture was taught in Korean EFL textbooks. Lee’s framework consisted of 22 themes for Big “C” for example arts, agriculture, education, sports, and politics and 26 themes for little “c” such as freedom, materialism, informality, fairness, and competition.

b. Categories of Cultural Contents in Textbooks

The relationship between language and culture can be understood if culture categories existing in language learning materials are acknowledged. First of all, Roger Bowers (as cited in Gnutzmann, 1999: 221-222) formulates ‘large cultures’ when doing two case studies aimed to demonstrate ‘how learners of English may have personal and localized reasons for learning English, reasons which have nothing to do directly with the cultures of English native-speaking countries’. Bowers elaborates them into three levels namely national, international, and transnational levels.

National level concerns on British cultural norms, such as enthusiasm of annual agenda such as cricket season. International level deals with European cultural set which is not limited to those geographically situated in the European continents such as the high culture they recognize, like composers, authors, and galleries. Transnational level comprises of professional groupings that cut across national and international boundaries by setting up a new and impersonal set of joint assumptions. Bowers considers that ‘the learning and the teaching of the English language can be motivated, influenced and structured in terms of one or two or all of these cultural dimensions’. Accordingly, Bowers’ idea of the three levels of cultural content in ELT suggest that learners’ preference employ one or all of them depends on their reason in learning English.

Meanwhile, according to Cortazzi & Jin (1999: 204-210), the materials in a textbook culturally are categorized into source culture, target culture, and international target culture. By analyzing textbooks based on this framework, the culture represented in it can be revealed. The source culture materials refer to materials presenting language learners' own culture. The aims of the source culture materials are to accommodate learners' needs to talk about their culture with visitors and helping learners to be more aware of their own cultural identity. The target culture materials refer to materials presenting the culture of English native speakers' countries such as The United States and The United Kingdom. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is to expose users to the cultural contexts of the target language. Meanwhile, the international culture materials refer to the materials presenting a wide variety of cultures in countries where English is not used as a first or second language but as an international language. The aims of the international culture materials are to raise users' intercultural awareness and making users familiar with various socio-cultural contexts.

Many previous researchers used the idea of Cortazzi & Jin (1999) in defining the categories of cultural content, and this theory is used as the main theory that discusses the categories of cultural content.

Thus, the researcher used this theory as one of the supporting data which can later determine the categories of culture content studied by the researcher whether it tends to refer to the source culture category or target culture, or whether there is a balance portion between the source culture and target culture, as well as to see how much percentage of source culture, target culture, and international target culture in the textbooks studied by the researcher.

c. Four Senses of Culture

Culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the total view and the mentalist view, and the big —C|| culture and the small —c|| culture. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. By using this framework, how cultures are represented in the textbook can be revealed.

The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are

often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big —C|| of culture. The sociological sense of culture refers to the organization and nature of family, home life, interpersonal relations, material conditions, work and leisure, custom, and institutions. The sociological sense of culture can be perceived as the bottom of an iceberg or the small —c|| of culture.

The semantic sense of culture refers to the conceptual system embodied in the language and, according to the Whorf Sapir Hypothesis, conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, and institutions) are culturally distinctive because they relate to a particular way of life—that is to our sociological sense of culture. So these cultural features — like culture in one's sociological sense — may differ for English from one English speaking country to another.

The last, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It includes: (a) the ability to use appropriate exponents of the various communicative functions, (b) the ability to use appropriate intonation patterns, (c) the ability to conform to norms

and politeness, which are different from the learners' culture, including taboo avoidance, awareness of conventions governing interpersonal relations—questions of status, obligation, license, which are different from learners' culture, and (d) familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements. However, in this study, the researcher views this theory as the relevant literature that discusses culture content, but the researcher did not use and analyzed this theory in this research because the main focus of this study is in the media of cultural information presentation and elements of culture in the textbooks.

e. The Characteristic of Culture

Although the differences among the expert lie to define what culture is, the followings are some key characteristics to define culture:

1) Culture is manifested at different layers of depth

In analyzing a certain culture from a particular group as a member of society, there are at least three fundamental levels to have cultural manifestations: observable artifacts, values, and basic underlying assumptions. The following figure shows a detailed connection between them.

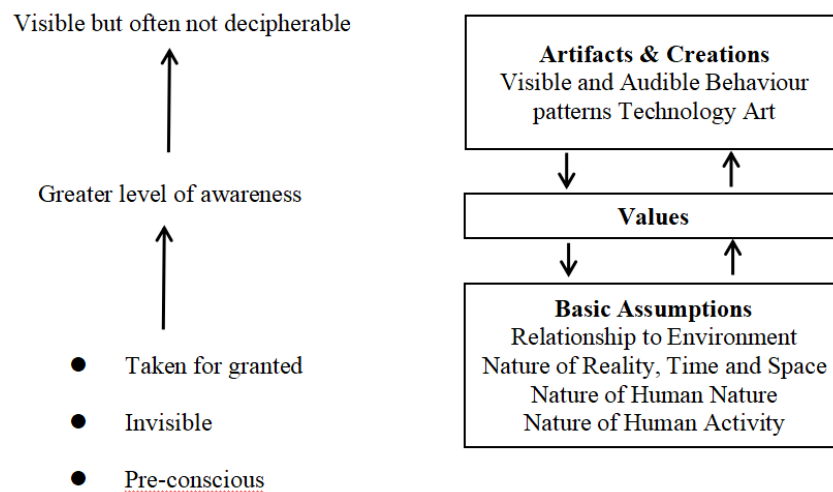


Figure 2.1 The Level of Culture and Its Interaction
(Spencer-Oatey, 2012: 12)

Artifacts include everything from the physical objects, dress code, the manner people address, the smell, emotional intensity, and other phenomena. More archival manifestations are like company records, products, philosophy statements, and annual reports. Artifacts sometimes become only visible object but it is hard to interpret. To really understand a culture and to ascertain more completely the group's values and over behavior, it is imperative to delve into the underlying assumptions, which are

typically unconscious but which actually determine how group members perceive, think, and feel. Such assumptions are learned responses that originated as espoused values. But, as a value leads to a behavior, and as that behavior begins to solve the problem which prompted it in the first place, the value gradually is transformed into an underlying assumption about how things really are. As the assumption is increasingly taken for granted, it drops out of awareness. Look at the following figure explaining observable artifacts, values, and basic underlying assumptions.

2) Culture affects behavior and interpretation behavior

Hofstede (2005: 8) noticed that although cultural aspects are physically visible, but their meaning is invisible. Cultural meaning lies precisely and interpreted by the insiders. For example, a gesture such as the “ring gesture” (thumb and forefinger touching) may be interpreted as conveying agreement, approval, or acceptance in the USA, the UK, and Canada, but this gesture doesn’t belong to other countries. Similarly, the choice of clothing can be differently interpreted by different groups of people, in terms of indications of wealth, ostentation, appropriateness, and so on.

3) Culture can be differentiated from both universal human nature and unique individual personality

Culture is learned, not inherited. It derives from one's social environment, not from one's genes. Culture should be distinguished from human nature on one side, and from an individual's personality on the other, although exactly where the borders lie between human nature and culture, and between culture and personality, is a matter of discussion among social scientists. Look at this figure below:

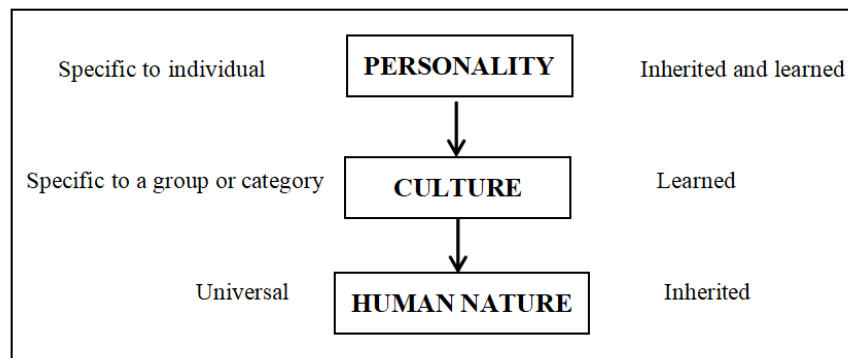


Figure 2.2 Three Levels of Uniqueness in Human Mental
(Source: Hofstede, 2005: 3)

The figure above clearly explains that levels of uniqueness in human mental consist of three levels, they are human nature, culture, and personality. Human nature is at the basic level which has a very broad area. Also, the characteristic of human nature is static because it is inherited from person to person.

Culture takes place on the second level. It differs from human nature. It belongs to certain persons and people because one culture

to another culture is different. So, understanding one culture and to comprehend it only by learning among its differences. While in the last position is personality. Personality becomes the smallest unit from these three levels. This level represents both human nature and culture. Since personality is understood by learning and heritage, so personality is specific for everyone.

4) Culture is associated with social groups

Culture is shared by at least two or more people, and of course real, live societies are always larger than that. There is, in other words, no such thing as the culture of a hermit. If a solitary individual thinks and behaves in a certain way, that thought or action is idiosyncratic, not cultural. For an idea, a thing, or behavior to be considered cultural, it must be shared by some type of social group or society.

5) Culture is both an individual construct and a social construct

Culture is as much an individual, psychological construct as it is a social construct. To some extent, culture exists in each and every one of us individually as much as it exists as a global, social construct. Individual differences in culture can be observed among people in the degree to which they adopt and engage in the attitudes,

values, beliefs, and behaviors that, by consensus, constitute their culture.

6) Culture is learned

Culture is learned from the people we interact with as we are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. Culture is also taught by the explanations people receive for the natural and human events around them. Cultures have widely differing characteristics, but such patterns for living according to some anthropologists have universal characteristics. The seven cultural patterns of behavior such as described by Tomasouw (1996: 14) in these following items, namely: 1) They originate in the human mind; 2) They facilitate human and environmental interaction; 3) They satisfy basic human needs; 4) They are cumulative and adjust to changes in external and internal conditions; 5) They tend to form a consistent structure; 6) They are learned and shared by all the members of the society; 7) They are transmitted to new generations.

To sum up, culture is a representation of customs and human behavior. It is represented by ideas, society activities, as well as artifacts. These theories are reviewed by the researcher in order to add detailed information

about the meaning of culture itself, for that reason, literacy and insight about culture are discussed in-depth way.

2. Culture in EFL Learning and Teaching

Both Language and culture are integrated parts of human life to communicate because they are closely interrelated with each other. Wardhaugh & Fuller (2014: 47) maintains that (1) language determines thought and culture; (2) language influences thought and culture; (3) culture influences people's language; (4) language and culture influence each other. It proposes that language and culture are highly interrelated and proposed that languages cannot be studied without cultures involved in it and language cannot be studied in isolation from its cultures in which they are spoken.

The role of culture in a foreign language or second language teaching has been a delicate issue and being debatable in language education. Experts have some different models to deal with culture in the language classrooms. Risager (2007: 85) stated that cultural study had always a distinctive interdisciplinary character with multiple theoretical and philosophical positions. According to Alptekin (2005: 56), language has dual character both as a means of communication and as a carrier of culture. Language without culture is unthinkable, so human culture has a close relationship

with the language. A particular language is a mirror of a particular culture. Language teaching is based on a view of language as communication. Language is seen as a social tool that speakers use to make meaning. However, culture recognized as an instrument in shaping speakers' communicative competence both first and subsequent language.

Culture becomes a vehicle for teaching language in a textbook for teachers. When it comes to the realm of teaching and learning, the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning (Cook, 2006: 59). As consequently, language teaching is cultural teaching. Further, he states that foreign language teachers should be aware of the place of cultural studies in the foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence.

Foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers. According to Tomalin & Stempleski (1994: 83), the international role of the English language and globalization are two main reasons to teach culture as fifth language skills besides listening, speaking, reading, and writing. It involves understanding how to use language to accept differences, to be flexible, and tolerant of ways of doing things that might be different at all. It is an attitudinal change that is expressed through the language. It means that teaching language

should include cultural knowledge. Admittedly, it is not easy to teach culture. Teachers can show the way rather than regulate a specific way of seeing things which has an inclination of cultural imperialism. Making students aware of the important traits in target culture helps them realize that there are no such superior and inferior things and there are differences among people of distinctive cultures as well. Kramsch (2008: 63–68) argues that foreign culture and one's own culture should be placed together in order to understand a foreign culture. Learners' interaction with native speakers or authentic text will require them to construct their own meanings rather than having educators simply that transfer information about people and their culture, and therefore non-native speakers should have opportunities to make their own meanings and to reflect on both the target culture and their own.

Teachers are asked to take their learners' sociocultural background into consideration in choosing materials and pedagogical approaches for particular contexts of teaching since ignoring students' norms and expectations – that is what students bring to the consideration of various cultures of learning to frustration and subsequent failure language classroom. Therefore, foreign language learning is related to culture learning, and culture has been taught in foreign language classrooms implicitly. Culture always maintains language learning as a background in classrooms when

language learners are looking for good communicative competence and challenging their ability to make sense of the world around them.

Due to the discussion between culture and EFL teaching, both of them definitely have a great impact because they have acknowledged the need to part of learning and teaching in a certain international language. First, the physiological view is about a new argument for teaching culture. Second, pragmatic concepts concern that teaching-learning culture is to have international communication. However, third in the academic process, the advantages of teaching-learning culture is discovered afterward. Nowadays, it is thought that the knowledge of one's own and foreign culture widens worldview and enriches one's life by providing to a new culture (Buttjes, 2004: 8).

When a teacher teaches his/her students a language, she/he also teaches the culture at once. On the other way, the students obtain how they know one language with its culture in that teaching-learning process. In the process of teaching-learning in one language, the intercultural interaction makes language learning meaningful and vital. This case is namely intercultural communicative competence (ICC). Savignon (2002: 35) states that ICC is a complex ability to perform effectively when someone interacts with others who are linguistically and culturally different. Besides, Bouchard (2017: 21) clarified that the individual possessing ICC is said to

be able to navigate between languages and cultures, thus acting as a linguistic and cultural intermediary. It means that learning different cultures provides people a more open approach toward international understanding to have better communication with other different cultures. The aim of English education is to enhance ICC for its sensitivity, tolerance, and flexibility towards cultural differences. It indicates that source culture is as important as the target culture for English education in the EFL classroom. For English language teaching and learning, the concept of culture learning has developed over decades.

Therefore, this theory leads to the curiosity of the researcher in conducting the intercultural communicative competence (ICC) presented in the teaching and learning process in the classroom by the teacher and students. It is reviewed in order to help the researcher in finding out the student and teacher ICC which presented in the English classroom.

3. The EFL Materials in Language and Culture

The EFL materials related to cultural content are divided into some categories those are media of cultural information presentation, elements of culture, and intercultural communicative competence (ICC) according to Sitoresmi (2017).

a. Media of Cultural Information Presentation

Adaskou, Britten & Fahsi (1990) mentioned that media could be used in presenting cultural information, where the cultural

information can be communicated through: 1) descriptive text; 2) cultural notes; 3) dialogues for habitual action; 4) contextualized writing task; 5) idioms and collocation; 6) realia; 7) sound recording; and 8) visual illustration. The following table tries to define the media of cultural information presentation in detail:

Table 2.1. Media of Cultural Information Presentation

No.	Media of Cultural Information Presentation	Definition
1.	Descriptive text	Informative text which provide the readers with information about certain cultures.
2.	Culture note	Any notes or text which focus particularly on how people from different cultures see and react to certain issues.
3.	Dialogues for habitual action	Natural dialogues or conversation among illucutors which mention cultural elements.
4.	Contextualized writing task	It is about gap filling, sentence writing or dialogues completion which mention one or some elements of culture in it like name of people, food, songs, etc.
5.	Idioms and collocation	Some words whose meaning is different from the written form. It usually belongs to target culture.
6.	Realia	It refers to real objects either in real or in picture which refer to particular culture such as postcard, e-mail, invitation, etc.
7.	Sound recording	It refers to some audio like songs, recording podcast which represent any particular culture.
8.	Visual illustration	Some visible illustration representing any particular culture.

(Source: Adaskou, Britten & Fahsi, 1990).

To sum up, there are a lot of media that can be used to represent the cultural information in the textbook, but the portion will vary depends on the author of the textbooks. This media will help students learn in various forms so that the presentation of cultural information from the material in textbooks feels more interesting for students, and they do not get bored easily. In addition, these theories are used to inform and support the data on what media of cultural information presentation are mostly used by the authors of the textbooks that are investigated by the researcher. By doing so, the categories of culture in the textbooks also will be revealed, whether it is dominated by source culture, target culture, or international target culture.

b. The Elements of Culture

Culture combines a lot of elements to create a unique way of living for different people. Besides culture has some characteristics to draw, culture also has at least seven elements, namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system (Brown, 2001: 27). The detail of them comes as follow:

1) Social Organization

It is the way a culture divides society into the smaller individual group. People are ranked according to what is

important to that specific culture. Culture's social organization also defines what is considered a normal family unit and governs how people interact with each other. The family pattern is the most important unit of social organization. Through the family, children learn how they are expected to act and what to believe. Meanwhile, social classes are to rank people in order of status depending on what is important to the culture such as money, job, education, and ancestry.

2) Customs and Traditions

Both customs and traditions are the written and unwritten rules of society. They can refer to a culture's laws, but also its moral and ethical expectations. Rules of behavior are enforced ideas of right and wrong. Customs and traditions might be associated with attitude. It means that the external displays of underlying beliefs that people use to signal to other people of their membership. It also can be used to give warnings. By showing an attitude, people show the national cultural symbolism to indicate their threat. These kinds of attitudes related to gestures, norms, and values. A gesture is motions and signals that people use to communicate using bodies. Value is defined as moral standards designed to establish a general system of ethics for a society. Norm deals

with sets of standards behavior that are based on cultural values.

3) Religion

It unites people under a common belief system and values.

Religion is the most important aspect of many people's lives and is a major bonding factor within communities. Religion answers basic questions about the meaning of life, supports values that groups of people feel are important. It is often a source of conflict between cultures. Religion related to a belief which things a society accepts to be true. It is how a society deals with the unknown and how they determine proper behavior (the rules of right and wrong).

In the term of religion, there are at least some terminologies to deal with, namely cosmology, theology, doctrine, monotheism, polytheism, and animism. Cosmology is the study and explanation of the universe. Theology is a system of religious belief. Doctrine is about ideas taught as truth. Monotheism is a belief in one god. Polytheism is the contradiction from monotheism, belief in many gods. However, within the difference between religions and belief, every person believes in the three processes of life, namely: getting birth, live, and died.

4) Language

Language is the development of a written and spoken set of characters that can be combined in different ways to communicate with each other. Language can act to join people of the same culture, but can also distinguish people of different sub-groups within a common culture. Communication is vital to the spread of culture, so we can see how having the same language is important in cultural items. Language is a source of communication and transmits a message from one person to another. Language differs from culture to culture and is transmitted from one generation to another. Language is like a vehicle through which people can carry out complex social activities. Language is the foundation of a culture and a ticket to the entrance of social life. It might be said that language is the key to open the social life of an individual with some special characteristics.

5) Arts and Literature

Art and literature are one of the most powerful ways of spreading cultural knowledge and belief. They are the products of the human imagination and also help us as the society member to pass on the culture's basic belief. Arts deals with how people order things with space, ideas, sound, material, etc.

The products of arts and literature are dance, theater, literature, music, sculpture, architecture, painting, and drawing. People associate arts and literature to aesthetics. It is the study of beauty in certain arts and literature products.

6) Forms of Government

It offers protection and order and defines power and responsibility within a culture. People form governments to provide for their common needs, keep order within a society, and protect their society from outside threats. Forms of government deal with the government and the way people rule..

7) Economic System

A culture's economy regulates what it needs to survive in terms of resources. It is about how people use limited resources to satisfy their wants and needs. Economic system answers the basic questions; what to produce, how to produce it, and for whom. Economic system answers how people get the things they need, as in how they meet their basic needs.

In conclusion, elements of culture are the collection of customs, attitudes, values, and beliefs that characterizes one group of people and distinguishes them from other groups. Culture includes the products of a group of people and passed from one generation to succeeding generations through

immaterial cultures, such as values, norms, language, rituals, and symbols, and material cultures, such as objects, art, and institutions. Therefore it is necessary for researcher to analyze the elements of the culture of the textbook besides analyzing about media of cultural information presentation. Elements of culture will show about certain cultures that presented in the textbook and can be crucial information for the authors of the textbook in designing the new one, in order to know which elements of culture are mostly appeared in the textbook.

c. Intercultural Communicative Competence

According to Byram (2001: 5–7), Byram's (2001), and Gerlich et al, (2010: 151-154), there are at least four dimensions or components of intercultural communicative competence (ICC). Those are knowledge, skill, attitudes and critical awareness.

1) Intercultural Attitude

It means being curious and open towards foreign cultures and being able to understand that one's own attitudes are not the only possible way to perceive the world. These are the categories of intercultural attitude.

Table 2.2. The Categories of Intercultural Attitude and Its Definition

No.	Category	Definition
1.	fear / rejection	children cry, flinch, avoid contact, yell or show other signs of discomfort when exposed to

	manifestations of cultural differences; children refuse contact with certain persons, languages, objects or actions related to another culture
2. judgmental statement	children utter phrases which express disrespect for or negative assumptions about another culture; children laugh about utterances, actions, beliefs or habits of persons from a different culture in a disrespectful way
3. tolerance / acceptance	children show openness or a welcoming reaction toward persons, objects and actions from a different culture; children respect rules of an intercultural situation
4. hesitation	children seem to avoid or seem cautious or shy towards persons from a different cultural background, their actions or objects associated with them, but they do not show signs of rejection
5. regret	children express sadness or disappointment about certain conditions associated with an intercultural situation
6. interest	children appear curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture
7. no interest	children appear disinterested in displayed objects, themes or other newly introduced features
8. motivation for contact	children appear eager to become involved or to be in contact with L2 teachers or with children from different cultural backgrounds
9. Motivation for language	children appear willing to learn the L2 spoken in preschool context or other languages; children show appreciation for language skills

2) Intercultural Knowledge

It includes knowing about how social groups and identities of a foreign culture function. This dimension covers knowledge about daily life, institution, non-verbal behavior, and history of a culture.

Table 2.3. The Categories of Intercultural Knowledge and Its Definition

No.	Category	Definition
1.	factual knowledge	children utter, reproduce, or recount facts relating to national or ethnic culture, identity, habits, rules, etc
2.	language knowledge	children utter, reproduce, recount words or phrases in a language which is not their L1; or in their L1, if L1 is not the majority language nor the target L2 of the preschool
3.	lack of knowledge	children appear to have a deficit in factual knowledge on culture-related issues or language knowledge; this does not necessarily include a negative connotation or interpretation
4.	meta-linguistic knowledge	children utter assumptions or factual knowledge about language, language construction, or communication; children talk about different languages and/or about communication strategies

3) Intercultural Skill

These skills involve comparing, interpreting, and relating one's own culture as well as the foreign culture. It is also highly important to teach learners to search for information on their own since teachers cannot anticipate all knowledge that pupils

might need in their future and therefore learners must be able to find out the information by themselves.

Table 2.4. The Categories of Intercultural Skill and Its Definition

No.	Category	Definition
1.	verbal communication strategy	children use verbal utterances to react to or interact with their chosen interlocutor/s from another culture, for example by choosing the adequate language, or by adapting their own language to the interlocutor's abilities
2.	non-verbal communication strategy	children use mime and body language to react to or interact with their interlocutor/s
3.	lack of communication strategy	children appear to lack of a verbal or nonverbal strategy to interact with their interlocutor/s, which results in unsuccessful communication
4.	negative strategy of communication	children use a successful strategy of communication to fulfill their intention, but the children's intention is to stop communication rather than to enhance it, e.g. by excluding other children
5.	skill of discovery	children use a successful strategy to acquire knowledge or gather information, for example by asking question related to another culture
6.	deduction / transfer	children combine factual and/or unconscious knowledge to establish interrelations between facts of which they had previously been unaware
7.	mediation / translation	children use a successful strategy to solve a misunderstanding or a dysfunction in communication between individuals of different culture background, for example by mediating, translating or explaining
8.	guidance	children successfully use a strategy to include

another individual from a different cultural background into a group, an activity, or to introduce him or her to certain knowledge; this strategy is not restricted to dysfunctional communication, and it usually includes other strategies, such as the skill mediate and translate

4) Intercultural Critical Cultural Awareness

It is the ability to evaluate, critically and on the basis of the explicit criteria, perspectives, practice, and products of own and other cultures. The key message of this dimension is that learners need to be able to justify their opinions and able to critically analyze documents or events or foreign cultures. According to Byram (2001: 5-7), critical awareness is an ability to think about things actively and intelligently rather than just accept them (see things from different perspectives). Task promoting critical cultural awareness presents opportunities for students to use higher-order thinking skills in order to become more aware of the ideological component underlying the intercultural interactions. According to Critical Literacy Winter School (2006) in Nugent & Catalano (2015: 19-20), the notion of critical cultural awareness can be regarded as being comprised of two distinct dimensions. Those are social and psychological dimensions. Social dimension: learners visualize how cultural values and beliefs play a crucial role in the types of interactions that occur in different societies even when the same

language is used. For example, learners begin to see that languages work differently depending on the context and users. Meanwhile, the psychological dimension is worthwhile for students in a foreign language classroom to consider how language, whether native or foreign, affects an individual's personal and social identity. For example, German language students can study how language affects identity differently in Germany compared to Austria by looking at what native speakers consider to be typical German and Austrian characteristics.

To sum up, these concepts try to explain that intercultural communication competence (ICC) is the ability to communicate effectively and appropriately in various cultural contexts. People grow up in one culture, often in a belief that our own cultural system is natural and normal perhaps even superiors to others. Intercultural makes us realize that the aspects seem to be irrational for us those are actually rational for other people's perspectives. Furthermore, being intercultural also includes acknowledging that belong to a certain culture and should learn to explore how we are shaped by our culture just as others are shaped by their own culture. This notion is so crucial to increase different cultures over the world.

Students obtain cultural materials such as morals and values, customs and habits, beliefs, attitudes, and behaviors from different media

such as textbook as a vital source for the teaching-learning process, from other media such as novel, short stories, legend, movies, television, music videos. In this process, students get cultural knowledge at once, for instance, they know body painting, dances around the world to celebrate special occasions, special costumes on a special occasion, etc. Finally, they try to accumulate this cultural knowledge into the intercultural development process. The teaching material or textbook which integrates culture and language well is needed. The cultural aspects are needed to be included in English learning materials to support the students' understanding when learning a target language. These theories are used by the researcher to conduct an observation about the Intercultural Communicative Competence (ICC) presented in the English classrooms by teachers and students. It is necessary to be investigated since integrating culture in teaching language is needed to know students' intercultural communicative competence levels. As supported by Fu (2001), the development of Intercultural Communicative Competence (ICC) focuses on the process of culture learning. Similarly, McKay (2002) also stated that ICC offers an invaluable opportunity to engage students in learning about other cultures.

Learning English should focus to improve understanding their own culture and to communicate with other people with their own culture. The following chart is the detail of Intercultural Communicative Competence (ICC).

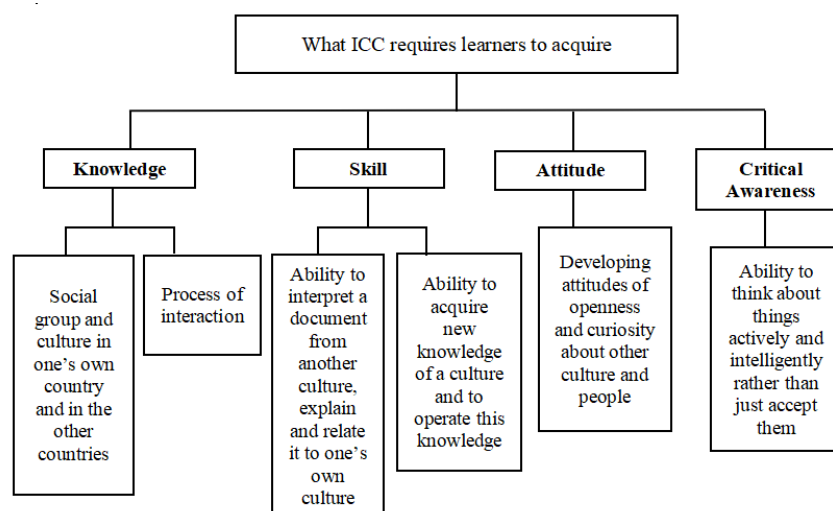


Figure 2.3. Intercultural Communicative Competence (ICC) Division (Byram, 2001: 27)

4. Cultural Content Analysis in EFL Textbooks

It is extremely important that textbooks include vital components to teach language, its culture (which is appropriate to learners' needs), cultural background, and level. Then, it might be said that the position of cultural knowledge in a textbook is hardly important, so it is better to know how to understand it by using a certain method called cultural content analysis.

As a member of society, people learn a great deal about the society it's self by analyzing the elements of culture such as school, newspaper, technology, food, costume, or even art. This analysis is called content

analysis. When people use it to analyze one of the cultural elements, people don't analyze the people but we analyze the people's product as a way of creating a portrait of their society. Content analysis is usually used to measure cultural change and discuss different aspects of a culture. The content could be words, pictures, themes, ideas and any messages that are planned to be communicated and the text can be written, visual or spoken forms that are served as a medium of communication such as books, films, and documentations (Stemler, 2001: 37).

Despite being an instrument to measure society's product, content analysis has both strengths and weaknesses. Some strengths are drawn here. First, it is a great method because it is unobtrusive. It doesn't have any effect on the person being studied since the cultural elements have been produced. Second, it is relatively easy to gain access to the media source or publication wants to learn. Third, it can present an objective account of events, themes, and issues that might not be immediately apparent to a reader, viewer, or general consumer. Meanwhile, some weaknesses go to these points. First, it is limited in what it can study. Since it is based only on mass communication either visual, oral or written. It cannot tell us what people really think about these images or whether they affect people's behavior. Second, it may not be as objective as it claims since select and record data accurately is a must. Third, it can be time-consuming (Stemler, 2001: 45).

Further, like any other research method, content analysis conforms to three basic principles of the scientific method. They are (Prasad, 2008: 173–193): 1) objectivity which means that the analysis is pursued on the basis of explicit rules, which enable different researchers to obtain the same results from the same documents or messages; 2) systematic meaning that the inclusion or exclusion of the content is done according to some consistently applied rules whereby the possibility of including only materials which support the researcher’s ideas is eliminated; 3) Generalizability. The results obtained by the researcher can be applied to other similar situations.

The following figure shows how the content analysis supports the communication process in the society.

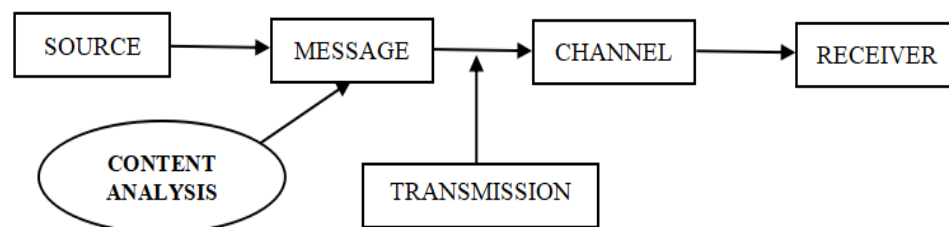


Figure 2.4. Content Analysis in the Communication Process
(Source: Prasad, 2008: 173-193)

Besides, content analysis supports the communication process in society. It has some purposes in terms of research. To see the detail of its purpose, it will be described in this following table:

Table 2.6. The Purpose of Content Analysis

(Source: Prasad, 2008)

Purpose	Questions	Research Problems
To describe the characteristics of content	What	- to describe trends in communication content - to relate known characteristics of sources to the messages they produce - to check communication content against standards
	How	- to analyze techniques of persuasion - to analyze style
	To Whom	- to relate known characteristics of the audience to messages produced for them - to describe patterns of communication
To make inferences about the causes of content	Why	- to secure political and military intelligence - to analyze physiological traits of individuals - to infer aspects of culture and culture change - to provide legal evidence
To make inferences about the effect of content	Who	- to answer questions of disputed authorship
	With that effect	- to measure readability - to analyze the flow of information - to assess responses of communication

Therefore, based on the theories above, the researcher has a reflection on how to analyze the content in accurate ways by seeing the purpose of content analysis.

5. Textbook Selection Criteria

The textbooks chosen for the analysis were designed by Erlangga publisher and Intan Pariwara publisher. They are used in many schools for various EFL contexts in Indonesia. They have also been used in many junior high schools in Yogyakarta. This was an important decision because the texts were implemented as a means to prepare EFL pre-service teachers to become future teachers in the country. Furthermore, it is important to analyze how these instructional materials include culture. This examination also will be an opportunity to envision alternative materials that could facilitate the teaching of deep cultural content in the classroom.

B. Review on Relevant Studies

There are many studies which concern on cultural content analysis of English textbooks. Therefore, the researcher views them as relevant references related to cultural content analysis of English textbook. Even though, some of the previous researchers investigated different variables such as elements of culture, senses of culture, and dimension of Intercultural Communicative Content (ICC). However, in terms of similarities, previous studies (Xiao, 2010; Faris, 2014; Aprilianto, 2017; Sitoresmi, 2017) investigate the categories of culture divided into source culture, target culture, and international target culture taken from Cortazzi & Jin (1999). Besides, these studies also examined different data, such as listening textbook entitled *Contemporary College English for Listening 3 (Book 3)* for college students

published by Foreign Language Teaching and Research Press of China (Xiao, 2010), representation of culture in reading passages in the English textbook entitled *Look Ahead* for senior high school published by Airlangga publisher (Faris, 2014), reading passages and picture in *Modul Bahasa Inggris untuk Kelas VIII Semester 1* textbook (Aprilianto, 2017) published by the Ministry of Education and Culture, textbook entitle *Challenge* series 2, 3, and 4 published by Pearson for senior high school student (Sitoresmi, 2017).

In addition, the theoretical basis is also different. For example, the use of Brown (2001) of elements of culture theory (Sitoresmi, 2017) consists of *Social Organization, Customs and Traditions, Religion, Language, Arts and Literature, Forms of Government, and Economic System*. *Social Organization* is the way a culture divides society into the smaller individual groups, considering normal family units and governs how people interact with each other. *Custom and Tradition* refer to a culture's laws, moral, and ethnical expectations; rules of behavior are enforced ideas of right and wrong, and it might be associated with attitude. *Language* is a foundation of culture and a key to open the social life of an individual. *Arts and Literature*, arts deal with how people order things with space, ideas, sound, material, etc.; the products of arts and literature include dance, theater, literature, music, sculpture, architecture, painting, and drawing. *Forms of Government* deal with government and the way people rule. Meanwhile, *Economic System* answers how people get things they need, as in how they meet their basic needs.

Meanwhile, another research (Aprilianto, 2017) used the theory of elements of culture by Krippendorff (2004) which divides the elements of culture into four categories. Those are *Practices*, *Products*, *Perspective*, and *Persons*. *Practices* are patterns of social interactions and behaviors that involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture. *Products* are the tangible or intangible creations of a particular culture, it reflect a culture’s perspectives. Tangible products include paintings, a cathedral, a piece of literature, a pair of chopsticks, while intangible products include an oral tale, a dance, a sacred ritual, a system of education, a law. *Perspectives* deal with meanings, attitudes, values, beliefs, ideas that underline the cultural practices and products of a society. They represent a culture’s view of the world. *Person* (individuals) is a member of communities (groups). Culture lives inside of individuals and does not exist without people.

For the theory of Intercultural Communicative Competences (ICC), there is one researcher (Sitoresmsi, 2017) who investigated the ICC representation in the English textbook. In her study, she used a theory from Byram (2001) which divided the level of Intercultural Communicative Competence into four levels. Those are *Knowledge*, *Skill*, *Attitude*, and *Critical Awareness*. Level of *Knowledge* in ICC is described as a social group and culture in one’s own country and in other countries, as well as the process of interaction. Level of *Skill* in ICC is an ability to interpret a document from another culture, explain and relate it to one’s own culture and

ability to acquire new knowledge of a culture and to operate this knowledge. Level of *Attitude* is developing attitudes of openness and curiosity about other cultures and people. Meanwhile, *Critical Awareness* is the ability to think about things actively and intelligently rather than just accept them. Thus, previous studies that are considered relevant, have some differences with this study. The table below shows the differences.

Table 2.7. The difference of this research with previous research

Difference	Previous Research	This research
Data	1. Listening textbook entitled <i>Contemporary College English for Listening 3 (Book 3)</i> published by Foreign Language Teaching and Research Press of China 2. <i>Look Ahead</i> textbook for senior high school published by Airlangga publisher 3. <i>Modul Bahasa Inggris untuk Kelas VIII Semester 1</i> textbook published by the Ministry of Education and Culture 4. <i>Challenge</i> series 2, 3, and 4 textbook published by Pearson for senior high school student	1. <i>BRIGHT 1: An English Course for Junior High School Students</i> textbook published by Erlangga publisher 2. <i>Bahasa Inggris SMP/MTs VII Semester 1 & 2</i> textbook published by Intan Pariwara publisher
Variable of the study & Theoretical Basis	1. (Xiao, 2010) - Categories of culture by Cortazzi & Jin (1999), types of culture by Brooks (1968) 2. (Faris, 2014) - Categories of culture by Cortazzi & Jin (1999), Senses of culture by Adaskou, Bitten & Fahsi (1990) 3. (Aprilianto, 2017) – Categories of culture by	5. Categories of culture by Cortazzi & Jin (1999), Elements of Culture by Brown (2001), Level of Intercultural Communicative Competence (ICC) by Byram (2001), Gerlich et al (2010), Critical Literacy Winter School (2006) in English

	Cortazzi & Jin (1999), Elements of Culture by Krippendorf (2004), Senses of culture by Adaskou, Bitten & Fahsi (1990)	classroom
	4. (Sitoresmi, 2017) - Categories of culture by Cortazzi & Jin (1999), Elements of Culture by Brown (2001), Level of Intercultural Communicative Competence (ICC) by Byram (2001) in textbook	

Result of Analysis	Percentage and results of the analysis of Cultural Information based on the textbook examined by each of the previous researchers based on the theoretical basis used	Percentage and Results of Cultural Information analysis based on textbooks and observations of intercultural communicative competences (ICC) presented in the English classroom by researchers based on the theoretical basis used
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The previous studies above are relevant to this study because of the similarities of the discussion which is about cultural content analysis. However, there are differences in the subject of study, the theories used, and the focus of the research variables studied. Although there is one study from the previous researcher from Sitoresmi (2017) which uses some of the similar theories in analyzing the categories of culture and elements of culture in this study, however for analyzing the level of Intercultural Communicative Competence (ICC) the researcher adding other theories. For example, the researcher has taken the theory from Gerlich et al (2010) about the level of knowledge, skill, and attitude in ICC. Meanwhile, for the level of critical awareness in ICC, the researcher has taken the theory from Critical

Literacy Winter School (2006) where in the previous study the researcher only used the theory of Byram (2001) without adding the example of each level of ICC.

Furthermore, the results of this study are introduced to the textbook writers and editors to provide input and guidance in making the next English textbook. In addition, the teachers are expected to reconsider adding some material related to cultural content such as cultural sources, target culture, or international target culture if the portion is lacking in the classroom.

C. Theoretical Framework

The present study entitled *Cultural Content: An Analysis of English as A Foreign Language Junior High School Textbook in Indonesian Curriculum* discusses the media of cultural information presentation and elements of culture represented in two textbooks. Those are *BRIGHT 1: An English Course for Junior High School Students* published by Erlangga publisher and *Bahasa Inggris SMP/MTs VII Semester 1 & 2* published by Intan Pariwara publisher. Besides, this research also investigates how the intercultural communicative competence (ICC) presented in the English classrooms by the teacher and students in SMPN 5 & SMPN 8 Yogyakarta. In the textbooks, there are many kinds of cultural content in writing text and pictures and the researcher analyzes it. This study helps the readers to have another point of view about beneficial recognition and could be a reason to do a better innovation in the future for the Indonesian English textbooks' authors. It informs the teachers who use the textbook to improve their student's intercultural competence. The teaching material/textbook which integrates culture and language

well is needed. The cultural aspects are needed to be included in English learning materials to support students understanding when learning a target language.

Regarding the issue of intercultural competence, a good English textbook should expose cultural content. The result of this research is expected to give more information and input to the teacher in using the English textbook entitled BRIGHT 1: An English Course for Junior High School Students published by Erlangga publisher and Bahasa Inggris SMP/MTs VII Semester 1 & 2 published by Intan Pariwara publisher. It is expected to give them a brief overview of the textbook about the amount of the culture content so that they would know the appropriate use of it, whether they have to add some materials related to the cultural content such as source culture, target culture, or international target culture if the portions are less in the textbook. Furthermore, this research is also introduced to the author and the editor of the textbook in order to give them input and guidelines in constructing the next English textbook. In order to do so, the theoretical framework formulated as follows in the figure below.

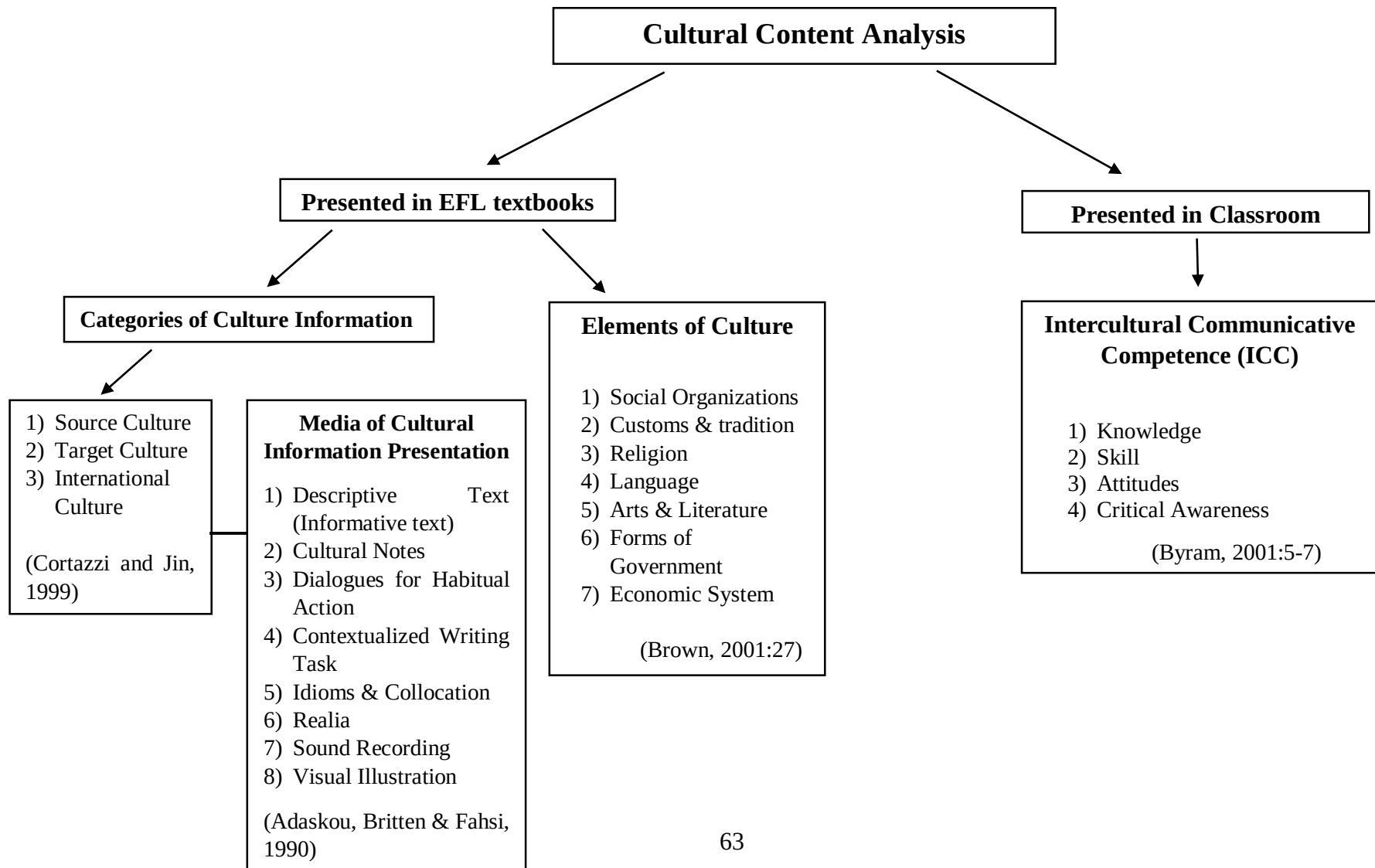


Figure 2.5. Theoretical framework

Research Questions:

1. What are the media of cultural information presentation employed by the authors of EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2*?
2. What are the elements of culture presented in the EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semesters 1 & 2*?
3. How are the intercultural communicative competence (ICC) presented in the English classrooms by English teachers and students in SMPN 5 and SMPN 8 Yogyakarta?

CHAPTER III

RESEARCH METHOD

A. Research Type

This study aims to reveal: (1) the media of cultural information presentation presented in English textbook entitled *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2*; (2) The elements of culture presented in the English textbooks entitled *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2*; (3) The intercultural communicative competence (ICC) presented in the classrooms by English teacher and students in SMPN 5 and SMPN 8 Yogyakarta.. The subject of this study is English textbooks and document transcription of interview and observation in SMPN 5 and SMPN 8 Yogyakarta English classroom, and the object is all the material related to the cultural content in both textbooks and transcription of interview and observation.

Dealing with the textbook cultural content analysis, Bhaskaran (2008: 7) defines content analysis is as a method in social science research. It is described as a scientific study to discuss the content of communication. It is related to the content with reference to meanings, contexts, and intention contained in messages. It might

be said that content analysis falls in the interface of observation and document analysis which the main research subject connects to some certain archives or documents to portrait society. Therefore, the researcher used a qualitative descriptive study, where Creswell (2014: 32) states that descriptive is a data characteristic in qualitative research because it is taken from the cultural material inside EFL textbooks as the documents. It might be said that this research is a kind of document analysis.

B. Research Setting

English textbooks are categorized into stable subject because the textbooks themselves are used for more than five or six years in the academic field. The textbooks that analyzed by the researcher entitled BRIGHT 1: An English Course for Junior High School Students is published by Erlangga publisher and Bahasa Inggris SMP/MTs VII Semester 1 & 2 by Intan Pariwara publisher. Thus, the researcher used both of the textbooks to reveal the cultural content focusing on the media of cultural information presentation and the elements of culture represented in the textbook.

However, the researcher not only examined the data from the textbooks but also from the transcription of teachers' interviews and classroom observation. To analyze the transcription of observation about the intercultural communicative competence (ICC) presented by English teachers and students in classroom and the transcription of teachers' interviews about the role of culture in English classrooms, the research setting is taken in SMPN 5 and SMPN 8 Yogyakarta. These schools

were chosen because they achieved the highest score in the English National Examination, and these school used both textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2* in accordance with the implementation of *Kurikulum 2013* by the Indonesian government. From the point of time, this research is conducted in 2020 Academic Year.

The table below shows the time schedule of the observation in SMPN 8 Yogyakarta regarding the intercultural communicative competence (ICC) presented in the English classroom.

Table 3.1. Time Schedule of the Observation in SMPN 8 Yogyakarta

No.	Date	Activities	Time
1.	Wednesday, February 12 th , 2020	Observation	07.30-08.50
2.	Thursday, February 13 th , 2020	Observation	09.50-10.30
3.	Wednesday, February 19 th , 2020	Observation	07.30-08.50
4.	Thursday, February 20 th , 2020	Observation	09.50-10.30
5.	Wednesday, February 26 th , 2020	Observation & Interview the teacher	07.30-09.15

Besides observing the intercultural communicative competence (ICC) presented in SMPN 8 Yogyakarta, the researcher also observed the intercultural communicative competence (ICC) presented in SMPN 5 Yogyakarta with the same observation time. Here is the time schedule of observation in SMPN 5 Yogyakarta.

Table 3.2. Time Schedule of the Observation in SMPN 5 Yogyakarta

No.	Date	Activities	Time
1.	Wednesday, February 19 th , 2020	Observation	13.15-14.25
2.	Wednesday, February 26 th , 2020	Observation	13.15-14.25
3.	Thursday, February 27 th , 2020	Observation	10.15-11.30
4.	Wednesday, March 04 th , 2020	Observation	13.15-14.25
5.	Thursday, March 05 th , 2020	Observation & Interview the teacher	10.15-12.00

The time was set in order to plan the observation on English teaching and learning in the classroom as well as to find out the intercultural communicative competence (ICC) presented in both classrooms. The reasons why the researcher only observed the ICC in the English classroom only five times is because the data obtained was already saturated with the help of the informant.

C. Data Sources

The data sources of this study are two English textbooks for Junior High School, namely BRIGHT 1: An English Course for Junior High School Students published by Erlangga publisher and Bahasa Inggris SMP/MTs VII Semester 1 & 2 by Intan Pariwara publisher. The data for this study are in the form of written texts and illustrations that accompany the reading passages about the cultural content of these textbooks including words, pictures, and sentences related to the cultural content. As the cultural content becomes the data resource for this research, the

followings are the unit and the topic of the EFL textbook titled *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2* for grade 7 of junior high school in detail.

Table 3.3. The Unit and the Topic in *BRIGHT 1: An English Course for Junior High School Students* for grade 7

Unit	Topic
I.	Hi, How Are You?
II.	Thank You Very Much
III.	Let Me Introduce Myself
IV.	How Many Days are There in a Week?
V.	People Around Me
VI.	Things at School
II.	Things in My House
VIII.	Things Around Us
IX.	My Favorite Animals
X.	Describe Things
XI.	What Does It Look Like?
XII.	Lovely Songs

Table 3.4. The Unit and the Topic in *Bahasa Inggris SMP/MTs VII Semester 1 & 2* for grade 7

Unit	Topic
I.	Good Morning
II.	My Name's Randy Nugraha
III.	When do You Wake Up?
IV.	There are the Things around Us
V.	It's a Nice Camping Ground
VI.	My Father Loves Cooking

VII.	Let's Describe Your ...
VIII.	Let's Sing

D. Research Instrument

As this research is a content analysis of the cultural contents of EFL textbooks which belongs to qualitative design, the data collection instruments include the researcher as a human instrument assisted by data cards, observation sheets, and interview guides. Thus, there are three types of research instruments used in this study including; (1) instrument for English textbooks from media of cultural information presentation and elements of culture theory; (2) observation sheet from intercultural communication competence (ICC) theory; (3) interview questions from the role of culture in language classrooms theory. Also, as the tool of the research, the researcher used the theoretical framework to answer research questions and divide the cultural knowledge into some divisions such as media of cultural information presentation, the elements of culture and intercultural communicative competence (ICC). By doing a checklist worksheet, the researcher compares the data from cultural knowledge from one EFL textbook series to others. Besides, the researcher also transcript the level of intercultural communicative competence which presented into some categories including knowledge, skill, attitude and critical thinking.

E. Data Collection Procedure

Data collection procedures allow the researcher to systematically collect information about the object of the study. Before collecting the data, the researcher

has to prepare the instruments used to gain the data. The validity of the instruments was conducted by expert judgment. In the data collection, the researcher has to be systematic. Since the object of this research is the cultural materials in EFL textbooks and the intercultural communicative competence (ICC) presented in the English classroom, the researcher uses at least three data collection procedures: document review, observation, and interview.

1. Document Review

The cultural materials in these EFL textbooks become a descriptive qualitative research project because they are classified into documentary analysis. It means that this document review utilizes a content analysis of the cultural material inside these books. The procedure for collecting data consisted of three steps. First, the textbook as a document to be analyzed was checked and analyzed. Second, the researcher overviewed the book to find out the result. Finally, the data of the textbook were collected using English Language Textbook Evaluative Checklist. In collecting data, the researcher found material in English textbooks entitled *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2* for grade 7 of the junior high school published by Erlangga and Intan Pariwara publisher. The followings are the ways to get the data: (1) Reading and understanding the cultural contents of the English textbook; (2) Comparing the cultural contents of the English textbook; (3) Collecting the materials in the English textbook that contain the media of cultural

information presentation and elements of culture; (4) Analyzing the data which are found; (5) Drawing conclusion.

2. Observation

Observation allows a study of a dynamic situation or behavior as indicated by the needs of the evaluation. Observation is a good source to provide additional information to documentation. Through this collection procedure, observation can produce narrative data (as a part of qualitative) and frequency counts (as a part quantitative).

In this study, the researcher conducted observation in the classroom in order to observe the cultural content presented during the teaching and learning process by teacher and the students. The researcher observes the situation in the classroom and focused on how the intercultural communicative competence presented by English teachers and students in the classroom in SMP 5 and SMP 8 Yogyakarta is.

3. Interview

In this research, an interview was conducted in order to get deep information about the role of culture in language classrooms in teachers' perspectives. Therefore, interview questions were used to help the researcher to get information on the cultural role in the intercultural communicative competence presented in English classrooms. Therefore, the researcher interviewed the English teacher in SMP 5 and SMP 8 Yogyakarta. Here are

the interview questions used by the researcher to interview the English teacher:

1. When should teachers teach culture?
2. Why it is necessary for students to learn about the cultural content, such as target culture, source culture, and international culture?
(Fleet, 2006: 5)
3. How can teachers incorporate culture into foreign language classrooms in terms of fostering learners' cultural awareness and communicating insights into the target culture?
4. How to teach culture for effective English learning?
(Wang, 2008: 3)

F. Data Analysis Procedure

In analyzing the data, the researcher adapted the scheme of interactive model analysis of Huberman & Sladana, (2004). The model analysis consists of four steps including data collection, data reduction, data display and conclusion.

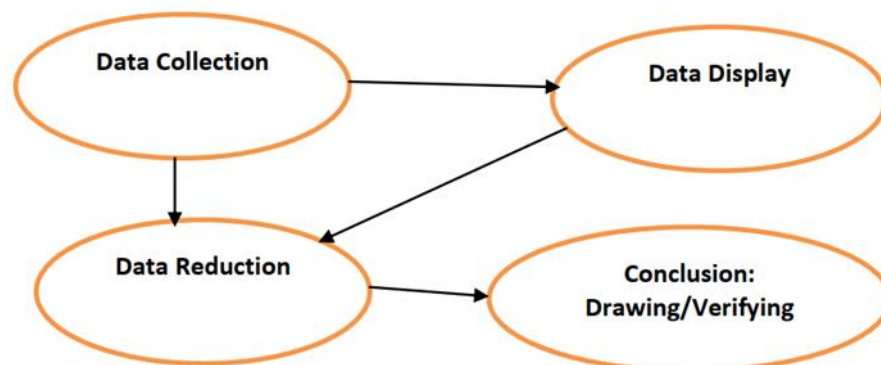


Figure 3.1. The Scheme of Interactive Model Analysis

(Source: Huberman & Sladana: 2004: 7—9)

The followings are the detail practical steps of data analysis employed in this research:

1. Perusing

In analyzing the textbook, the researcher used two main stages. First, to see the presence of cultural content, the texts were investigated by utilizing the concept of the cultural theoretical framework used in this research. Also, perusing texts were analyzed in terms of content. Second, after classifying and recording the cultural loads in the text, the frequency of each cultural load was then converted to percentages for comparison purposes. These percentages were then analyzed to determine which culture bias in the books occur most frequently.

Furthermore, in the analysis, the researcher perused the cultural material carefully page by page, line by line, and picture by picture. All pages, lines, and pictures contain cultural material was marked carefully.

2. Marking/Checklist

In terms of the three different frameworks to analyze the cultural contents in these EFL textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris SMP/MTs VII Semester 1 & 2*, the researcher used marking/checklists to help to code the cultural content. Checklist 1 was used to show the media of cultural information presentation

based on Adaskou, Britten & Fahsi (1990). Checklist 2 was used to show the elements of culture presented based on Brown (2001) while checklist 3 was used to show the level of intercultural communicative competence (ICC) presented in English classroom based on Byram (2001: 5-7), Gerlich et al (2010: 152-154), and Critical Literacy Winter School (2006: 1, in Nugent & Catalano, 2015: 19-20). The followings are the details:

Table 3.5. Checklist 1: The Media of Cultural Information Presentation

Data	The Media of Cultural Information Presentation							
	IT	WT	VI	D	R	IC	SR	CN
U. 1								
U. 2								
U. 3								
U. 4								
U. 5								
U. 6								
U. 7								
U. 8								
U. 9								
U. 10								

Table 3.6. Checklist 2: The Elements of Culture

Data	The Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
U. 1							
U. 2							
U. 3							
U. 4							
U. 5							
U. 6							
U. 7							
U. 8							
U. 9							
U. 10							

Table 3.7. Checklist 3: The Intercultural Communicative Competence (ICC) Presented in English Classroom

Level	Description	Example	Involved	Not Involved	Comment
Knowledge (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 153)	1. Social and culture in one's own country and in the other countries.	➤ Factual Knowledge: student or teacher utter, reproduce, or recount facts relating to national or ethnic culture, identity, habits, rules, etc			
	2. Process of interaction	➤ Language Knowledge: student or teacher utter, reproduce, recount words or phrases in a language which is not their L1; or in their L1, if L1 is not the majority language nor the target L2 of the preschool			
	3. Categories of ICC knowledge: Factual Knowledge, Language Knowledge, Lack of Knowledge, Meta-linguistic Knowledge	➤ Lack of Knowledge: student or teacher appear to have a deficit in factual knowledge on culture-related issues or language knowledge; this does not necessarily include a negative connotation or interpretation			
		➤ Meta-linguistic Knowledge: student or teacher utter assumptions or factual knowledge about language, language construction, or communication; children talk about different languages and/or about communication strategies			
Skill (Source:	1. Ability to interpret a document from another culture,	➤ Verbal Communication Strategy: student or teacher use verbal utterances to react to or interact with their chosen			

Byram, 2001: 5-7, Gerlich et al, 2010: 154)	explain and relate it to one's own culture.	interlocutor/s from another culture, for example by choosing the adequate language, or by adapting their own language to the interlocutor's abilities			
	2. Ability to acquire new knowledge of a culture and to operate this knowledge	➤ Non-verbal Communication Strategy: student or teacher use mime and body language to react to or interact with their interlocutor/s			
	3. Categories of ICC skill: Verbal Communication Strategy, Non-verbal Communication Strategy, Lack of Communication Strategy, Negative Strategy of Communication, Skill of Discovery, Deduction/ Transfer, Mediation/ Translation, Guidance	➤ Lack of Communication Strategy: student or teacher appear to lack of a verbal or nonverbal strategy to interact with their interlocutor/s, which results in unsuccessful communication			
		➤ Negative Strategy of Communication: student or teacher use a successful strategy of communication to fulfill their intention, but the children's intention is to stop communication rather than to enhance it, e.g. by excluding other children			
		➤ Skill of Discovery: student or teacher use a successful strategy to acquire knowledge or gather information, for example by asking question related to another culture			
		➤ Deduction/ Transfer: student or teacher combine factual and/or unconscious knowledge to establish interrelations between facts of which they had previously			

		been unaware			
		➤ Mediation/ Translation: student or teacher use a successful strategy to solve a misunderstanding or a dysfunction in communication between individuals of different culture background, for example by mediating, translating or explaining			
		➤ Guidance: student or teacher successfully use a strategy to include another individual from a different cultural background into a group, an activity, or to introduce him or her to certain knowledge; this strategy is not restricted to dysfunctional communication, and it usually includes other strategies, such as the skill mediate and translate			
Attitude (Source: Byram, 2001: 5-7, Gerlich et al, 2010:	1. Developing attitudes of openness and curiosity about other culture and people 2. Categories of ICC attitude:	➤ Fear/ Rejection: student or teacher cry, flinch, avoid contact, yell or show other signs of discomfort when exposed to manifestations of cultural differences; children refuse contact with certain persons, languages, objects or actions related to another culture			

152)	Fear/ Rejection, Judgmental Statement, Tolerance/ Acceptance, Hesitation, Regret, Interest, No Interest, Motivation for Contact, Motivation for Language	➤ Judgmental Statement: student or teacher utter phrases which express disrespect for or negative assumptions about another culture; children laugh about utterances, actions, beliefs or habits of persons from a different culture in a disrespectful way			
		➤ Tolerance/ Acceptance: student or teacher show openness or a welcoming reaction toward persons, objects and actions from a different culture; children respect rules of an intercultural situation			
		➤ Hesitation: student or teacher seem to avoid or seem cautions or shy towards persons from a different cultural background, their actions or objects associated with them, but they do not show signs of rejection			
		➤ Regret: student or teacher express sadness or disappointment about certain conditions associated with an intercultural situation			
		➤ Interest: student or teacher appear curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture			
		➤ No Interest: student or teacher appear disinterested in displayed objects, themes or other newly introduced features			

		➤ Motivation for Contact: student or teacher appear eager to become involved or to be in contact with L2 teachers or with children from different cultural backgrounds			
		➤ Motivation for Language: student or teacher appear willing to learn the L2 spoken in preschool context or other languages; children show appreciation for language skills			
Critical Awareness (Source: Byram, 2001: 5-7, Byram, 2012, Critical	1. Ability to think about things actively and intelligently rather than just accept them (see things from different perspectives) 2. Task promoting	➤ The social dimension: learners visualize how cultural values and beliefs play a crucial role in the types of interactions that occur in different societies even when the same language is being used. For example: learners begin to see that languages work differently depending on the context and users			

Literacy Winter School, 2006: 1, in Nugent & Catalano, 2015: 19-20)	critical cultural awareness present opportunities for students to use higher-order thinking skills in order to become more aware of the ideological component underlying intercultural interactions 3. The notion of Critical Cultural Awareness can be regarded as being comprised of two distinct dimensions, those are: social and psychological.	➤ The psychological dimension: it is worthwhile for students in a foreign language classroom to consider how language, whether native or foreign, affects an individual's personal and social identity. For example: German language students can study how language affects identity differently in Germany compared to Austria by looking at what native speakers consider to be typical German and Austrian characteristics			
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3. Classifying

The data gained from each series of the textbook were then classified into three categories of cultural load previously: the media of cultural information presentation, the elements of culture presented and the intercultural communicative competence (ICC) presented in English classroom. They were brought into the most frequent occurrence, the less frequent occurrence, and the least frequent occurrence. Later, it was consulted with the literature and compared to the similar studies conducted in other countries..

4. Coding

Codes were used in this research. A code is a way of organizing data in terms of subject matters. Coding is more than simply organizing data. Coding also helps the researcher to begin the process of systematically analyzing data. The researcher used several codes to ease the classification of cultural contents in this research.

Table 3.8. Coding for the Cultural Content

No	Codes	Meaning
Part 1: Media of Cultural Information Presentation		
1.	IT	Informative Text
2.	WT	Writing Task
3.	VI	Visual Illustration
4.	D	Dialogue of everyday life
5.	R	Realia
6.	IC	Idioms & Collocation
7.	SR	Sound Recording
8.	CN	Cultural Notes
Part 2: Elements of Culture		
1.	SO	Social Organization
2.	CT	Custom & Tradition

3.	RG	Religion
4.	LG	Language
5.	AL	Art & Literature
6.	FG	Forms of Government
7.	ES	Economic System

5. Tabulating

After all pages were marked and noted, the researcher inputted the data on each worksheet manually. Each datum in each page was compiled each chapter then it was compiled as a whole, a textbook title. Input from the tree books was then compiled into a total tabulation for each series.

6. Interpreting

As this research belongs to qualitative research and the research instrument is the researcher herself, it is highly important to have a good interpretation of the material related to cultural content in these EFL textbooks. The researcher interpreted this research using three theories related to the research questions. The theories are Adaskou, Britten & Fahsi (1990) for the media of cultural information presentation, Brown (2001) for elements of culture, and Byram (2001), Gerlich et al (2010: 152-154), and Critical Literacy Winter School (2006: 1, in Nugent & Catalano, 2015: 19-20) for Intercultural Communicative competence.

G. Trustworthiness

In gaining validity and trustworthiness in this research, the validity of the data was conducted by expert judgment, peer review, and the result of the interview as

well as triangulation was conducted. Triangulation is a means of checking the integrity of the inferences on draws. It involves the use of multiple data sources, multiple investigators, multiple theoretical perspectives, and multiple methods (Schwandt, 2007: 298). The first step was the validity of the instrument by expert judgment. It was conducted by checking the appropriateness of the instrument with the research objectives and theories used. The researcher conducted expert judgment by seeing an expert who was expert in the related field of creating instruments to check the validity of instruments constructed. Afterward, the data validity was conducted by peer review in analyzing the data. This analysis was conducted with another researcher who understands the theory used in this study. It was held when conducting the data analysis after getting the result of instrument validity. The researcher had a discussion to get a better report of each level of the intercultural communicative competences (ICC) presented in the English classroom. Thus, the researcher conducted the discussion until getting the same view of analysis. Besides, the interview was conducted in SMPN 5 and SMPN 8 Yogyakarta. The researcher interviewed the English teachers regarding the role of culture in the language classrooms.

In addition, the strategy of triangulation is often wedded to the assumption that data from different sources or methods must necessarily converge or be aggregated to reveal the truth (Schwandt, 2007: 298). Besides gaining validity and trustworthiness conducted by expert judgment, peer review, and the result of the

interview, the following items are the detail of how triangulation was used in this research.

1. Credibility

a) Method

The researcher got the data from the document review in EFL textbooks, observation sheets in the English classroom, and interview results of the teacher. The documents pointed out media of cultural information presentation in the textbooks, elements of culture presented in the textbooks, and the intercultural communicative competence presented in English classroom. Furthermore, the researcher w made sure that the data was valid through expert judgment, peer review, and triangulation.

b) Source

The researcher took more information from more resources in term of data regarding English textbooks and their cultural content including media of cultural information presentation, elements of culture and intercultural communicative competence using three different theoretical frameworks of cultural content to support valid resources.

2. Confirmability

The researcher put all procedures of the entire data and checked the entire data of the research several times. The researcher attached all collected data to make sure that the research findings were the result of experience not the preference of the researcher.

3. Transferability

The researcher inserted data analysis to answer the research questions. It can be accessed by everyone who wanted to. The result of this research is to give additional references for other researchers who investigate the cultural content analysis in EFL textbooks. It means that this research could be transferred to other researchers.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings Description

The findings in this chapter are described in sequences. First, each of the textbook content analysis and the result of intercultural communication competence is presented one by one. Second, the results of cultural content analysis of the EFL textbook entitled *BRIGHT 1: An English Course for Junior High School Students* published by Erlangga publisher and *Bahasa Inggris untuk SMP/MTs Kelas VII Semester 1 & 2* published by Intan Pariwara publisher are discussed one by one, and the intercultural communication competence (ICC) presented in the English classroom is collected. Last, the results are divided into some categories following the order of research questions and the researcher categorizes which culture shows

domination in the textbook, whether it is dominated by source culture or target culture. The following are the results and findings in details.

B. Result and Discussion

a) Result

1. *BRIGHT 1: An English Course for Junior High School Students* Textbook

BRIGHT 1: An English Course for Junior High School Students is one of the textbooks that implements material based on *Kurikulum 2013* published by Erlangga publisher. This textbook is prepared for students to improve skills in listening, speaking, reading, and writing, and students learn lots of new vocabulary. The students learn these skills using various activities. In addition, *BRIGHT 1* is also supported by audio with QR codes in which students can access the audio by downloading the Erlangga Reader application from Play Store. The book author hopes that the use of audio QR codes can let the students make full use of the book in order to complete the listening skill. This book is written by Nur Zaida and consists of 12 chapters as follow:

Table 4.1. Modules, Topics and Material Types in *BRIGHT 1: An English Course for Junior High School Students*

Modules	Topics	Material Types
Chapter 1: Hi, How are you?	Greetings	• Illustrated conversation dialogues • Illustrated picture • Listening and practice activities

		• Writing practice • Matching activities • Role play
	Leave-taking	• Illustrated conversation dialogues • Listening and practice activities • Writing text practice • Matching activities • Role play
Chapter 2: Thank You Very Much	Expression of Thanks	• Listening practice • Fill in the blank • Dialogues practice • Matching activities • Role play of thanking • Write a message to thank somebody
	Expression of Apology	• Listening practice • Fill in the blank • Dialogues practice • Matching activities • Role play of apologizing • Write a message to apologize somebody
Chapter 3: Let Me Introduce Myself	Introduce ourselves to others	• Listening and practice • Pronouncing and spelling practice • Role play • Fill in the blank • Make sentences • Matching activities • Respond to an

		introduction.
	Introduce others	• Listening and practice • Pronouncing • Role play • Fill in the blank • Make sentences • Matching activities
	Use simple present tense	• Role play • Fill in the blank • Make sentences
	Use “to be”	• Role play • Fill in the blank • Make sentences
Chapter 4: How Many Days are There in a Week?	Numbers	• Listening and practice • Contextualized multiple choice task • Speaking practice
	Time	• Listening and practice • Contextualized writing task • Fill in the blank • Multiple choice task • Role play • Speaking practices
	Months	• Listening & repeat
	Days	• Listening and practice • Fill in puzzle • Writing task • Multiple choice task • Role play

Chapter 5: People Around Me	Identify kinship terms	• Fill the blank • Listening and practice • Contextualized writing task
	Family	• Fill the blank • Listening and practice • Contextualized writing task • Translating words • Read aloud • Matching words • Writing a short description • Role play
	Occupations	• Picture clues • Contextualized writing task • Writing a short description • Role play
	Simple present tense	• Contextualized writing task • Writing a short description • Speaking practice
	Singular & Plural forms of Countable Nouns	• Contextualized writing task • Writing a short description • Speaking practice
Chapter 6: Things at School	Things at School	• Picture clues • Fill in the blank • Listening and practice • Role play • Translating words

		Contextualized reading tasks
	There is/are	- Contextualized reading tasks - Fill in the blank - Contextualized writing task
	Use the expression “How many”	- Contextualized reading tasks - Fill in the blank
Chapter 7: Things in My House	Nouns related to house	- Fill in the blank - Listening & practice
	Identify and use adjectives modifying nouns	- Fill in the blank - Listening & practice
	Mention & ask questions about the number of things	- Fill in the blank - Listening & repeat
	Ask question using “what”	- Contextualized writing task - Listening & practice - Contextualized reading task
	Describe a house	- Illustrated picture - Listening & practice - Writing task - Presentation task
Chapter 8: Things Around Us	Use appropriate articles	- Short description about <i>a/an</i> and <i>the</i> - Fill in the blank - Reading task - Listening & repeat - Illustrated picture
	Number of things	- Fill in the blank - Illustrated picture - Short description about number of things

		• Listening repeat & practice
	Countable & uncountable nouns	• Short description about countable & uncountable nouns • Fill in the blank • Listening & practice
Chapter 9: My Favorite Animals	Understand descriptions of animals	• Illustrated picture • Crossword puzzle • Listening activity • Descriptive text • Writing & reading task • Fill in the blank
	Describe animals	• Illustrated picture • Listening & practice • Descriptive text • Reading task • Fill in the blank • Work in pairs by discussing some questions • Contextualized writing task • Making a description text about animal
	Use the appropriate pronouns	• Short description about pronouns • Fill in the blank • Reading text • Contextualized writing task
Chapter 10: Describing Things	Understand descriptions	• Listening to the explanation • Reading text task • Fill in the blank • Short explanation

		about description text • Writing task
	Describe something	• Fill in the blank • Reading task • Contextualized writing task • Listening and practice • Mystery Bag game • Presentation task
	Use the appropriate possessive pronouns	• Short description about pronouns • Fill in the blank • Error correction task • Group practicing in making question and answer
	State and ask about ownership	• Short description about ownership • Fill in the blank • Error correction task
	Use <i>one</i> and <i>ones</i> to substitute nouns	• Listening & practice • Short description about ownership • Matching activities group practicing in making question and answer
Chapter 11: What Does it Look Like?	Generic structure & language features of descriptive text	• Reading task • Fill in the blank • Writing task • Describing person orally
	Parts of body	• Listening & repeat • Illustrated picture • Fill in the blank

		• Listening practice
	Personality	• Translating meaning • Matching activities • Making a mind map • Writing task • Work in pairs • Fill in the blank • Error correction
	Make yes-no questions	• Making sentences into yes-no questions • Short description about yes-no questions • Change the yes-no questions into wh-questions task • Speaking practice with pair
	Make wh-questions	• Short description about wh-questions • Listening & repeat • Listening & answer • Fill in the blank • Change the yes-no questions into wh-questions task • Speaking practice with pair
	Make negative sentences	• Make negative sentences by using cues • Short description about negative sentences
Chapter 12: Lovely Songs	Identify the messages of songs	• Translating the meaning of a song • Questions &

		answers • Writing & speaking task
	Identify the themes of the songs	• Translating the meaning of a song • Questions & answers • Writing & speaking task

From the table above, it is clearly seen that the EFL textbook BRIGHT 1 contains twelve modules with at least 40 topics in it. These twelve modules are book chapters that have a discussion to break down into some narrow parts. The book tries to discover each module with an explanation from the topics given. In giving the explanation, the author uses at least thirteen material types providing the four English skills (listening, speaking, reading & writing). Those materials are dialogues, picture clues, presentation, role play, interviewing, works in pair task, fill in the blank, matching task, translating, short description, multiple-choice task, error correction, questions & answer task, and making a short description. Furthermore, these material types lead the readers to know what the module and topic are about.

a. Media of Cultural Information Presentation in *BRIGHT 1: An English Course for Junior High School Students*

In this section, the researcher classifies the media of cultural information presentation based on the idea of Adaskou, Britten and Fahsi's theory. There are at least eight media classifications of cultural information presentation. Those are: a) descriptive text (informative

text); b) cultural note (texts presenting foreign attitudes and opinions about certain issues); c) dialogues for habitual action (about daily life); d) contextualized writing tasks; e) idioms and collocations; f) realia; g) sound recording, and; h) visual illustration. The researcher has analyzed these media related to the cultural information presentation in the textbook page by page, text by text, picture by picture, item by item.

Here is the result:

Table 4.2. Number of Media of Cultural Information Presentation in *BRIGHT 1: An English Course for Junior High School Students*

Chapter	Cultural Information							
	DT	CN	D	WT	IC	R	SR	VI
1	-	-	1	1	-	-	-	1
2	-	-	-	-	1	-	-	-
3	-	-	1	1	-	2	2	3
4	1	-	1	5	-	2	1	1
5	-	-	-	-	-	1	-	2
6	-	-	-	-	-	-	-	1
7	-	1	-	-	-	-	1	2
8	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-
10	1	1	-	-	-	-	-	-
11	-	-	-	1	-	-	-	1
12	-	-	-	1	-	-	-	-
Total	2	2	3	9	1	5	4	11
Total Items: 37								

From the table above, it can be seen that the appearance of media of cultural information presentation in *BRIGHT 1* is very few. There are only 37 occurrences in total. Although each type of media appears, the most dominant media of cultural information presentation in the

table above is visual illustration. Moreover, here is the percentage of media of cultural information presentation in BRIGHT 1:

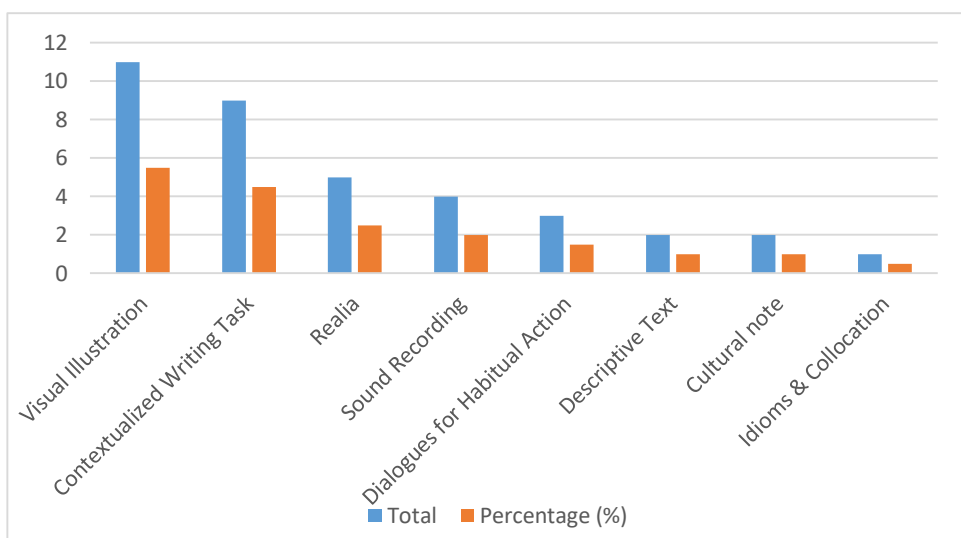


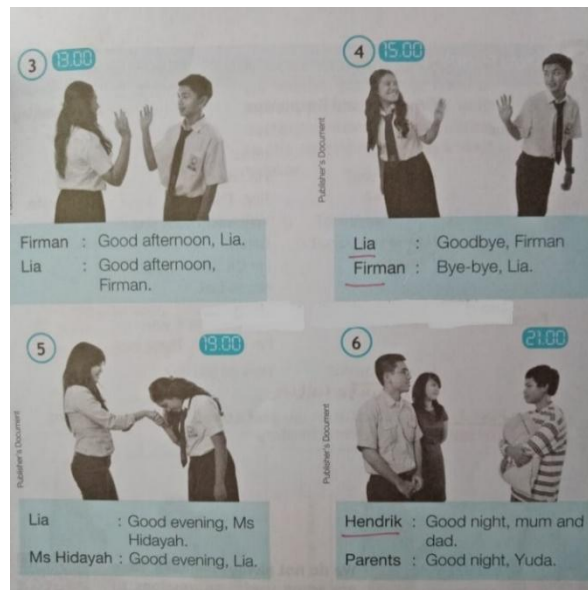
Chart 4.1. Media of Cultural Information Presentation in BRIGHT 1

The appearance of visual illustration as the media of cultural information presentation is the highest one among other types of media of cultural information presentation in BRIGHT 1. Mostly, the illustration becomes a part of computer illustration and the number of photographs that describe the cultural items. It has appeared 11 times (5.5%) in this EFL textbook *BRIGHT 1*.

In the second line, the contextualized writing task appears 9 times (4.5%) mostly in the form of filling in the blank task, working in pair project, and translating unfamiliar words. Following this, the third line is realia with 5 times (2.5%) appearing in the form of real objects

or pictures such as e-mail, card, and time table schedule. Meanwhile, in the fourth line, there is a sound recording which has 4 times in total with (2%) percentage. The sound recording itself represents any particular culture from the target, source, and international culture. In the fifth line, dialogues for habitual action appear 3 times (1.5%) representing natural dialog in daily life from source and target culture. Two items of media of cultural information presentation have the same occurrence and percentage. Those are descriptive text (informative text) & culture notes. Their occurrence and percentage are 2 times (1%) in total. The descriptive text is mentioned explicitly on page 132 which discusses *Shaun the Sheep*, a cartoon character.

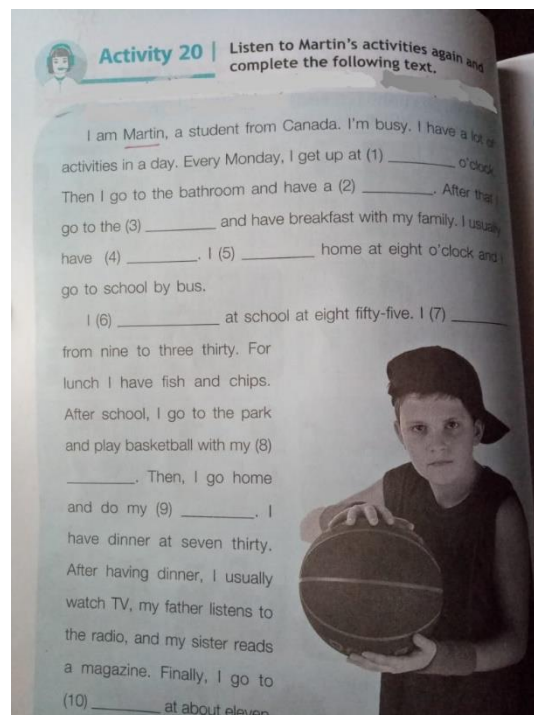
However, idioms and collocation have the least occurrence in media of cultural information presentation in this EFL textbook, BRIGHT 1. Idioms and collocation have appeared 1 time (0.5%) where it has the smallest portion compared to other media of cultural information presentation items.



Picture 4.1. Visual illustration and Dialogues representing Media of Cultural Information in BRIGHT 1

Picture 4.1 indicates the visual illustration of attitude toward elder & friends (greetings to people, taking leave to people, kissing the teacher's hand & respect to parents). Besides visual illustration, this picture also indicates dialogs for habitual action which mostly refers to the source culture, where this kind of dialogue usually exists in daily life. Additionally, the visual illustration in the text above can lead to cognitive load for the students themselves. It becomes one of the potential issues in the form of cultural information because it is assumed that the text within visual elements/visual illustration is comprehended much better than a text without any visual elements.

The author of the textbook contends that visual illustration above is an effective way because they are appropriately used with the texts and match of the pictures and the purpose utilized. It might be said that the visual illustration in the previous dialogues or texts can facilitate language learning because they become representational features of textbooks which can increase the comprehension of the materials and clarify students' learning activities. Here, these four visual illustrations are used to make materials more attractive, increase learners' interest in the materials and make a positive reaction to the text.



Picture 4.2. Sound Recording & Contextualized Writing Task representing Media of Cultural Information in *BRIGHT 1*

Next, the text in picture 4.2 represents Martin's activities in a day while living in Canada. In the text, students were asked to complete the writing tasks by listening to the audio that will be played indicating the use of media sound recording in cultural information presentation. From the description of Martin's activities, there were no much different from the activities of most students in Indonesia. As can be seen from the text above, what distinguishes Canadian culture from Indonesian culture is the time spent by Canadian students in starting school activities. Indonesian students tend to start the school day at seven or seven-thirty which mostly applies to all schools in Indonesia from elementary schools, junior high schools until senior high schools. Meanwhile, Canadian students start the school day at 8:55 a.m. It means that the authors tried to distinguish between two different times of school schedules of two countries indirectly.

Realia

SCHEDULE OF VII B

DAYS	PERIODS	TIME	SUBJECTS
Monday	1	07.10-07.50	flag raising ceremony
	2	07.50-08.30	English
	3	08.30-09.10	English
	4	09.40-10.20	indigenous language
	5	10.20-11.00	indigenous language
	6	11.00-11.40	maths
Tuesday	1	07.10-07.50	PE (Physical Education)
	2	07.50-08.30	PE (Physical Education)
	3	08.30-09.10	science
	4	09.40-10.20	Bahasa Indonesia
	5	10.20-11.00	Bahasa Indonesia
	6	11.00-11.40	history
Wednesday	1	07.10-07.50	science
	2	07.50-08.30	science
	3	08.30-09.10	science
	4	09.40-10.20	geography
	5	10.20-11.00	geography
	6	11.00-11.40	guidance and counseling
Thursday	1	07.10-07.50	arts-music
	2	07.50-08.30	Bahasa Indonesia
	3	08.30-09.10	Bahasa Indonesia
	4	09.40-10.20	maths
	5	10.20-11.00	maths
	6	11.00-11.40	civics
Friday	1	07.10-07.50	civics
	2	07.50-08.30	English
	3	08.30-09.10	English
	4	09.40-10.20	economics
	5	10.20-11.00	economics
	6	11.00-11.40	ICT
Saturday	1	07.10-07.50	arts-painting
	2	07.50-08.30	arts-painting
	3	08.30-09.10	religion
	4	09.40-10.20	religion
	5	10.20-11.00	religion
	6	11.00-11.40	ICT

Culture & Tradition

Picture 4.3 Picture presenting Media of Particular Culture of Real Object (Realia)

The picture above presents a real picture that refers to a particular culture in the form of realia. Where the object and particular culture belongs to the Indonesian school's timetable. In the picture, there are some subjects or activity which indicating Indonesian culture. For example, every Monday all students & teachers usually hold a flag-raising ceremony together in the school field. It is to respect the deeds of the national heroes. Not only hold a flag ceremony, but students also have an indigenous subject which refers to the source culture such as the Javanese language. Besides, on Saturday, students also study religion. It is usually adjusted to students' believes/religions. Therefore, it can be seen clearly in the picture that it refers to realia which proves

that the author of the textbook wants to show how Indonesian timetable looks like, indicating the source culture.

b. The Elements of Culture Presented in *BRIGHT 1: An English Course for Junior High School Students*

Culture combines a lot of elements to create a unique way of living for different people. The researcher classifies the elements of culture in EFL textbook *BRIGHT 1* based on Brown (2001: 27). This classification is divided into seven elements. Those are: 1) social organization; 2) custom and tradition; 3) religion; 4) language; 5) art & literature; 6) forms of Government; 7) economic system. The following are the number and the chart which show the result of the elements of culture.

Table 4.3. Number of Elements of Culture in *BRIGHT 1: An English Course for Junior High School Students*

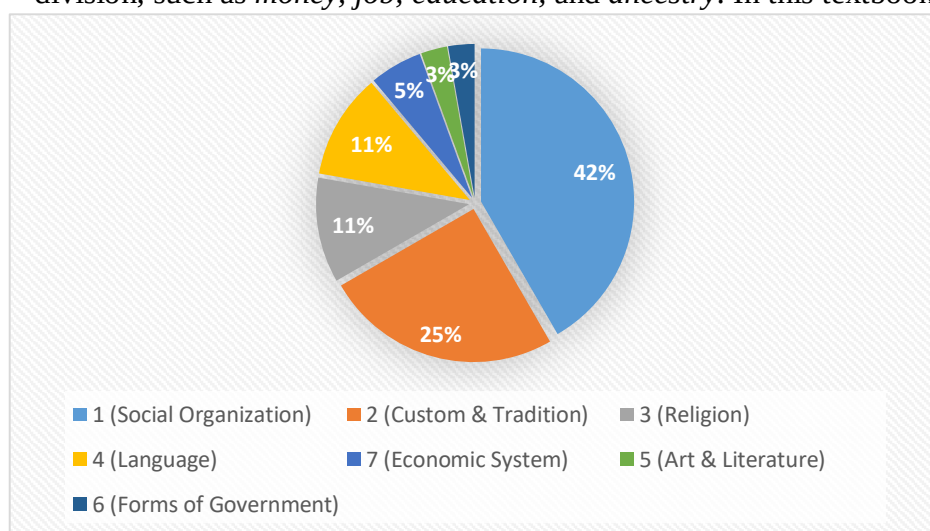
Chapter	Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
1	3	2	2	-	-	-	-
2	2	1	-	-	-	-	-
3	2	1	-	-	-	-	2
4	1	4	1	-	-	1	-
5	2	-	-	1	-	-	-
6	2	-	1	-	-	-	-
7	3	1	-	1	-	-	-
8	-	-	-	2	-	-	-

9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-
11	-	-	-	-	1	-	-
12	-	-	-	-	-	-	-
Total	15	9	4	4	1	1	2
Total Items: 36							

From the table above, it can be seen that the occurrence of elements of culture in BRIGHT 1 is also very rare. It appears only 36 times in total. Although each type of element of culture appears, the most dominant one in the table above is a social organization. Moreover, here is more detail percentage of elements of culture in BRIGHT 1:

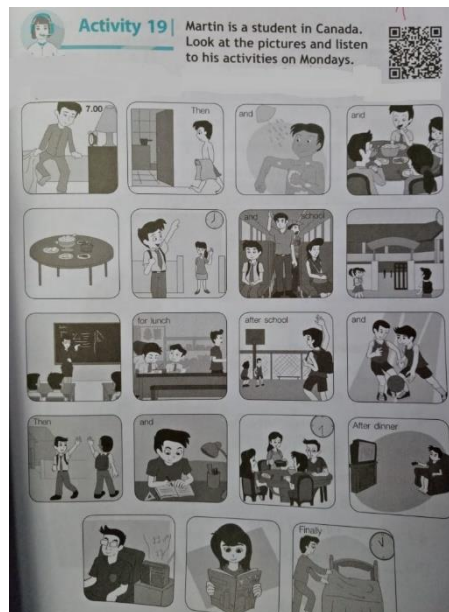
Chart 4.2. Elements of Culture in BRIGHT 1

Chart 4.2 clearly shows that most of the time, social organization is presented throughout the EFL textbook BRIGHT 1 in 14 times (42%). The element of culture in social organization is presented by four-division, such as *money*, *job*, *education*, and *ancestry*. In this textbook,



the only division which appears is ancestry. In the textbook, the social organization of ancestry appears from the target and source culture names (names of persons) such as *Firman, Lia, Hendrik, Ms. Hidayah, Salma, Mr. Bayu, Intan, Aryo, Hendra, Rudi, Leoni, Steve, Rehan, Ivan, Gunawan, Alvin, Ali, Edward, Martin, Siti, Agung, Tom, Charles, John, Alice.*

Meanwhile, custom and tradition come after social organization in the form of elements of culture with 9 times of occurrence (25%). This portion is in the second position after the social organization. In the element of culture, custom and tradition have at least three parts, namely gesture, values, and norm. Among gesture, values, and norm, custom and tradition is presented mostly in the form of values and norm and also in listening activity. Here is one example:

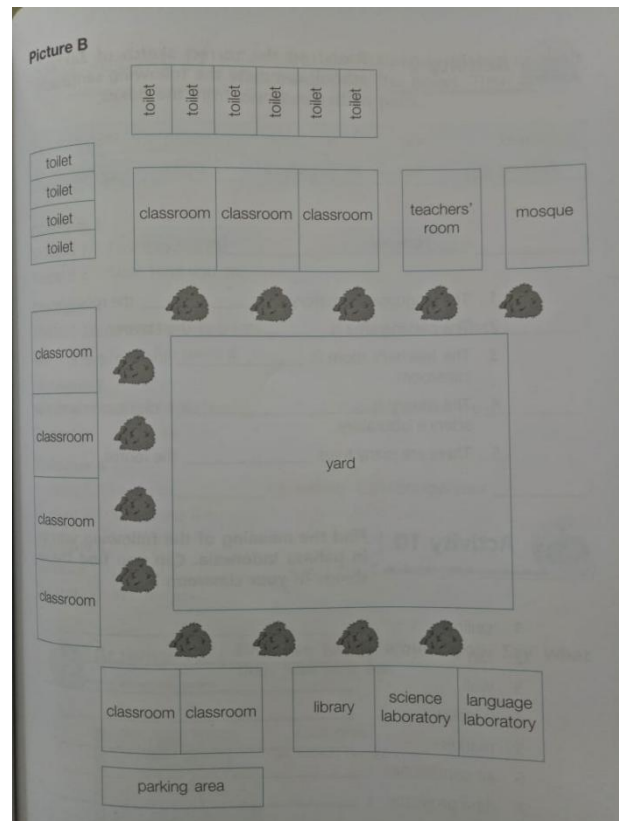


Picture 4.4. Elements of Culturs in Customs & Tradition

In the third line, the elements of culture are placed by two items, language and religion which appear 4 times (11%). For the language item, the researcher found that there is only one kind of language used in the EFL textbook BRIGHT 1 that is English (US). Meanwhile, religion is explicitly mentioned in the form of photo illustrations, students' subjects, and worship places. Religion is stated once in realia picture text about students' timetable schedule on page 45. It is mentioned that one of the students' subject is religion and it is a common subject in Indonesia. This subject usually adjusts the religion of the students at the school. Besides, religion is also mentioned in a form of worship place on page 83, where there is a picture illustration of a school map that mentions a mosque, a place of worship for Muslims.

Here are other examples of religion mentioned in EFL textbook
BRIGHT 1:

:



Picture 4.5. Element of Cultures in Religion

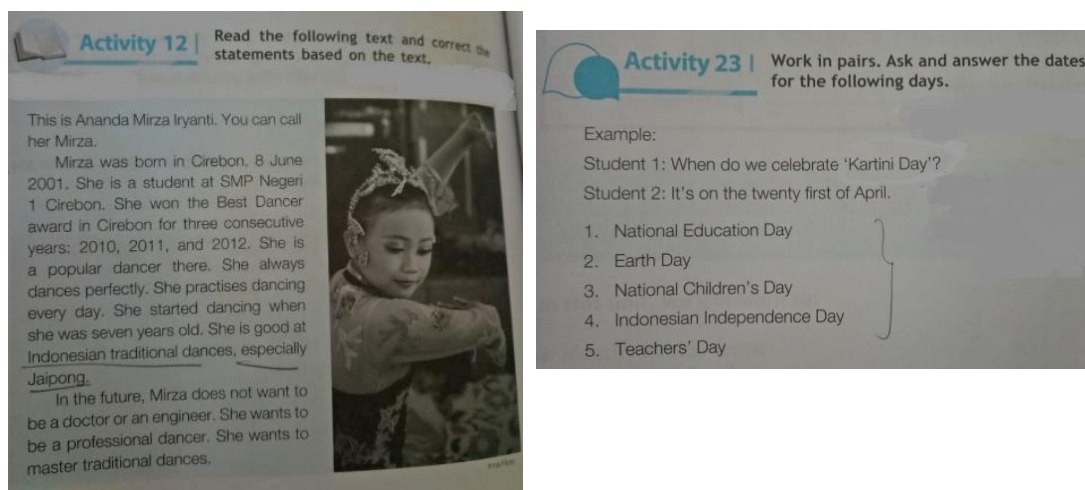
Next, the fourth position is the economic system in the form of elements of culture. It appears 2 times (5%). According to Brown (2001: 27), the economic system regulates what people need. Economic system answer three basic questions: what to produce, how to produce it, and for whom the production. In this textbook, the economic system is explicitly mentioned in the form of writing task and listening practice. In the writing task, the economic system is mentioned in form of filling

in the blank, where one of the writing tasks in the textbook mentions that “*I am Indonesian, my father is a farmer*”, this sentence is mentioned on page 31 activity 6. It is known that farmer is typically Asians' livelihood and their main food is rice. Therefore, farmers are a common occupation in Indonesia. Besides appearing in the writing task, the economic system is also mentioned in listening practice where the audio is available when students scan the QR code on page 28 activity 4. Here is the following of listening practice text mentioned in the audio who has been listened to the researcher herself that showing the economic system in EFL textbook BRIGHT 1.

	Nyah is a Vietnamese girl. Like other girls, she likes to accompany her mother to go to the market. The market is unique, because it's along a river. She always road her boat to the market. Her mother is also very good at paddling a boat.
	Yoris has a big family. He lives with his parents, brother, sister & grandma in Papua. Yeda & Angel are his siblings. Before going to school he helps his parents sell prawn & crabs.

Picture 4.6. Element of Culture in Economic System

However, art & literature and forms of government appear in the last position. It has the smallest portion in the form of element of culture. It just appears 1 time (3%). Arts & literature are mentioned explicitly in a monologue text which states “*She is good at Indonesian dances, especially Jaipong*” with a picture of a girl dancing Jaipong dance. It can be seen on page 152. Meanwhile, forms of government are mentioned in the writing tasks on page 57. It states the names of Great Days in Indonesia, such as National Education Day, Earth Day, National Children’s Day, Indonesian Independence Day, and Teacher’s day. The pictures and the texts below indicate art & literature and forms of government in forms of elements of culture in EFL textbook BRIGHT 1



Picture 4.7. Elements of Culture in Art & Literature and Forms of Government

The celebration of good days is one of the efforts made by the government to raise public awareness about what has been achieved as well as to honor the amenities of the heroes to gain Indonesia independence.

2. *Bahasa Inggris untuk SMP/MTs Kelas VII Textbook*

The next textbook is called *Bahasa Inggris untuk SMP/MTS Kelas VII*. It is different from BRIGHT 1 which is designed for first and second semesters in one book, while the *Bahasa Inggris untuk SMP/MTS Kelas VII* book is divided into two books in different semesters. Those are *Bahasa Inggris untuk SMP/MTS Kelas VII for semester 1* and *Bahasa Inggris untuk SMP/MTS Kelas VII for semester 2*. It is the book that has the same authors in both of them. These textbooks are published by Intan Pariwara publisher for first-grade junior high school students in the first and second semesters.

This textbook's material is equipped with several features that can help students to speak English actively in an easier and faster way. Some of the advantages of the features of these books include: 1) The implementation of HOTS (Higher Order Thinking Skills) questions; 2) Attitude feature. This feature used as a reminder for students that will encourage them to become human beings who have a good attitude; 3) Online PR features. PR means

homework in the Indonesian language. This homework is in the form of multiple-choice questions to acknowledge the competencies that have been achieved by students after studying the material in this book. This online PR feature can be accessed through the Intan Pariwara website; 4) Feature of S.E.M.S (Solusi Eksklusif Materi Sulit) or as known as Exclusive Solutions for Difficult Material. This feature provides a discussion and a surefire way to answer difficult questions that are predicted to appear in the National Examination (UN); 5) QR code feature invites students to surf the internet to add special insight into grammar; 6) Technology Literate Feature, this feature is related to the simple task of using Microsoft Word or PowerPoint programs that aim to sharpen students' skills in using computer programs; 7) Self-reflection, students write their experiences during studied this chapter in English and deliver the result of the writing to the teacher; 8) My New Words, in this feature students write the list of unknown vocabularies regarding what they listen and read in each chapter, and they try to find the meaning of each vocabulary and memorize it; 9) Assessment, there is an assessment in every chapter of this book to measure students' ability in learning each chapter. The objective of all of these tests is to measure students' ability and skill in learning the material; 10) Summary mapping, this part shows a summary of every chapter. Students are asked to complete this part based on their understanding that has been learned through each chapter; 11) and for the last feature is called Student Activity. It has occurred at the end of every chapter

after the Assessment feature. This feature contains activities that can create an active learning situation, such as observing & describing items pictures, making the dialog about things in the bedroom, describing favorite idol in the class, etc.

Besides having many good features, this book also applies the *Kurikulum 2013* which refers to *Permendikbud No. 24* concerning the Core Competencies and Basic Competencies of Learning in the *Kurikulum 2013* in Basic Education and Secondary Education (*Permendikbud No. 24 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah*).

The difference between *Bahasa Inggris untuk SMP/MTS Kelas VII Semester 1* and *Bahasa Inggris untuk SMP/MTS Kelas VII Semester 2* is only in the feature of S.E.M.S (Solusi Eksklusif Materi Sulit) or as known as Exclusive Solutions for Difficult Material. Meanwhile, *Bahasa Inggris untuk SMP/MTS Kelas VII Semester 1* does not have this kind of feature in it. It means that Intan Pariwara publisher is trying to upgrade the features of the new book to be published as an input for the lack of feature in the previous book. There are at least 4 chapters for its materials in each of this book. The chapters are listed below:

Table 4.4. Modules, Topics and Material Types in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

Modules	Topics	Material Types
---------	--------	----------------

Semester 1 Chapter 1: Good Morning	Greetings	• Listening activity: sing a song, practicing dialogs • Writing activity: writing expression of greetings in song lyrics • Illustrated conversational dialog • Attitude features • Learning material explanation • QR code activity • Technology literate (students looking for the material being studied on the internet and write it using MS words or power point) • Role play • Fill in the blank Summary mapping
	Feelings	• Learning Material • QR code activity • Listening activity: fill in the blank, repeat after Teacher • Writing activity • Interviewing friends • Speaking activity
	Asking about and Stating One's Condition	• Learning Material • QR code activity • Listening activity: fill in the blank, repeat after Teacher • Writing activity
	Sickness	• Learning Material • QR code activity • Listening activity: fill in the blank, repeat after Teacher

		• Writing activity
	Taking Leave	• Illustrated conversational dialog • Speaking practice • Listening & repeat after teacher • Work in pairs: searching on internet/ book about expression of taking leave, practicing short dialogs • Learning Material • QR code activity • Technology literate • Writing activity: question & answer, making short dialogues • Matching activities • Listening activity: listening for answering task, listen & repeat after teacher • Fill in the blank • Role play based on dialogues & situation • Speaking practice: practice dialogs with friend • Attitude feature
	Thanking	• Work in pairs activity • Learning Material • QR code activity • Technology literate • Fill in the blank • Writing task: making dialogues expressing thanking, making sentences for thanking some people, answer questions based on dialogs • Listening & repeat after teacher • Speaking activity: practice

		the dialogs with friends
	Apologizing	• Learning Material • QR code activity • Technology literate • Fill in the blank • Writing task; making dialogs • Speaking activity; role play, report writing task in front of the class with pairs • Homework: making dialogs, practice it and record it, then sharing it in social media by taking friends & teacher • Self-reflection • My new words • Summary mapping
	Assessment	• Multiple choice task • Student Activity
Chapter 2: My Name's Randy Nugraha	Prepositions: at, on, in	• Illustrated picture • Listening activity: listen & repeat • Reading activity • Learning Material • QR code activity • Technology literate • Writing task: making biodata • Speaking activity: role play, practicing dialogs with friend • Attitude features
	Asking for & Providing Information about One's Identity	• Learning Material • Listening activity: listen & answer • Speaking activity: introducing self in front of the class

		• Attitude feature
	Pronouncing & Spelling Names	• Learning Material • Speaking activity: mention name, spelling name, practicing dialogs,
	Introducing Oneself and Other People	• Learning Material • Question & answer task • Listening activity: fill in the blank • Attitude feature
	Subjective & Objective Pronouns	• Learning Material • QR code activity • Technology literate • Listen activity • Writing task: based on what students heard • Read aloud • Fill in the blank • Speaking task: practice dialogs with friend • Arrange sentences
	Possessive Adjectives	• Learning Material • QR code activity • Fill in the blank • Speaking activity: Free talk with partner, practicing dialogs • Making sentences • Reading activities: read aloud, read sentences, reread sentences to answer questions • Family tree names task • Make a monolog about family members

	Verbs: Have and Has	• Learning Material • QR code activity • Technology literate • Fill in the blank • Speaking activity: practicing dialogs • Writing task: write names of people and its profession • Role play with groups • Making friends' identities • Fill in library card identity • Homework: making family tree in cardboard paper, present it in front of the class, and attached it on class wall magazine • Self-reflection • My new words • Summary mapping
	Assessment	• Multiple choice task • Student Activity
Chapter 3: When do You Wake Up?	Cardinal Numbers	• Analyzing picture • Answer question based on picture • Learning Material • Speaking activity: saying numbers, • Listening activity: fill in the blank
	Telling about Time	• Listening activity: listen & repeat • Speaking activity: repeating, saying time, • Learning Material • QR code activity • Technology literate • Role play: making groups & playing game about time • Reading activity • Fill in the blank in a dialog

		• Work in pairs • Writing activity: write suitable sentence about activity & time based on pictures
	Asking & Telling about Time	• Listening activity: fill in the blank, listen & repeat • Learning material • Speaking activity: role play, ask & answer question based on information, Interviewing friend about activity & time doing the activity, telling the class about student's daily activity • Attitude feature • Writing activity: Write about daily activity in table on Sunday • Reading activity: read aloud, read conversational statements
	Ordinal Numbers	• Learning Material • QR code activity • Technology literate • Fill in the blank: complete sentences, complete statements
	Asking & Telling about Time related to Days, Dates, Months and Years	• Learning Material • QR code activity • Technology literate
	Stating Dates, Months and Years	• Learning Material • QR code activity • Technology literate • Fill in the blank • Play a game with group member: pin the calendar • Matching task

		• Listening activity: matching activity • Writing activity: making short dialog, write about friend's activity in the columns, writing about the birthdays of family members & friends in the table • Speaking activity: asking about friend's activity, asking about the birthdays of family members & friends • Reading activity: Read the following schedule to complete the missing statement • Answer question based on the following timetable • Homework: Draw a paper analog clock • Self-reflection • My new words • Summary mapping
	Assessment	• Multiple choice • Student Activity
Chapter 4: These are the Things around Us	Articles: a/an, the	• Speaking activity: Observing a picture and answer the question orally, • Listening activity: listen & repeat, listen & repeat after the teacher • Translating words into Bahasa • Naming the items in the picture & numbering of each items • Fill in the blank • Illustrated conversational dialogues

		• Learning Material • QR code activity • Technology literate • Reading activity: Read aloud
	Singular and Plural Nouns	• Writing activity: write the singular and plural nouns from the dialog, write singular nouns and change it into plural, making sentences with the plural nouns • Learning Material • QR code activity • Reading activity: read aloud, reread the text to answer questions • Fill in the blank • Listening activity: listen and repeat • Labeling picture • Speaking activity: practice the dialogs
	There is/There are	• Learning Material • QR code activity • Technology literate • Listening activity: listening to answer the question, listen & repeat • Reading activity: read aloud, read dialogs • Writing activities: Observing surrounding & write the names of items students' see and their number, writing a report • Translating words into Bahasa • Labelling picture • Speaking activity:

		practicing dialogs
	How many ... ?	• Learning Material • QR code activity • Fill in the blank in column • Speaking activity: asking & answer items by using “How many..?”, reporting the result of observing items in a school’s room, answer questions orally, ask & answer question about picture with pairs, sharing works’ report with the class, role playing: ask & answer questions about animals by using “this/that/these/those” • Work in pairs observing items in school’s room • Naming items in the picture: a dining room & kitchen set, animals • Fill in the blank with suitable words • Reading activity: read aloud, reread a text to answer questions • Listening activity: listen & repeat • Translating words into Bahasa • Labelling picture with words • Illustrated monolog • Writing activity: answering the following question based on the illustrated monolog, write the activities after school, work in group, write the function of each public space on the city map, write sentences to

		describe the location of public places in students' neighborhood • Discussing the answer & questions to complete the table • Illustrated someone's daily activity • Homework: writing about interesting place near the house & describe the place • Self-reflection • My new words • Summary mapping
	Assessment	• Multiple choice • Student Activity
Semester 2 Chapter 5: It's a Nice Camping Ground	Asking for and Providing Information Related to the Qualities of People, Animals, and Items	• Listening activity: listen & repeat, • Speaking activity: spelling, practicing, repeating • Illustrated conversational dialog • Attitude feature • Writing activity • Learning material explanation • QR code activity • Technology literate (students looking for the material being studied on the internet and write it using MS words or power point) • S.E.M.S explanation • Reading activity • Fill in the blank • Multiple choice task • Guessing game • Recording monolog activity

		• Homework: crafting activity • Self-reflection • My new words • Summary mapping
	Be: is/am/are	• Learning material explanation • QR code activity • Technology Literate • S.E.M.S explanation • Fill in the blank • Multiple choice task • Speaking practice • Writing activity • Reading activity
	Adjectives	• Learning material explanation • QR code activity • Technology Literate • S.E.M.S explanation • Jumbled letters task • Fill in the blank • Listening task • Multiple choice task • Speaking practice • Writing activity • Reading activity
	Assessment	• Multiple choice task • Student Activity
Chapter 6: My Father loves Cooking	Asking for and Providing Information about People's or Animals' Actions or Behaviors	• Illustrated picture • Descriptive text • Puzzle word practice • Listening activity • Attitude feature • Learning material explanation • Writing activity • Speaking activity

		(practicing & repeating) • Reading activity • Illustrated conversational dialog • Matching activity task • Fill in the blank • Work in pairs checklist activity about positive & negative actions • Illustrated picture task • Finding words meaning • Finding synonym words • Discussion work with pairs • Making a dialog • Homework to watch about animal's behavior on YouTube, Discovery Channel, etc • Self-reflection • My new words • Summary mapping
	Simple Present Tense	• Illustrated conversational dialog • Learning material explanation • QR code activity • Technology literate (students looking for the material being studied on the internet and write it using MS words or power point) • Fill in the blank • Descriptive text • Writing activity • Listening activity
	Assessment	• Multiple choice task • Student Activity

Chapter 7: Let's Describe Your ..	Asking and Providing Facts/Information related to Descriptions	• Illustrated picture • Descriptive text • Analyzing objects; name on the picture • Listening activity • Learning material explanation • Question & Answer activity • Speaking activity (practicing, repeating & interviewing friend) • Reading activity • Fill in the blank • Correcting error words in dialog • Matching activity task • Writing task • Finding noun phrase in the text • Translating meaning of noun phrase in a text • Multiple choice task • Homework to make a description text about interesting object around the house • Self-reflection • My new words • Summary mapping
	Declarative Sentences	• Learning material explanation • QR code activity • Technology literate • Fill in the blank • Writing task • Reading task
	Yes/No Questions	• Learning material explanation • QR code activity

		• Technology literate • Speaking practice • Writing task • Reading task
	Wh-questions	• Learning material explanation • QR code activity • Technology literate • Fill in the blank • Correcting error words in dialog • Speaking practice • Writing task (interviewing a friend) • Reading task
	Descriptive Text	• Listening practice • Learning material explanation • S.E.M.S • Question & Answer about Descriptive text • Reading task • Speaking practice • Writing task (interviewing a friend)
	Conjunctions (and, but, or)	• Learning material explanation • QR code activity • Technology literate • Fill in the blank
	Assessment	• Multiple choice task • Student Activity
Chapter 8: Let's Sing	Slang Words	• Illustrated picture • Descriptive text • Reading activity • Matching words with suitable meaning • Listening activity

		(repeating, to answering questions) • Question & Answer • Group discussion • Correct form of words practice • Learning material explanation • Fill in the blank • Finding a synonym of word in song lyrics • Writing activity (making sentences, song meaning) • Making a map of synonym words • Homework telling about favorite song • Self-reflection • My new words • Summary mapping
	Parts of a Song	• Learning material explanation • QR code activity • Technology literate • Reading song lyrics • Fill in the blank • Listening task • Attitude feature • Reread a song lyric and finding the message of the song • Write favorite song lyric
	Assessment	• Multiple choice task • Student Activity

From the table above, it can be seen that the EFL textbook Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2 contains four modules for each of the book and with at least 37 topics in total. These four modules

in each book are the chapters of the book which still have a wide discussion to break down into the narrow part. Same with the previous one (BRIGHT 1), these books try to discover each module with an explanation from the topics given. In giving an explanation of the topic, the authors use at least thirty material types providing four English skills (listening, speaking, reading & writing). Those materials are picture clues, presentation, role play, interviewing, works in pair task, works in a group, filling in the blank, matching task, translating, error correction, learning material explanation, multiple-choice task, questions & answer the task, making a short description, making sentences, making dialogs, illustrated conversational dialog, illustrated monolog, recording monolog activity, attitude feature, QR code activity, technology literate, watching video on YouTube, summary mapping, S.E.M.S explanation, student activity, game, checklist activity, sing a song and practicing dialogues. Furthermore, these material types lead the readers to know what the module and topic are about.

a. Media of Cultural Information Presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semester 1 & 2*

EFL textbook: BRIGHT 1, *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2* has a different portion of cultural aspects. It can be seen through the total of media of cultural information presentation occurrence of 74 times. The overall number of media of

cultural information presentation, ratio and percentage are drawn in this following section.

Table 4.5. Number of Media of Cultural Information Presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

Chapter	Cultural Information							
	DT	CN	D	WT	IC	R	SR	VI
1	-	1	3	-	1	-	-	5
2	-	-	-	-	-	-	2	4
3	-	-	-	1	-	-	-	5
4	-	-	-	1	-	-	-	4
5	-	-	1	2	-	-	-	6
6	-	-	1	-	-	-	-	2
7	3	1	1	5	-	-	1	3
8	1	-	-	8	6	1	3	2
Total	4	2	6	17	7	1	6	31
Total Items: 74								

From the table above, it can be seen that the appearance of media of cultural information presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2* textbook is more compared to BRIGHT 1 which appears only 37 times in total. Even though each media of cultural information presentation shows up, the most dominant one in the table above is also visual illustration which same with BRIGHT 1. Moreover, here are the percentage details of media of cultural information presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*:

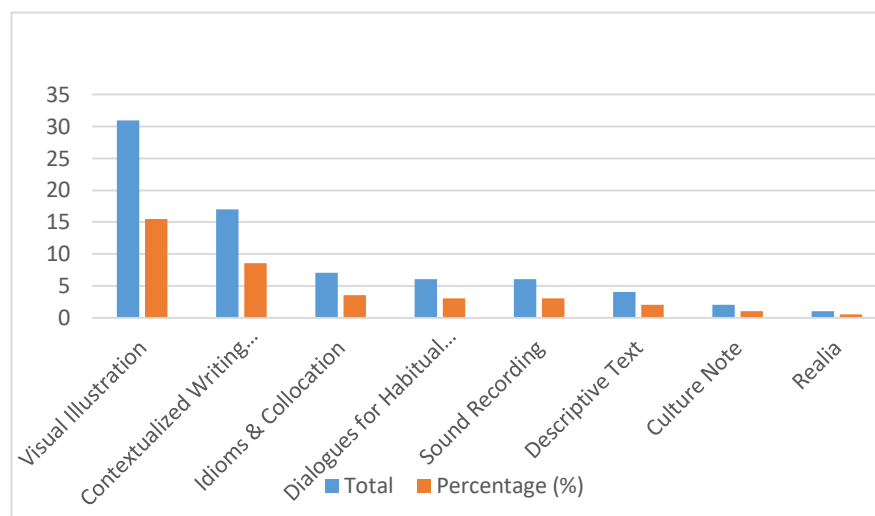


Chart 4.3. Media of Cultural Information Presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

From the table & chart above, it is clearly seen that the media of cultural information presentation appeared 74 times throughout the EFL textbook: *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*. It means that the quantity of media of cultural information presentation appear in *Bahasa Inggris* textbook is higher than in BRIGHT 1. The most frequent appearance is a visual illustration which appears 31 times (15.5% of the whole media of cultural information presentation in this EFL textbook). In these textbooks, the visual illustration appears as illustration of person, habits, attitude, identity, uniform, place, arts, livelihood, and product. The followings are the example of visual

illustration in the EFL textbook: *Bahasa Inggris untuk SMP/MTS Kelas*

VII Semesters 1 & 2:

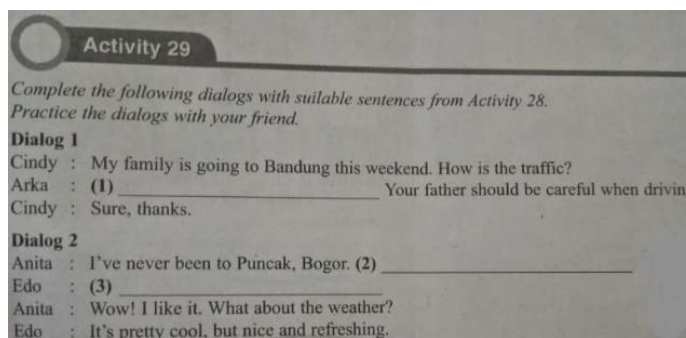


Picture 4.8. Media of Cultural Information
Presenting Visual Illustration

The female & male students standing as the representation of their place of origin represent Jakarta & Madura. Meanwhile, in third picture represent the visual illustration of Indonesian scout uniform during camping activity which indicates the source culture.

Next, in the second place, the contextualized writing task appears 16 times (8%). The quantity is higher than in BRIGHT 1. The

contextualized writing task is presented in the form of filling in the blank, making a short description or dialog, observing pictures, question & answer..



Picture 4.9. Media of Cultural Information Presenting Contextualized Writing Task

The picture above asked the students to create a dialog based on the picture given, and another one is to complete the following dialogues by appropriate sentences. Based on the picture above, it is shown that an attitude toward a person when they first meet and how to introduce ourselves to others as they represent cultural habits. Besides the other one is a dialog among four people talking about certain places in Indonesia.

Continuing to the third number of media of cultural information presentation, it is Idioms & Collocation which appears 7 times (3.5%) in total. In terms of idioms, it did not appear in the textbook, but collocation appears in song lyrics. Besides idioms & collocation, there are also many slang words found in the song lyrics, it is indeed common

that the language used in song lyrics generally is informal or slang language. The example is below:

Activity 19
Read the song lyrics.
Answer the questions that follow.

Head above Water
(By Avril Lavigne)

I've gotta keep the calm before the storm
I don't want less, I don't want more
Must bar the windows and the doors
To keep me safe, to keep me warm

Yeah my life is what I'm fighting for
Can't part the sea, can't reach the shore
And my voice becomes the driving force
I won't let this pull me overboard

God, keep my head above water
Don't let me drown, it gets harder
I'll meet you there at the altar
As I fall down to my knees
Don't let me drown, drown, drown
Don't let me, don't let me, don't let me drown

So pull me up from down below
'Cause I'm underneath the undertow
Come dry me off and hold me close
I need you now I need you most

God, keep my head above water
Don't let me drown, it gets harder
I'll meet you there at the altar
As I fall down to my knees
Don't let me drown, drown, drown
(Don't let me, don't let me, don't let me drown)
Don't let me drown, drown, drown
And keep my head above water
(Don't let me, don't let me, don't let me drown)
Above water

And I can't see in the stormy weather
I can't seem to keep it all together
And I can't swim the ocean like this forever
And I can't breathe



Picture 4.7 Avril Lavigne
Source: <https://www.billboard.com/files/media/04-avril-lavigne-head-above-water-press-photo-2018-billboard-1548.jpg> (July 2, 2019)

God, keep my head above water
I lose my breath at the bottom
Come rescue me, I'll be waiting
I'm too young to fall asleep

So God, keep my head above water
Don't let me drown, it gets harder
I'll meet you there at the altar
As I fall down to my knees

Don't let me drown
Don't let me drown
(Don't let me, don't let me, don't let me drown)
Don't let me drown
And keep my head above water
(Don't let me, don't let me, don't let me drown)
Above water

Adapted from: <https://www.lyrics.com/lyrics/avril-lavigne/head-above-water.html> (June 27, 2019)

Picture 4.10. Media of Cultural Information Presenting Collocation

Next, dialogues for habitual action & sound recording occur in the same number. It is 6 times in total (3%). The content of dialogues for habitual action in Bahasa Inggris EFL textbooks discuss the name of some places, country, occupation, greetings, attitude towards the elder, caring. Meanwhile, sound recording occurs on page 27 and 31 on Bahasa Inggris Semester 1, and Bahasa Inggris Semester 2 on page 60, 79, 80, and 85. The name of the person is also mentioned in this EFL textbook when it comes to song lyrics material. Those people are some international musicians (Khalid, Shaun, Conor Maynard, Avril Lavigne,

Lukas Graham, Richie Krisak, Rakan, CLC, Clean Bandid) and Indonesian musician (Afgan, Isyana Sarasvati, Rendy Pandugo, Maudy Ayunda). Here is the example of sound recording found on these

Float in the Sky
(By Rendy Pandugo)

[Verse 1]
We are young, we are fun
We can run, to catch the sun
We are beautiful creations for love, imagination
Yes we are ...

[Verse 2]
Make a story, take a glory
You have no reason, reason to worry
Take my hand, and hold on tight
It's gonna be a fight tonight

[Chorus]
I wanna fly, and take me higher
I'll take you for a ride, float in the sky
I am a dreamer, and live a louder
But like the stars, flame on fire

[Verse 3]
Bring your heart, don't fall apart
Ignite the sparks of your desire
In the dark, I'll shine the light
So rise the shadows tonight

[Chorus]
I wanna fly, and take me higher
I'll take you for a ride, float in the sky
I am a dreamer, and live a louder
But like the stars, flame on fire



Picture 4.6 Rendy Panduga

Source: <https://www.liriklagu.id/rendy-pandugo-float-in-the-sky/75000> (July 2, 2019)

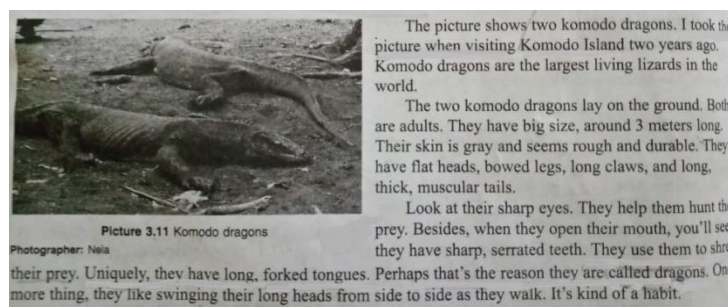
[Bridge]
Ooh-ooh-ooh-ooh-ooh ooh-ooh
Ooh-ooh-ooh-ooh-ooh ooh-ooh

[Chorus]
I wanna fly, and take me higher
I'll take you for a ride, float in the sky
I am a dreamer, and live a louder
But like the stars, flame on fire
I wanna fly, and take me higher
I'll take you for a ride, float in the sky
I am a dreamer, and live a louder
But like the stars, flame on fire
I wanna fly (fly), and take me higher
I'll take you for a ride, float in the sky
I am a dreamer, and live a louder
But like the stars, flame on fire

textbooks:

Picture 4.11. Media of Cultural Information Presenting Sound Recording

Later, the descriptive text which provides the readers with information about certain cultures occurs 4 times (2%). It is mainly about tourism destinations, animal species, and traditional costumes. Here is the example:



Read the following text.
Choose the correct answer.

Culinary tourism destination in Puncak Bogor grows again. It has just been opened a restaurant in the natural area of Puncak Pass. This one hectare restaurant provides traditional Indonesian cuisines. A vast parking area is available. There are also a fishing spot in open spaces, playgrounds for children, as well as some clean toilets. Come and enjoy the Indonesian foods while admiring the beautiful panorama of Puncak Pass here!

Picture 4.12. Media of Cultural Information Presenting Informative Text (descriptive text)

Meanwhile, culture notes and realia have the smallest portion in these textbooks. Culture note only appears 2 times (1%). This portion is so different from realia which appears 1 time (0.5%).

b. The Elements of Culture in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

The elements of culture in EFL textbook *Bahasa Inggris Semesters 1 & 2* are different from *BRIGHT 1* whose arts & literature have the most dominant portion. Arts & literature appears in 14 times (26%). The following table and chart show details about the number

and percentage of elements of culture in EFL textbook *Bahasa Inggris Semesters 1 & 2*.

Table 4.6. Number of Elements of Culture in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

Chapter	Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
1	1	4	4	-	-	-	-
2	5	-	2	-	-	-	-
3	-	4	2	-	-	1	-
4	-	1	-	1	-	-	-
5	1	1	2	-	-	-	1
6	2	-	1	-	-	-	2
7	-	-	-	-	1	-	2
8	-	1	1	1	13	-	-
Total	9	11	12	2	14	1	5
Total Items: 54							

From the table above, it can be seen that the occurrence of elements of culture in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2* textbook are also more compared to *BRIGHT 1* which appears only 36 times in total. If the most dominant elements of culture in *BRIGHT 1* is social organization, in this textbook the most dominant occurrence is arts & literature. Moreover, here are more detail percentages of media of cultural information presentation in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*:

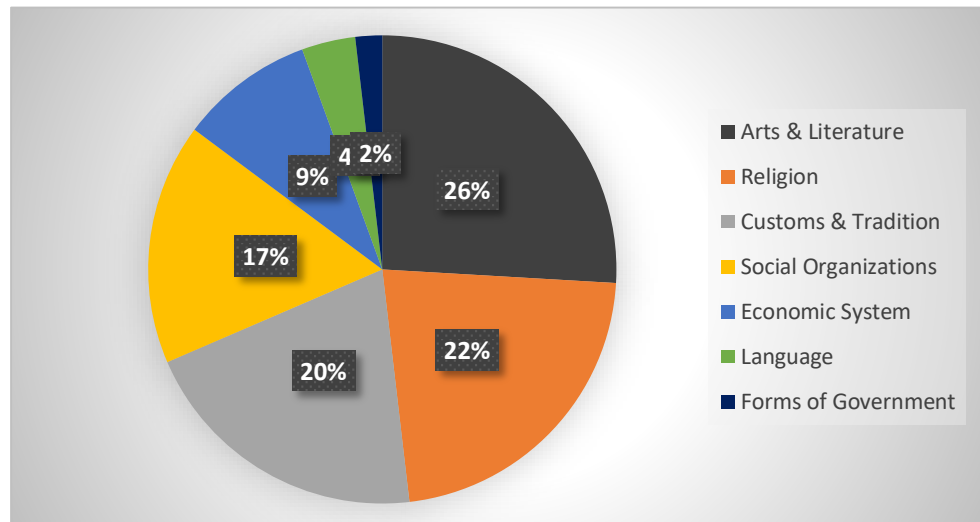


Chart 4.4 The Elements of Culture in *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*

Chart 4.4 indicates that arts & literature dominate all elements of culture with 14 appearances (26%). Arts and literature in *Bahasa Inggris untuk SMP/MTS Kelas VII* appear in Semester 2 version, while Semester 1 version has nothing. It consists of texts which tell about sculpture, artworks, songs, music, literature, and historical heritage. The following text is an example of arts & literature that exist in *Bahasa Inggris untuk SMP/MTS Kelas VII*.



Photographer: Sonny Irawan Putra

Sojiwan Temple is located in Central Java, Indonesia, near the Prambanan Temple. Some of you might not know the exact location of this Temple. It is located in the middle of residences. Sojiwan Temple previously was wreckage, not interesting at all. However, it has just been renovated and opened in the last 2011. It is relatively a new tourist object.

The characteristic of this temple is almost similar to the Prambanan Temple's. It has high and narrow dimensions. Different from Prambanan Temple as a Hindu's temple, this temple was a combination between Hindu's and Budha's temples. Some parts of the temple represent the Buddhist, while the structure is almost similar to Prambanan temple (a Hindu's temple).

The most interesting parts of this temple are the reliefs. There was a fable about Jetaka stories on the wall of Sojiwan Temple. One of the stories is about a monkey that tricked a crocodile in passing through a river (a famous fable from Java).

Picture 4.13. Element of Culture of Arts & Literature
in *Bahasa Inggris* untuk SMP/MTS Kelas VII

The text above is the example of arts & literature because the text itself discusses historical heritage called Sojiwan Tempel. Actually, the textbook authors inform single information about of Sojiwan Temple including location, history, characteristics, and table to offer the readers to travel or spend a holiday in Central Java Indonesia. Therefore, the description of Sojiwan Temple from this text above persuades the readers in the way it is. It means that this text has the aim to promote

Sojiwan Temple as an interesting place to visit. It might be concluded that this text is accurately related to tourism. Since the text above is discussing tourism place, this kind of text belongs to source culture because the place in the text above is in Indonesia.

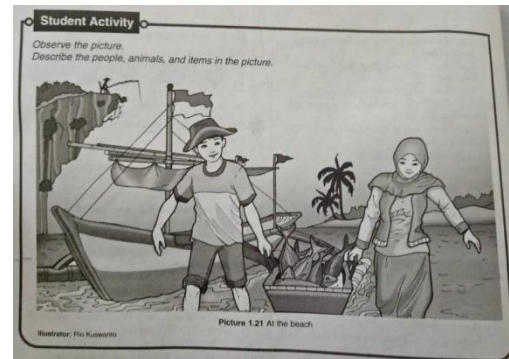
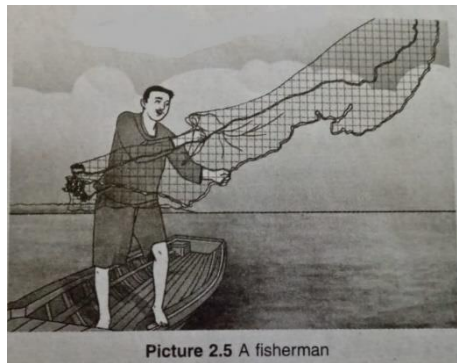
Following this number related to the element of culture, religion is in the second list occurring 12 times (22%). In this book, religion is visualized in the form of a cartoon of girls who wear the hijab which represents Islam. In the third position, there are customs & traditions that occur 11 times (20%). This portion is more compared to BRIGHT 1 which occurs 9 times. Most of the time, customs and traditions appear in form of visual illustration or photo of people which indicates the habits of a certain culture, such as queuing in public places, helping each other, attitude toward elders, respecting parents, making a bed, etc. The pictures below show an example of customs and tradition which is placed in the third position in the elements of culture in *Bahasa Inggris untuk SMP/MTS Kelas VII*.



Picture 4.14. Element of Culture of Customs & Tradition in *Bahasa Inggris* untuk SMP/MTS Kelas VII

The next positions of elements of culture in BRIGHT 1 are social organization appear 9 times (17%), economic system which appears 5 times (9%), then two culture elements which have the smallest portion in BRIGHT 1 are language and forms of government which appears 2 times (4%) and 1 time (2%).

Economic system appears in a conversation between two people and is also illustrated visually. In this textbook, the economic system is related and talks about occupations. Here are some examples of elements of culture represent the economic system.



Practice the following dialog with a friend.
Answer the questions.

Randy : Who is the man, Cindy?
Cindy : He is my uncle.
Randy : What does he do?
Cindy : He is an online motorcycle taxi driver.
Randy : What is his duty?
Cindy : He fetches and drops passengers at their destinations. Not only that. He often delivers food and drinks.

Randy : Now we can see online motorcycle taxi drivers everywhere.
Cindy : Yes, it is different from conventional motorcycle taxi drivers. To use their online services, passengers have to install an application on their smartphones.
Cindy : To differentiate them from the conventional ones, the drivers wear particular jackets and safety helmets.
Randy : I see.

Questions:

1. What does Cindy's uncle do?
2. What is Cindy's uncle's duty?
3. What should people do before using Cindy's uncle's services?
4. What does Cindy's uncle wear on his job?
5. Why do you think people prefer using online motorcycle taxi services to the conventional ones?

Picture 4.15. Elements of Culture in Economic System

These pictures represent the source culture that is how people in Indonesia get the things they need related to their occupations. For the illustrated picture, it is a fisherman which is typically Indonesian occupation. In *Bahasa* it is called *Nelayan*. Meanwhile, the conversation shows Cindy & Randy in the dialogues. They talk about online motorcycle taxi drivers where this generally is found in Indonesia. In Indonesia, there are many Ojek Online such as Grab and Gojek which can be reached by phone. Besides fetching and dropping passengers, they also used to deliver foods and drinks as well by

installed an application in the smartphone to order it. Then, the language in this book contains two written languages. Mostly, the materials are written in English and some in Indonesian. For the forms of government, the book talks about the Great Days Celebration in Indonesia, same with the elements of culture resending forms of government in *BRIGHT 1*.

3. The Intercultural Communicative Competence (ICC) Presented in the English classroom

Based on the result of intercultural communicative competence (ICC) presented in SMPN 5 & SMPN 8 Yogyakarta in class VII A & VII B, there are some data that the researcher found. For SMPN 8 Yogyakarta, the researcher observed the classroom every Wednesday and Thursday. Those are from the date of 12th, 13th, 19th, 20th, & 26th of February 2020, but for SMPN 8 Yogyakarta the recording of video & audio can only be played on the third, fourth, and fifth day, because of the technical problem of the audio recording and video recording which cannot be played. Meanwhile, for SMPN 5 Yogyakarta, the observation started from the date of 19th, 26th, 27th February until 4th & 5th March 2020. The researcher observed each of English classrooms for 5 days both in SMPN 5 & SMPN 8 Yogyakarta. The data ended on the fifth day because it has reached the saturated data when the researcher asked an informant to observe the classroom together with her. Besides, there is no change between data obtained from the first day until the last day. Therefore the observation ends on the fifth day. Here are some results

of the Intercultural communicative competence (ICC) presented in English classroom. The full results version of the intercultural communicative competence (ICC) presented in English classroom can be seen in Appendix.

Table 4.7. The Intercultural Communicative Competence (ICC) Presented in SMPN 5 & SMP 8 Yogyakarta

Level	Description	Example (Indicators)	Involved	Not Involved	Comments
Knowledge (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 153)	1. Social and culture in one's own country and in the other countries. 2. Process of interaction 3. Categories of ICC knowledge: Factual Knowledge, Language Knowledge, Lack of Knowledge, Meta-linguistic Knowledge	➤ Factual Knowledge: student or teacher utter, reproduce, or recount facts relating to national or ethnic culture, identity, habits, rules, etc	✓		✓ (01.31-01.40) T to Ss “ <i>Nanti nek saya sampaikan laporannya ke orangtua kalian nanti ada yang protes, nggak mau anaknya dikata-katain seperti itu</i> ” in many cases in Indonesia parents report teachers who do not accept if their children are scolded, so this goes to factual knowledge habits ✓ (01.11.44-01.11.54) S to Ss & T “ <i>Oke temen-temen, sebelum kita pulang, marilah berdoa terlebih dahulu, berdoa menurut kepercayaan agama masing-masing, berdoa mulai. Amiin</i> ” Student utters facts about ethnic culture & rules
		➤ Language Knowledge: student or teacher utter, reproduce, recount words or phrases in a language which is not their L1; or in their L1, if L1 is not the	✓		✓ (01.49-01.50) T to Ss “ <i>who is missing today?</i> ” Teacher utters words in a language which is not their L1 ✓ (05.17-05.19)

		majority language nor the target L2 of the preschool			Ss to T “ Greeting to our teacher, good morning Mr. Ibnu ” Students utters words in a language which is not their L1 as a respect to greet the teacher
		➤ Lack of Knowledge: student or teacher appear to have a deficit in factual knowledge on culture-related issues or language knowledge; this does not necessarily include a negative connotation or interpretation	✓		✓ (24.40-24.42) Ss to T “ ...(not responding) ” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (24.51-24.55) S to T “ ...(not responding) ” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (11.26-11.34) S to Ss & T “ The function.. a deskripsi text..... lupa aku pak hehe.. ” Student has lack of knowledge about descriptive text and the interval from one sentence to another is too long, when student speaks in English.
		➤ Meta-linguistic Knowledge: student or teacher utter	✓		✓ (01.05.41-01.06.23) S to Ss & T “ Descriptive text is a

		assumptions or factual knowledge about language, language construction, or communication; children talk about different languages and/or about communication strategies			<i>text which describe a particular person, place or things. The function of descriptive text is to describe a particular person, place or thing in specific. The structure, The structures of descriptive text is identification and description.</i>” student utters factual knowledge about language and talk about different language ✓ (03.02-03.09) T to Ss “<i>And the second structure is description</i>” Teacher utters factual knowledge about language
Skill (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 154)	1. Ability to interpret a document from another culture, explain and relate it to one’s own culture. 2. Ability to acquire new knowledge of a culture and to operate this knowledge	➤ Verbal Communication Strategy: student or teacher use verbal utterances to react to or interact with their chosen interlocutor/s from another culture, for example by choosing the adequate language, or by adapting their own language to the interlocutor’s abilities	✓		✓ (27.25-27.39) S to T “<i>Descriptive itu artinya kan deskripsi. Terus teks deskripsi itu teks yang menggambarkan suatu ee, text who is imaged something happened</i>” Student uses verbal utterances to react to their interlocutor by adapting their own language to the interlocutor’s abilities ✓ (28.34-29.01) T to Ss “<i>okee, open your book Bright.. on page one hundred</i>

3. Categories of ICC skill: Verbal Communication Strategy, Non-verbal Communication Strategy, Lack of Communication Strategy, Negative Strategy of Communication, Skill of Discovery, Deduction/ Transfer, Mediation/ Translation, Guidance				<i>thirty two, halaman seratus tiga puluh dua ke belakang itu banyak bercerita tentang descriptive text</i> Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor's abilities
	➤ Non-verbal Communication Strategy: student or teacher use mime and body language to react to or interact with their interlocutor/s	✓		✓ (25.59-26.02) S to T “....(<i>not responding just giggling</i>)” student uses mime to react with their interlocutor/s ✓ (09.14-09.29) T to S “ Kalau kamu (<i>sambil menunjuk seorang siswa</i>), I have many friends in class seven B” Teacher uses body language to give an example about certain knowledge
	➤ Lack of Communication Strategy: student or teacher appear to lack of a verbal or nonverbal strategy to interact with their interlocutor/s, which results in unsuccessful communication	✓		✓ (24.40-24.42) Ss to T “... (<i>not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (45.46) Ss to T “.... (<i>speak unclearly</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because they were

					not that confident with their answer ✓ (48.13-48.17) S to Ss & T “<i>Eee.....</i>” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because he is not that confident with his answer
		➤ Negative Strategy of Communication: student or teacher use a successful strategy of communication to fulfill their intention, but the children’s or teacher’s intention is to stop communication rather than to enhance it, e.g. by excluding other children		✓	
		➤ Skill of Discovery: student or teacher use a successful strategy to acquire knowledge or gather information, for example by asking question related to another culture	✓		✓ (12.35-12.36) S to S “<i>Fabric ki opo? Haha (laughing)</i>” Student asks question to gather information related to language knowledge with his friend ✓ (44.19-44.20) S to T “<i>Feed itu apa pak?</i>” Student asks question to gather information related to language knowledge with the teacher

		➤ Deduction/ Transfer: student or teacher combine factual and/or unconscious knowledge to establish interrelations between facts of which they had previously been unaware	✓	✓ (06.57-08.00) S to Ss & T “<i>In some countries, the elephant use as transportation in the zoo. They like play with the elephant..</i>” Student combines factual knowledge to establish interrelations between facts which they had previously been unaware ✓ (06.50-06.53) S to T & Ss “<i>Ada lagunya.. lagu Katy Perry</i>” When the material discuss about lion voice which sounds roar, student combines factual knowledge to establish interrelations between facts which they had previously been unaware ✓ (01.03.08-01.03.15) T to Ss “<i>dalam pribahasa ada apa itu yang roma-roma tu, banyak jalan menuju roma. Nggak usah adoh-adoh. Banyak jalan menuju Malioboro, yaa</i>” When the material discuss about how to explain descriptive text, the teacher combine the factual knowledge about this proverb with
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					the material, which means students can explain about descriptive text in many ways, by using different words but with the same intention
		➤ Mediation/ Translation: student or teacher use a successful strategy to solve a misunderstanding or a dysfunction in communication between individuals of different culture background, for example by mediating, translating or explaining	✓		✓ (09.05-09.11) T to S “<i>..sebelumnya mengatkan identifitis apa artinya? Mungkin identifies yang bener ya.</i>” Teacher corrects the mispronounce that students made, from <i>identifitis</i> become <i>identifies</i> ✓ (10.09) Ss to S “<i>descriptive text</i>” Some students reminding their friend’s answer when he mispronounce the words
		➤ Guidance: children or teacher successfully use a strategy to include another individual from a different cultural background into a group, an activity, or to introduce him or her to certain knowledge; this strategy is not restricted to dysfunctional communication, and it usually includes other strategies, such as the skill mediate and translate	✓		✓ (24.29-24.39) T to Ss “<i>Now we will have a review on the materials in the first semester, ok. Do you still remember about descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (24.43-24-50) T to S “<i>Do you still remember</i>

					<i>about descriptive text, yes? Raska, what is a descriptive text?"</i> Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge.
Attitude (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 152)	1. Developing attitudes of openness and curiosity about other culture and people 2. Categories of ICC attitude: Fear/ Rejection, Judgmental Statement, Tolerance/	➤ Fear/ Rejection: student or teacher cry, flinch, avoid contact, yell or show other signs of discomfort when exposed to manifestations of cultural differences; children refuse contact with certain persons, languages, objects or actions related to another culture	✓		✓ (25.35-25.40) S to T "<i>Eee...(suara terlalu kecil sehingga tidak jelas)</i>" As seen in the video, student is afraid of giving the wrong answers, so that they speak unclearly ✓ (25.44-25.46) S to T "<i>..... (not responding)</i>" Seen in the video the student has tried to give his answer, but when asked for the second time the student is afraid if his answer is wrong, so he chooses not to respond to it

	Acceptance, Hesitation, Regret, Interest, No Interest, Motivation for Contact, Motivation for Language	➤ Judgmental Statement: children or teacher utter phrases which express disrespect for or negative assumptions about another culture; children laugh about utterances, actions, beliefs or habits of persons from a different culture in a disrespectful way	✓		✓ (09.55-09.56) Ss to S “Hahahaha” All students laughing at student’s utterance in English when the student says <i>identification</i> ✓ (13.58-14.01) Ss to S “Hahahaha” Some students laughing at student’s utterance in English when the student speaks English unclearly ✓ (50.51-50.54) Ss to S “What dus, hahha (laughing)” Some students laughing at student’s utterance regarding to learning English ✓ (31.22-31.23) Ss to S “He wir, haha (laughing)” Some students laughing at student’s utterance regarding to learning English
		➤ Tolerance/ Acceptance: children or teacher show openness or a welcoming reaction toward persons, objects and actions from a different culture; children respect rules of an intercultural situation		✓	

		➤ Hesitation: children or teacher seem to avoid or seem cautions or shy towards persons from a different cultural background, their actions or objects associated with them, but they do not show signs of rejection	✓	✓ (07.04) S to T “<i>Insyallah paham</i>” Student uses word <i>insyallah</i> which sometimes means doubt in Bahasa, but student did not show signs of rejection ✓ (14.13-14.39) S to Ss & T “<i>Identification is... identifies.... things to be describe. Description is hmmm..... is lupa</i>” Student seems caution in using appropriate language while speaking in front of the class, it can be seen from the interval between one sentence to another sentence ✓ (01.19-01.25) S to T “<i>...(looking down and sideways confused)</i>” Student seems to avoid eye contact with the teacher & show confusion
		➤ Regret: children or teacher express sadness or disappointment about certain conditions associated with an intercultural situation	✓	✓ (28.28-28.29) T to S “<i>...waduuh</i>” Teacher shows disappointment about students’ ability regarding to the descriptive text ✓ (47.23-47.26) S to Ss & T “<i>Eehhm.. Aduh...</i>” Student shows

					disappointment about his ability regarding to the lack of knowledge about descriptive text
		➤ Interest: children or teacher appear curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture	✓		✓ (09.18-09.19) S to T “<i>I’m so happy</i>” Student shows that she want to gain knowledge by correcting the homework together with her friends & teacher ✓ (09.33-09.34) S to T “<i>Pak, ayo pak</i>” Student looks impatient that she wants to checking the homework together with her friends & teacher ✓ (38.37-38.38) S to T “<i>Lagi pak nanya lagi pak</i>” Student looks curious about something related to language knowledge of different culture
		➤ No Interest: children or teacher appear disinterested in displayed objects, themes or other newly introduced features	✓		✓ (22.01) S to T “<i>Bahagia pak</i>” Student appears disinterested in learning English because he said he was happy when he heard the bell is ringing, which means the lesson will be end. ✓ (22.05)

					S to T “<i>sudah selesai</i>” when teacher asked the student why he was happy, he said because the lesson is over, therefore student appears disinterested in learning English ✓ (09.14-09.16) S to Ss & T “<i>I’m so happy</i>” When the lesson is over, the student said that he was happy about that.
		➤ Motivation for Contact: children or teacher appear eager to become involved or to be in contact with L2 teachers or with children from different cultural backgrounds		✓	
		➤ Motivation for Language: children or teacher appear willing to learn the L2 spoken in preschool context or other languages; children show appreciation for language skills	✓		✓ (08.53-08.55) S to T “<i>Pak, PR nya pak</i>” The student reminds the teacher about the homework ✓ (28.53-28.54) Ss to T “<i>(some students raise their hands)</i>” In the video, it shows that students are willing to answer the question given by teacher in English ✓ (17.04)

					S to T “ Yeay ” Student shows happiness when the teacher point on her to answer the question
Critical Awareness (Source: Byram, 2001: 5-7, Byram, 2012, Critical Literacy)	1. Ability to think about things actively and intelligently rather than just accept them (see things from different perspectives) 2. Task promoting critical cultural	➤ The social dimension: learners visualize how cultural values and beliefs play a crucial role in the types of interactions that occur in different societies even when the same language is being used. For example: learners begin to see that languages work differently depending on the context and users		✓	

Winter School, 2006: 1, in Nugent & Catalano, 2015: 19-20)	awareness present opportunities for students to use higher-order thinking skills in order to become more aware of the ideological component underlying intercultural interactions 3. The notion of Critical Cultural Awareness can be regarded as being comprised of two distinct dimensions, those are: social and psychological.	➤ The psychological dimension: it is worthwhile for students in a foreign language classroom to consider how language, whether native or foreign, affects an individual's personal and social identity. For example: German language students can study how language affects identity differently in Germany compared to Austria by looking at what native speakers consider to be typical German and Austrian characteristics		✓	
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b) Discussion

1. Media of Cultural Informatin Presentation in *BRIGHT 1 & Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2*

Summarized from all media of cultural information presentation, visual illustration places the highest rank. Cameron (2012: 2) added that visual illustration is an interpretation or visual explanation of text that is usually found in cartoons, drawings/paintings, photographs, charts. However, they can be so beneficial or only just decorative images. Therefore, it is not surprising that the total portion in *BRIGHT 1* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* are placed by visual illustrations. The reason makes visual illustration become the highest rank of all the media of cultural information presentation just because visual illustration makes the students easier to understand the materials. Besides, the visual illustration also makes the material looks interesting. Therefore, the students can easily imagine what the cultural load in the context is. It means that the total portion of visual illustration is highly different compared to another media of cultural information presentation such as dialogue of everyday life, realia, writing task, idioms and text presenting foreign attitude and opinion.

The highest number of visual illustration presented is product and people. This is also supported by Aprilianto (2017: 68) and Sitoresmi (2017: 41) saying that product and people are two items involved in the element culture. Nevertheless, visual illustration presents many of attitudes of a

person. Here are the items included in product, people, and habits. First, *the photograph of building* (office building in London, Jembatan kelok 9 in West Sumatra, Fatahillah Museum in Jakarta, Indonesian school, Sojiwan temple in Central Java, and Honai Papua's traditional house), *the photograph of arts & literature* (House Racing in Madura, Indonesian scout, artistic bench, Hello Kitty cartoon character, unique bicycle, Aladdin soundtrack, Saman Dance from Aceh, Shaun the Sheep cartoon character, Jaipong Dance from Bandung, Heaven song lyric, Float in the sky song lyric, Head above Water song lyric, Talk song lyric), *international & national musician* (Khalid, Shaun, Conor Maynard, Afgan, Isyana Sarasvati, Rendy Pandugo, Avril Lavigne, Maudy Ayunda, Lukas Graham, Richie Krisak, Rakan, CLC, Clean Bandit, Zayn Malik), *attitude of a person* (greetings to people, taking leave to people, kissing older persons hands: *teacher, parents, uncle, aunt, etc*, Indonesian school timetable, attitude toward elder: *giving a seat to an old man, respect to parents*, apologizing, compliment, introducing each other, making a bed, a queue). In this section, *Bahasa Inggris untuk SMP/MTs Kelas VII* has more frequently mix pictures representing culture than *BRIGHT 1* textbook.

Not only presented in Person, Product, and Attitude of a person, visual illustration also presents the interlocutors in each EFL textbook through the dialogue & monolog sections. In *BRIGHT 1* textbook, there are at least six interlocutors, namely Lia (Indonesian), Martin (Canadian), Mei Lan

(Chinese), Jessica Malone (Jamaica), Jane Doe (Australian), and Nyah (Vietnamese). The six interlocutors take part in the dialogue and monolog section. They talk about greetings, habits, daily activities, family members, and personal information of cards. Different from BRIGHT 1 that mentions peoples' names from different countries which indicates the target culture and international culture, *Bahasa Inggris untuk SMP/MTs Kelas VII* textbook more likely to mention peoples' names in Indonesian cities & regions which indicates the source culture. In *Bahasa Inggris untuk SMP/MTs Kelas VII* textbook, five interlocutors are found. They are Randy (Jakarta), Ayu (Madura), Diana (West Sumatra), Tiara (Indonesian), and Mario (West Papua). They discuss occupation and hometown. To sum up, some dialogues and monolog in *BRIGHT 1 An English textbook* shows that the book belongs to target and international culture because some of the materials (dialogues and monolog) represent the culture of English speaking countries where English is used as the international language. Meanwhile *Bahasa Inggris untuk SMP/MTs Kelas VII* textbook belongs to source culture, which only involves Indonesian people in their dialogues and monolog.

Finally, the visual illustration is also clearly to distinguish the source culture, target culture, and international target culture seen. Moreover, visual illustration obviously gives a visual explanation for the texts presenting foreign attitudes and opinions when it belongs to target & international culture. The authors believe that visual illustration will lead students'

imagination to the cultural material. However, the materials such as the text presenting foreign attitudes and opinions are good for students' intercultural information. Hence, the students are able to know and comprehend one culture and another culture in order to enrich their cultural competence whether in source culture, target culture, and international culture. It can be concluded that the media of cultural information presentation in both textbooks are dominated by visual illustration, where the visual illustration in *BRIGHT 1 An English textbook* belongs to the target culture, while *Bahasa Inggris untuk SMP/MTs Kelas VII* belongs to the source culture.

2. Elements of Culture in *BRIGHT 1* & *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2*

It is stated that culture combines a lot of elements to create a unique way of living for different people. Culture is as much an individual, psychological construct as it is a social construct that becomes a system of code used to signify paradigm for human communication (Sitoremsi, 2017: 74). The existence of culture lies in seven elements of culture namely social organization, customs and traditions, religion, language, arts and literature, a form of government, and economic system (Brown, 2001: 27).

From these seven elements of culture, forms of government is the lowest rank from all elements of culture both in *BRIGHT 1 An English textbook* and *Bahasa Inggris untuk SMP/MTs Kelas VII textbook*. Meanwhile,

this is contrariwise proportionate to the research conducted by Sitoresmi (2017) where in her research religion has the lowest version in elements of culture. In addition, the highest rank of the elements of culture is diverse in each textbook. In *BRIGHT 1 An English textbook*, the highest rank falls on the social organization with the percentage of 42% which also supported by Sitoresmi (2017: 47) in her research, social organization presents the highest portion related to job and ancestry. However, in *Bahasa Inggris untuk SMP/MTs Kelas VII textbook*, the highest score falls on arts & literature with a percentage of 26% in total. The detail is seen on Chart 4.3 which shows the highest rank for elements of culture in *BRIGHT 1 An English textbook* with 14 times (42%) and Chart 4.5 which shows the highest rank for an element of culture in *Bahasa Inggris untuk SMP/MTs Kelas VII textbook* with the same amount 14 times (26%). The different between *BRIGHT 1 An English textbook* and *Bahasa Inggris untuk SMP/MTs Kelas VII textbook* is the portion of the elements of culture. It is because the social organization in *BRIGHT 1* textbook mentioned more items such as job, education, and family members (ancestry) which have more portions than other items of elements of culture. Thus, it is not surprising that social organization put its portion into the highest rank with these items in *BRIGHT 1* textbook.

Meanwhile, forms of government are the lowest rank on both of the textbooks which only appears once in each textbook. The forms of government stated with the names of Great Days in Indonesia, such as

National Education Day, Earth Day, National Children's Day, Indonesian Independence Day, Teacher's day, National Batik's Day, Pancasila Day, National Heroes Day, etc. These applied to both of the books which only mention great days not only in Indonesia but also in the world.

3. The Intercultural Communicative Competence (ICC) Presented in English classroom

The intercultural communicative competence (ICC) presented in English classroom at SMPN 5 & SMPN 8 Yogyakarta approximately has the same results. The researchers of the previous studies only focused on culture represented in textbooks, so this research brings a new understanding of how the cultural contents are presented and exist in textbooks and also in the teaching and learning process. Based on data observation analysis, in enhancing students' character building and their source culture, the teachers often discuss factual knowledge and relate it to the reality that occurs in the classroom and outside the classroom. It includes how the students should behave to their parents, how they are responsible to do the cleanliness schedule and do their English assignment, how the teacher accustoms students to pray before and after the class begins, and how the teacher reprimands the students to do things that are not polite and advise them.

Besides, another example of factual knowledge is before teaching and learning activities begin, all students, teachers, and employees in the school sing the national anthem Indonesia Raya in accordance with the regulations of the Ministry of Education and Culture, so this goes to factual knowledge related to national culture, identity, rules & habits. Meanwhile, for students, factual knowledge sometimes is applied when they use their native language, such as when they feel blessed or nervous. As a Muslim, they will say *Alhamdulillah* or *Astagfirullah*, while other students sometimes used swear words when talking to their friends like *Cuk*, *Anjir*, *Monyet*, etc, indicating that they are really close each other, even though it is actually not good to used those words. This factual knowledge represents the ethnic culture & habits of the student itself.

In terms of language knowledge, the teacher sometimes utters words in a language which is not their L1 before explaining the material or after explaining the material in Bahasa, when checking students' attendance, greetings to the students, and give instructions to students. Meanwhile, the students sometimes applied their language knowledge which is not their L1 or using their English knowledge while presenting their assignment in front of the class, speaking practices, and also greeting their teacher. However, most of the time when the students cannot answer the teacher's question related to English learning they will keep silent, not responding, sometimes just giggling, speak unclearly, or just said that she/he forgets about it and did

not know what the answer it. It means that the students appear to have a deficit in factual knowledge on culture-related issues or language knowledge. When related to the meta-linguistic knowledge, the students and the teacher at time utter their assumptions or factual knowledge about language, language construction, or communication.

Moreover, when related to the skill level in intercultural communicative competence, the teacher usually used verbal communication strategy or uses verbal utterances to react to their interlocutors by adapting their own language and mixed the language with English. This way is done by the teacher based on the students' abilities in English language. Meanwhile, this is also applied by the students as well. They also use verbal utterances to react to their interlocutors by mixing English and the Indonesian language when they did not know how to say or explain it in English. When it comes to the confirmation of agreement or disagreement, the students or the teacher sometimes used non-verbal communication strategies with their interlocutors. It means that when the teacher or the students speak in English, each of them responds to it by using body language. Some of them used body language such as nodding, shaking the head, pointing to something, or someone. Meanwhile, most of the time students kept silence when they did not know how to respond to certain questions in English, or when they try to speak English but they think too long or did not confidence with their answer, it turns out that they will speak too much pause which shows lack of a verbal or

nonverbal strategy to interact with their interlocutor/s. However, luckily, none of the students use a negative strategy of communication. The researcher did not find in the classroom that none of them stop the communication between their interlocutors by excluding other students turns out. Most of them try to respond to their interlocutors instead as much as they can. The next skill that is represented by the students in the classroom is a skill of discovery which means that they used strategy to acquire knowledge or gather information, for example by asking a question related to another culture.

Most of the time when students did not know the meaning of some words in English they will ask their friends or the teacher. This is done by the students both in SMPN 5 & SMPN 8 Yogyakarta. For example, she or he will say “*Pak, diligent itu apa pak? Dilejent, diligent.*”. The student is asking questions in order to gather information related to language knowledge in another culture. Following the skill of deduction/transfer which means the student or the teacher combines factual and/or unconscious knowledge to establish interrelations between facts of which she/he has previously been unaware. The example is when one of the students presents their essay projects related to the description of an animal; he said that “*in some countries, the elephant is used as transportation in the zoo. They like playing with the elephant.*”. These statements prove that the student combines factual knowledge to establish interrelations between facts which they have previously been unaware.

The next skill is meditation/translation. The researcher found that in the classroom when a student mispronounces or saying an incorrect word, the teacher and other students correct the mispronounce which is made by the student, for example, a student mispronounces a word from *identifitis* to become *identifies*. Meanwhile, guidance strategy is frequently used by the teacher to include students into a group, an activity, or to introduce him or her to certain knowledge; such as the skill mediate and translate. The example by asking them some questions is “*Do you still remember about descriptive text, yes? Raska, what is a descriptive text?*”, “*Ok, now please volunteer is being to answer the questions, please speak English. Any volunteer please?*”, “*ok, open your book Bright.. on page one hundred thirty-two*”. The teacher guides the students by giving them instruction on what they have to do, and also encourage them to participate and be active in the classroom. As supported by Savignon (2002: 23), intercultural communicative competence (ICC) is highly related to understanding cultural studies in the process of teaching-learning language and culture. He added that within intercultural communicative competence, students can understand their own culture and communicate with other people through a different culture.

In terms of the attitude of intercultural communicative competence (ICC) represented in English classrooms, the students sometimes show signs of discomfort when exposed to manifestations of cultural differences; the students refuse contact with the teacher. They seem nervous, fearful, or

trembling when they cannot answer or respond to the teacher's questions when the teacher asked them right away. At that time, they reject to answer the question by saying not to choose them because they did not feel confident about their answer. However, when the students found that their friends say the wrong answer or mispronounce some words, they end up laughing at their friend's answer. These cases show disrespect or negative assumptions about their attitude. When the students felt hesitant to give responses to their teacher's question, they just speak hesitantly and followed by a low tone. At that moment, some of the students sometimes express their sadness or disappointment about certain conditions related to their regret because of their lack of knowledge in answering teachers' questions relating to the English materials. The teacher also expresses his sadness or disappointment when they forget what they have learned, and cannot answer his question even though he already explained and give some clues about the material. However, the good things are some of the students curious or want to gain knowledge about other persons, objects, and actions connected to a different culture. They will be asked the teacher right away if they wanted to know about it or they just took interested in it. They sometimes seem eager to learn the L2 spoken and show appreciation for language skills, such as some students are active and want to answer the question given by teacher in English, they raised their hands, they remind the teacher about the homework and want to check their assignment answer immediately, and so on.

Unfortunately from the four levels of intercultural communicative strategy, there is one level that is not involved in the classroom by the students. That is a critical awareness level. The reason why students are not that critical enough could be because currently, English lessons in Indonesia begin to be taught when they enter 7th grade in junior high school. In elementary schools, only a few schools that apply English lessons as an extracurricular subject. This is what causes students' critical awareness or knowledge of English not that good and critical enough when giving a response to a teacher or criticizing what they have learned.

Moreover, from the facts in the field, it is found that the teacher put more emphasis on character education for students supported by source culture rather than the target or international culture. This has been done by the teacher since the zoning system or *sistem zonasi* came into force in new students' enrollment in many schools in Indonesia. The teacher felt the most negative effects of this zoning system as differences in student character and thinking ability is felt very much by the teacher compared to previous year's students that have not been affected by the zoning system. This is supported by the results of interviews conducted by the researcher of two English teachers who teach in 7th grade of Junior High School in different schools, SMPN 5 and SMPN 8 Yogyakarta. From the results of the interview, there were four questions raised by the author to the teacher related to the role of culture in English classroom, here are the questions;

1. When should teachers teach culture?
2. Why it is necessary for students to learn about the cultural content, such as target culture, source culture, and international culture?
(Fleet, 2006: 5)
3. How can teachers incorporate culture into foreign language classrooms in terms of fostering learners' cultural awareness and communicating insights into the target culture?
4. How to teach culture for effective English learning?
(Wang, 2008: 3)

These interview questions were taken from the theories of Flat (2006: 5) and Wang (2008: 3). When doing the interview, the process interaction between the teacher as an interviewee and the researcher as the interviewer uses Indonesian language. Therefore, based on the four interview questions asked by the researcher to the teachers, here are the results of the interview between the researcher and Mr. Otnil as an English teacher in class 7A in SMP 5 Yogyakarta and Mr. Ibnu as an English teacher in 7B in SMP 8 Yogyakarta:

Table 4.8. The Result of Interviewing English teachers about teaching culture content in SMP 5 & SMP 8 Yogyakarta

No.	Interview Questions by the researcher	Teacher 1 (Mr. Otnil SMP 5 Yogyakarta)	Teacher 2 (Mr. Ibnu SMP 8 Yogyakarta)
1.	Kapan seharusnya guru mengajarkan konten	Kalo menurut saya sih, setiap saat ya dalam	Saya sejak awal ya, dari awal masuk anak-

	budaya di dalam kelas?	artian, ketika guru masuk kelas, ketika ada sesuatu yang bisa dihubungkan dengan hmm budaya tertentu & nilai-nilai tertentu, tak pikir itu bisa disampaikan. Jadi tidak mesti harus ada waktu khusus gitu. Anak-anak ngerti maksudnya, oo.. ini tu kayak gini, oo penggunaannya seperti ini. Hmm.. kurang lebihnya seperti itu sih mba.	anak sudah diajarkan seperti itu, sehingga meskipun guru Bahasa Inggris saya memang banyak bicara menyampaikan nilai-nilai moral, kayak khususnya pergaulan antara satu siswa dengan yang lain, karna bisa jadi mungkin kebiasaan mereka di rumah berbeda-beda, sehingga ada kecenderungan yang kebiasaan kurang baik itu malah mempengaruhi anak-anak yang tadinya di rumah malah baik. Dimana ini terbukti banyak orangtua juga yang mengeluh anaknya sebelumnya lulus dari SD katanya baik, sopan, hormat, taat, tapi ketika masuk di sekolah, satu semester jadi mungkin ngomong ke orangtua kasar, dinasehati malah balek orangtuanya dimarahi. Makanya dari awal saya sering ya seperti ceramah memberikan masukan-masukan moral kepada anak-anak untuk budaya-budaya yang mereka terapkan setelah berinteraksi dengan teman-temannya. Sekarang lebih ke source culture karena
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			anak-anak sekarang ya mungkin kebiasaan mereka seperti itu kan. Anak-anak cenderung banyak waktunya untuk menggunakan HP, nah di Hp itu kan apapun yang diinginkan dibayangkan bisa dicari, sehingga mungkin banyak sekali budaya-budaya yang seharusnya nggak perlu, atau bahkan cenderung dampaknya negatif, karena mereka suka dengan penyampaiannya akhirnya mereka & mungkin penasaran akhirnya mereka mencoba-coba malah mempraktikkan budaya yang di dapat dari online itu.
2.	Kenapa menurut Bapak penting untuk murid-murid untuk belajar tentang konten budaya, seperti: target culture, source culture and international culture?	Culture itu kan hasil pemikiran manusia yaa? Nah, saya pikir itu penting buat anak-anak untuk dimengerti, untuk dipahami. Jadi dia bisa tahu budayanya sendiri, bisa menghormati budayanya sendiri. Kemudian kalo dari budaya yang lain, mereka juga tahu budaya orang lain. Jadi karena mereka juga bisa menghormati orang lian, saya pikir itu aja sudah cukup ya, dan mungkin	Ya kalo mau target culture sebenarnya kita nggak ada. Hanya karena penekanannya sebenarnya kan pendidikan karakter sejak dulu didengungkan pendidikan karakter & sekarang muncul lagi penekanan pendidikan karakter. Karna memang ya terus terang kemampuan anak-anak zaman sekarang itu justru kemampuan akademiknya itu

		kita (guru dan para siswa) nggak perlu terlalu dalam. Misalnya kayak nilai mungkin buat orang Jawa, misalnya saya makan nih, makan coklat sisa sepruh, saya tawarin ke mbaknya misalnya, dalam budaya Jawa itu kan nggak sopan kan, tapi buat orang barat mungkin itu sopan. Jadi perbedaan-perbedaan seperti itu, hmm.. anak-anak harus ngerti, jadi bisa saling menghormati, menghargai.	cenderung menurun. Makanya sekarang itu lebih baik kami imbangi pendidikan karakter yang baik dan budayakan prilaku yang baik. Termasuk menjaga kesehatan, itu memudahkan hal-hal yang positif. Nah kalo memang sekarang itu dipaksakan kemampuan akademiknya agak susah. Hapalan ya cenderung susah, ketika dijelaskan agak susah menangkapnya. Saya lebih cenderung memperbaiki yang bagian karakter, jadi sedapatnya kemampuan akademiknya ya itulah kemampuan anak-anak yang tahun-tahun sekarang ini. Karna banyak sekali anak yang kemampuan & karakternya di kelas juga kurang bagus. Suka jail iseng, bahkan saya sendiri pernah dijaili. Saya masuk kelas tiba-tiba ada siswa muncul ngageti saya. Mungkin anak-anak membayangkan itu temannya yang masuk, ternyata itu gurunya juga. Kalo dibiarkan anak itu merasa kelakuannya baik,
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			benar. Sehingga kita coba bicara hal-hal seperti itu sebenarnya nggak baik & tidak boleh dilakukan. Kalo anak yang dahulu, dulu rasa disiplin, tanggung jawab, mandiri sudah cukup bagus. Sekarang ini mungkin karena banyak bermain dengan HP & pengaruh konten-konten dari internet itu akhirnya yang penting senang. Kan kalo di YouTube itu banyak orang iseng, prank dsb. Itu kan kayaknya menyenangkan, lucu, lah itulah yang cenderung dipraktikkan anak-anak.
3.	Lalu, bagaimana cara guru memasukkan/menyisipkan budaya dalam pembelajaran bahasa asing, guna membangun kesadaran kebudayaan dan menambah wawasan mengenai budaya sasaran (English)?	Disesuaikan aja mba dengan materi pelajaran saat itu lagi apa, ada kejadian apa, jadi nanti kan pastikan ada masukkan tuh, nah misalnya oh kalok Jawa tuh kayak gini, tapi mungkin misalnya kalo luar negeri seperti ini, misalnya. Tapi kalo misalnya nggak sampai terlalu jauh pembahasannya ya Jawa aja cukup. Karna itu kan juga tergantung dari kelasnya. Kayak misalnya kelas yang ini kelas 7A. Ini kan mereka kan anak-anaknya cukup	Culture content biasanya saya awal banyak cerita dulu dan ada nilai-nilai moral yang saya sampaikan. Kemudian ya budaya kayak tadi misalnya diskusi, ya kan saling membantu, tapi ya kenyataannya bisa dilihat ada yang satu kelompok cuman diam saja ya. Kerjasama, saling membantu saling menukarkan pemikiran itu harus dibudayakan, karna kalok nggak dibudayakan kalo ada tugas kelompok itu

		low yaa. Jadi itu pengaruhnya gede banget, beda dengan kelas lain. Jadi hmm.. ya secukupnya aja kalo yang untuk kelas ini. Mungkin kalo kelas lain beda lagi. Kalo disini kan sudah ada kelas khusus-khusus gitu, kalo di SMPN 8 anak-anaknya campuran. Jadi dikelas lebih fokus terhadap source culture karena itu yang ditemukan anak-anak & itu yang dihadapi anak-anak untuk setiap harinya. Untuk media yang digunakan kadang-kadang menggunakan media LCD & internet, medianya seperti video, ppt, cari yang gampang aja sih mba hehehe (tertawa).	malah ada korbannya. Satu siswa kerja keras, yang lain diam. Anak-anak cenderung budayanya itu memaksa temannya untuk melakukan semuanya. Anak yang sudah terbiasa pasif itu agak sulit ya. Makanya harus dipaksa, caranya membuat aturan yang tidak bicara atau yang pasif disuruh maju bisa bicara/ menyanyi dalam Bahasa Inggris. Akhirnya karna ada keadaan terpaksa, seperti akhirnya mereka akan terpaksa dan dengan terpaksa akan berusaha, meskipun terpaksa. Terpaksa menjadi terbiasa.
4.	Kemudian, bagaimana cara mengajar budaya untuk pembelajaran Bahasa Inggris yang efektif?	Disesuaikan dengan apa yang ketemu, yang dilihat, itu aja sih. Jadi kan hari ini kita lagi ngalamin apa sih, hari ini saya ngalamin apa to? Anak-anak ngalamin apa to? Atau misalnya ada peristiwa apa yang lagi viral misalnya di TV, di berita atau apa gitu aja, dihubungkan aja. Kurang lebihnya seperti itu, jadi kan anak-anak itu langsung tau.	Efektif itu belum tentu sama dari waktu ke waktu untuk dipraktikkan. Untuk sekarang ini saya punya terapi khusus anak yaa, suruh baca, kemudian tanya jawab, kemudian berusaha dijelaskan. Satu ya saya buat agar anak betul-betul berusaha maksimal, anak saya suruh menyampaikan kegiatan diluar

	Tapi apakah ada perubahan setelah digituin? Culture awareness mereka nambah?	Daripada mikirnya yang jauh gitu, yang mungkin nggak ada disitu. Mereka mikirnya, membayanginnya juga susah, muridnya juga susah, ilang deh nggak ketemu apa-apa, jadi contextualized seperti itu. Itu kan proses mba, nggak bisa dilihat dalam jangka waktu pendek. Saya mengerti apa yang guru saya sampaikan setelah bertahun-tahun. Oh dulu guru SMP saya itu ngomongnya begitu yaa, oo.. guru SMA saya itu dulu ngomongnya begitu. Jadi kalo kita mau lihat culture awareness in a very short time, it is very hard for us to seeing that. Iya kalo dari awal masuk sampai sekarang iyah ada perubahan menjadi lebih disiplin. Beberapa kelas yang saya masuki itu pertamanya ee kadang masuk tu bisa telat 15 menit, ehm bisa telat 20 menit. Ketika saya masuk saya katakana saya pingin gini, gini, gini. Berubah. Perlahan mulai diterapkan, iya betul.	ruangan. Anak bicara saling membantu satu bicara teman satunya merekam membuat video. Itu akhirnya yang terbiasa pasif pun akhirnya akan ikut terpaksa berusaha. Ya cenderung ada kemajuan dari itu. Dari terpaksa, tebiasa dan menjadi bisa. Materi yang digunakan dikelas juga kadang-kadang selain buku juga diambil dari internet. Paling anak-anak kadang bawa HP sebagai media untuk mencari materi diinternet untuk memanfaatkan fasilitas anak untuk pelajaran.
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From the result of the interview above it is clearly seen that in the classroom, cultural contents are presented more on the source culture rather than target culture and international culture by the teacher. The reasons are because the main focus of the teacher is to emphasize the character-building of the students. It can be seen from the result of the intercultural communicative competence (ICC) presented in the classroom, teachers always teaches and remind moral values to the students. The teachers remind the students how to behave with their parents, collaborate in doing assignments with friends both inside and outside the classroom, maintain healthiness, and learn to be responsible and independent. Besides reminding them about cultural habits, ethnic and rules, the teacher also does not forget to appreciate them when the students did a good deed. This is done by the teacher in order to give them the enthusiasm to do good deeds more and more.

Moreover, the students are also taught how to behave well in the classroom, for example, students are taught how to behave politely to the teacher by knocking on the door before entering the class, greeting and kissing their teacher's hand as a form of respect, and also paying attention to the teacher when the teacher is talking or explaining the material. Meanwhile, for the material in the classroom, the teacher usually taught students by using textbooks, both *BRIGHT 1* and *Bahasa Inggris untuk SMP/MTS Kelas VII Semesters 1 & 2*. Besides using textbooks, they also used learning material

such as mobile phone, LCD projector, PowerPoint, online platform such as YouTube and eBook in PDF.

C. Limitation of the Research

The limitation of this study is due to the incomplete data obtained by the researcher herself when observing and taking the data in the form of an intercultural communication competence presented in the 7th grade of SMPN 8 Yogyakarta. This happens because of technical errors in the process of taking data which audio and video are not recorded from beginning to end in the first and second day. This causes a lack of data gained by the researcher to transcribe and analyze the data.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The followings are the results of this study which can be summarized from the findings and discussion in chapter IV.

a) The Media of Cultural Information Presentation inside *BRIGHT 1: An English Course for Junior High School Students and Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2*

The media of cultural information presentation in EFL textbook *BRIGHT 1: An English Course for Junior High School Students and Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* are presented through descriptive text, cultural notes, dialogues for habitual action, contextualized writing task, idioms and collocation, realia, sound recording; and visual

illustration. However, visual illustration is the most dominant media among other media of cultural information presentation. Visual illustration in these textbooks gives a visual explanation related to the materials through pictures, photographs, and computer illustration. The visual illustration is presented in product, people, and habits. Here are the items included in the product, people and habits as a photograph of landmark or building from different regions, arts, and literature, name of the international and national musician, and attitude of a person and some people.

The presence of visual illustration is useful for students or readers to understand what the materials are about. Moreover, visual illustration in these textbooks is sometimes supported by sound recording which can be accessed through the QR codes available in the books. Therefore, the students are capable to distinguish the differences of one topic to other topics. On the other hand, visual illustration also becomes media for students or learners if they do not even know the object in certain texts in the books. Other parts of media of cultural information presentation in EFL textbooks are idioms and collocation, realia, contextualized writing task, sound recording, a dialogue of everyday life, text presenting foreign attitude and informative text that can deepen the cultural information for student's understanding.

b) Elements of Culture Presented in *BRIGHT 1: An English Course for Junior High School Students and Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2*

From the seven elements of culture, the elements of culture presented in forms of government are the lowest rank from all elements of culture both in *BRIGHT 1 An English and Bahasa Inggris untuk SMP/MTs Kelas VII textbook*. Meanwhile, the highest rank in *BRIGHT 1 An English textbook* falls on social organization, while in *Bahasa Inggris untuk SMP/MTs Kelas VII textbook*, the highest ranks fall on arts & literature. The most visible difference between the *BRIGHT 1 An English textbook* and the *English textbook with Bahasa Inggris untuk SMP/MTs Kelas VII* is the high portion of the cultural elements presented. This happens because the elements of culture are mostly presented about social organizations in the textbook *BRIGHT 1*, which mention items such as work, education, and family members (descent) that have a larger portion than other items for cultural elements.

Therefore, it is not surprising that social organizations put their portion into the highest rank with these items in *BRIGHT 1 textbook*. For the lowest rank, forms of government are chosen both of the textbooks which only appears once in each of the textbooks. The forms of government include the names of Great Days in Indonesia, such as National Education Day, Earth Day, National Children's Day, Indonesian Independence Day, Teacher's day, National Batik's Day, Pancasila Day, National Heroes Day, etc.

c) The Intercultural Communicative Competence (ICC) Presented in the English classrooms

The intercultural communicative competence (ICC) presented in the English classrooms by the English teacher and students in SMPN 5 and SMPN 8. Most of the time, they show knowledge, skill, and attitude of intercultural communicative competence (ICC) involved some example in classrooms, such as factual knowledge related to the national or ethnic culture, verbal communication strategy where students or teacher mixed their language to interact and explain something with their interlocutor/s. Sometimes they also used body language to confirm their agreement or disagreement related to the English learning, corrects their friend's mispronunciation which refers to the mediation or translation and some of them seem curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture. Although at that time some did not give a response when the teacher asked them questions related to English learning, the level of critical awareness did not appear in the classroom because of the lack of knowledge students have. As at some schools, English is beginning to be studied in 7th grade which makes them not into that critical enough to respond to what they have learned.

Teacher always teach and remind students about moral values which reflects the cultural values in Indonesia culture. All these things are done by the teacher in order to prevent the bad habits that students have, as well as to increase students' habits to have good character, in addition, to be responsible and independent.

As the book *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* did not really into the EFL standards, the cultural materials in these textbooks mostly tend to source culture. It is a very small portion to tell and discuss the target and international culture. It might be said that the number of cultures among source culture, target culture, and international target culture is an imbalance. This is in accordance with what the English teachers in SMPN 5 & SMPN 8 Yogyakarta said in the interview results. The focus of English teaching in the classroom at this time is more on the source culture and character building of students. There is a reason why it is the source culture that dominated strongly in such textbooks. Some materials are usually designed to help students become aware of their own cultural identity. The authors of these *EFL textbooks BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* indeed want to show that these books belong to source culture and these books are really suitable for the national users or Indonesian students. One proves is how the authors put or attached pictures of the Muslim religion in visual illustration, the forms of government, and occupation in Indonesia country. Name of places, cities, and towns are also shown many times in the books to make the learners realize that these books are suitable for the national students. Other prove is from the market itself. The books are published by Erlangga and Intan Pariwara publisher whose authors are also from Indonesia.

B. Implication

Based on the findings, the implications of the results of this research are: (1) In teaching and learning process, the teacher emphasizes more on the character education of students which go along with learning the source culture content by relating these two things so that the authenticity of the learning can be felt by the students; (2) Based on the results of interviews conducted by researcher and English teachers in SMPN 5 & SMPN 8 Yogyakarta, teachers still rarely find cultural content that refers to the target culture and international culture. Therefore, the writer of the English textbook is asked to increase the amount of cultural content in the target culture and international culture; (3) The use of additional media and interesting activities such as videos on YouTube, powerpoints, outdoor activities, and group work are able to stimulate students' curiosity about English knowledge so that teachers can apply these to make students more actively in learning English.

C. Suggestion

The researcher offers some suggestions related to cultural content analysis in the EFL textbooks. These suggestions are revisited as the conclusion of this study. These suggestions are intended to the users for these books, *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* and the teachers who teach English language using these books also the authors and publisher who design the materials for these books.

a) The Students

Since both of these textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* have very limited numbers in media of cultural information presentation (including foreign attitude, realia, idiom & collocation, etc) and elements of culture (including language, religion, forms of government, etc), the students can enrich their cultural information by adding their own knowledge related to the cultural content in the textbooks for the EFL learning. One of the ways is by browsing the internet or using any others media because nowadays it is easy for them to find the authentic materials by the help of newspaper, novel, movie, drama, videos and many others.

b) The Teachers

The textbooks *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* have shown most Visual Illustration, Social Organizations, and Arts & Literature, while they are lack to have other media of cultural information presentation and other elements of culture. To settle this issue, as English teachers, they have to be the professional teachers by giving their students extra material regarding the cultural knowledge from other valid references in order to have a better knowledge of intercultural information. Moreover, the teachers must lead their students to comprehend and give respect in order to have cultural awareness among different cultures.

c) Authors and Publisher

The authors and the publishers designing *BRIGHT 1: An English Course for Junior High School Students* and *Bahasa Inggris untuk SMP/MTs Kelas VII Semesters 1 & 2* have to pay attention more to the EFL textbook for additional improvement even though they will make or design the revision or the new one. They have to put the cultural load to the balance portion such as the portion of source culture, target culture and international target culture in order to make differentiate among those cultures. Here, they need to understand their own culture then compare it to other cultures to have intercultural communicative competence among different cultures.

d) For Further Researcher

Since this research analyzes the textbooks used in Junior High School in Indonesia, the researcher felt that there is still a lot of cultural content that is not found in the Junior High School textbook related to the target culture and international culture. Therefore, the researcher suggests the further researcher to try to analyze the textbooks used by Senior High School in Indonesia, as well as to comprehend the intercultural communicative competence (ICC) about students' critical awareness level.

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APPENDIX 1

INTERVIEW QUESTION

- The Result of Interviewing English teachers about teaching culture content in SMP 5 & SMP 8 Yogyakarta

No.	Interview Questions by the researcher	Teacher 1 (Mr. Otnil SMP 5 Yogyakarta)	Teacher 2 (Mr. Ibnu SMP 8 Yogyakarta)
1.	Kapan seharusnya guru mengajarkan konten budaya di dalam kelas? (Fleet, 2006: 5)	Kalo menurut saya sih, setiap saat ya dalam artian, ketika guru masuk kelas, ketika ada sesuatu yang bisa dihubungkan dengan hmm budaya tertentu & nilai-nilai tertentu, tak pikir itu bisa disampaikan. Jadi tidak mesti harus ada waktu khusus gitu. Anak-anak ngerti maksudnya, oo.. ini tu kayak gini, oo penggunaannya seperti ini. Hmm.. kurang lebihnya seperti itu sih mba.	Saya sejak awal ya, dari awal masuk anak-anak sudah diajarkan seperti itu, sehingga meskipun guru Bahasa Inggris saya memang banyak bicara menyampaikan nilai-nilai moral, kayak khususnya pergaulan antara satu siswa dengan yang lain, karna bisa jadi mungkin kebiasaan mereka di rumah berbeda-beda, sehingga ada kecendrungan yang kebiasaan kurang baik itu malah mempengaruhi anak-anak yang tadinya di rumah malah baik. Dimana ini terbukti banyak orangtua juga yang mengeluh anaknya sebelumnya lulus dari SD katanya baik, sopan, hormat, taat, tapi ketika masuk di sekolah, satu semester jadi mungkin ngomong ke orangtua

			kasar, dinasehati malah balek orangtuanya dimarahi. Makanya dari awal saya sering ya seperti ceramah memberikan masukan-masukan moral kepada anak-anak untuk budaya-budaya yang mereka terapkan setelah berinteraksi dengan teman-temannya. Sekarang lebih ke source culture karena anak-anak sekarang ya mungkin kebiasaan mereka seperti itu kan. Anak-anak cenderung banyak waktunya untuk menggunakan HP, nah di Hp itu kan apapun yang diinginkan dibayangkan bisa dicari, sehingga mungkin banyak sekali budaya-budaya yang seharusnya nggak perlu, atau bahkan cenderung dampaknya negatif, karena mereka suka dengan penyampaianya akhirnya mereka & mungkin penasaran akhirnya mereka mencoba-coba malah mempraktikkan budaya yang di dapat dari online itu.
2.	Kenapa menurut Bapak penting untuk murid-murid untuk belajar tentang	Culture itu kan hasil pemikiran manusia yaa? Nah, saya pikir itu	Ya kalo mau target culture sebenarnya kita nggak ada. Hanya

	konten budaya, seperti: target culture, source culture and international culture? (Fleet, 2006: 5)	penting buat anak-anak untuk dimengerti, untuk dipahami. Jadi dia bisa tahu budayanya sendiri, bisa menghormati budayanya sendiri. Kemudian kalo dari budaya yang lain, mereka juga tahu budaya orang lain. Jadi karena mereka juga bisa menghormati orang lain, saya pikir itu aja sudah cukup ya, dan mungkin kita (guru dan para siswa) nggak perlu terlalu dalam. Misalnya kayak nilai mungkin buat orang Jawa, misalnya saya makan nih, makan coklat sisa sepruh, saya tawarin ke mbaknya misalnya, dalam budaya Jawa itu kan nggak sopan kan, tapi buat orang barat mungkin itu sopan. Jadi perbedaan-perbedaan seperti itu, hmm.. anak-anak harus ngerti, jadi bisa saling menghormati, menghargai.	karena penekanannya sebenarnya kan pendidikan karakter sejak dulu didengungkan pendidikan karakter & sekarang muncul lagi penekanan pendidikan karakter. Karna memang ya terus terang kemampuan anak-anak zaman sekarang itu justru kemampuan akademiknya itu cenderung menurun. Makanya sekarang itu lebih baik kami imbangi pendidikan karakter yang baik dan budayakan prilaku yang baik. Termasuk menjaga kesehatan, itu memudahkan hal-hal yang positif. Nah kalo memang sekarang itu dipaksakan kemampuan akademiknya agak susah. Hapalan ya cenderung susah, ketika dijelaskan agak susah menangkapnya. Saya lebih cenderung memperbaiki yang bagian karakter, jadi sedapatnya kemampuan akademiknya ya itulah kemampuan anak-anak yang tahun-tahun sekarang ini. Karna banyak sekali anak yang
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			kemampuan & karakternya di kelas juga kurang bagus. Suka jail iseng, bahkan saya sendiri pernah dijaili. Saya masuk kelas tiba-tiba ada siswa muncul ngageti saya. Mungkin anak-anak membayangkan itu temannya yang masuk, ternyata itu gurunya juga. Kalo dibiarkan anak itu merasa kelakuannya baik, benar. Sehingga kita coba bicara hal-hal seperti itu sebenarnya nggak baik & tidak boleh dilakukan. Kalo anak yang dahulu, dulu rasa disiplin, tanggung jawab, mandiri sudah cukup bagus. Sekarang ini mungkin karena banyak bermain dengan HP & pengaruh konten-konten dari internet itu akhirnya yang penting senang. Kan kalo di YouTube itu banyak orang iseng, prank dsb. Itu kan kayaknya menyenangkan, lucu, lah itulah yang cenderung dipraktikkan anak-anak.
3.	Lalu, bagaimana cara guru memasukkan/menyisipkan budaya dalam pembelajaran bahasa asing, guna membangun kesadaran kebudayaan dan	Disesuaikan aja mba dengan materi pelajaran saat itu lagi apa, ada kejadian apa, jadi nanti kan pastikan	Culture content biasanya saya awal banyak cerita dulu dan ada nilai-nilai moral yang saya sampaikan.

	menambah wawasan mengenai budaya sasaran (English)? (Wang, 2008: 3)	ada masukkan tuh, nah misalnya oh kalok Jawa tuh kayak gini, tapi mungkin misalnya kalo luar negeri seperti ini, misalnya. Tapi kalo misalnya nggak sampai terlalu jauh pembahasannya ya Jawa aja cukup. Karna itu kan juga tergantung dari kelasnya. Kayak misalnya kelas yang ini kelas 7A. Ini kan mereka kan anak-anaknya cukup low yaa. Jadi itu pengaruhnya gede banget, beda dengan kelas lain. Jadi hmm.. ya secukupnya aja kalo yang untuk kelas ini. Mungkin kalo kelas lain beda lagi. Kalo disini kan sudah ada kelas khusus-khusus gitu, kalo di SMPN 8 anak-anaknya campuran. Jadi dikelas lebih fokus terhadap source culture karena itu yang ditemukan anak-anak & itu yang dihadapi anak-anak untuk setiap harinya. Untuk media yang digunakan kadang-kadang menggunakan media LCD & internet, medianya seperti video, ppt, cari yang gampang aja sih mba hehehe (tertawa).	Kemudian ya budaya kayak tadi misalnya diskusi, ya kan saling membantu, tapi ya kenyataannya bisa dilihat ada yang satu kelompok cuman diam saja ya. Kerjasama, saling membantu saling menukarkan pemikiran itu harus dibudayakan, karna kalok nggak dibudayakan kalo ada tugas kelompok itu malah ada korbannya. Satu siswa kerja keras, yang lain diam. Anak-anak cenderung budayanya itu memaksa temannya untuk melakukan semuanya. Anak yang sudah terbiasa pasif itu agak sulit ya. Makanya harus dipaksa, caranya membuat aturan yang tidak bicara atau yang pasif disuruh maju bisa bicara/ menyanyi dalam Bahasa Inggris. Akhirnya karna ada keadaan terpaksa, seperti akhirnya mereka akan terpaksa dan dengan terpaksa akan berusaha, meskipun terpaksa. Terpaksa menjadi terbiasa.
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4.	Kemudian, bagaimana cara mengajar budaya untuk pembelajaran Bahasa Inggris yang efektif? (Wang, 2008: 3) Tapi apakah ada perubahan setelah digituin? Culture awareness mereka nambah?	Disesuaikan dengan apa yang ketemu, yang dilihat, itu aja sih. Jadi kan hari ini kita lagi ngalamin apa sih, hari ini saya ngalamin apa to? Anak-anak ngalamin apa to? Atau misalnya ada peristiwa apa yang lagi viral misalnya di TV, di berita atau apa gitu aja, dihubungkan aja. Kurang lebihnya seperti itu, jadi kan anak-anak itu langsung tau. Daripada mikirnya yang jauh gitu, yang mungkin nggak ada disitu. Mereka mikirnya, membayanginnya juga susah, muridnya juga susah, ilang deh nggak ketemu apa-apa, jadi contextualized seperti itu. Itu kan proses mba, nggak bisa dilihat dalam jangka waktu pendek. Saya mengerti apa yang guru saya sampaikan setelah bertahun-tahun. Oh dulu guru SMP saya itu ngomongnya begitu yaa, oo.. guru SMA saya itu dulu ngomongnya begitu. Jadi kalo kita mau lihat culture awareness in a very short time, it is very hard for us to seeing that. Iya kalo dari awal masuk sampai sekarang iyah ada	Efektif itu belum tentu sama dari waktu ke waktu untuk dipraktikkan. Untuk sekarang ini saya punya terapi khusus anak yaa, suruh baca, kemudian tanya jawab, kemudian berusaha dijelaskan. Satu ya saya buat agar anak betul-betul berusaha maksimal, anak saya suruh menyampaikan kegiatan diluar ruangan. Anak bicara saling membantu satu bicara teman satunya merekam membuat video. Itu akhirnya yang terbiasa pasif pun akhirnya akan ikut terpaksa berusaha. Ya cenderung ada kemajuan dari itu. Dari terpaksa, tebiasa dan menjadi bisa. Materi yang digunakan dikelas juga kadang-kadang selain buku juga diambil dari internet. Paling anak-anak kadang bawa HP sebagai media untuk mencari materi diinternet untuk memanfaatkan fasilitas anak untuk pelajaran.
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		perubahan menjadi lebih disiplin. Beberapa kelas yang saya masuki itu pertamanya ee kadang masuk tu bisa telat 15 menit, eh bisa telat 20 menit. Ketika saya masuk saya katakana saya pingin gini, gini, gini. Berubah. Perlahan mulai diterapkan, iya betul.	
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APPENDIX 2

CHECKLIST OF THE INSTRUMENTS

Checklist 1: Media of Cultural Information Presentation

Data	The Media of Cultural Information Presentation							
	IT	WT	VI	D	R	IC	SR	CN
U. 1								
U. 2								
U. 3								
U. 4								
U. 5								
U. 6								
U. 7								
U. 8								
U. 9								
U. 10								

Checklist 2: The Elements of Culture

Data	The Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
U. 1							
U. 2							
U. 3							
U. 4							
U. 5							
U. 6							
U. 7							
U. 8							
U. 9							
U. 10							

Checklist 3: The Level of Intercultural Communicative Competence (ICC) Presented in English Classroom

Level	Description	Example	Involved	Not Involved	Comment
Knowledge (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 153)	4. Social and culture in one's own country and in the other countries.	➤ Factual Knowledge: student or teacher utter, reproduce, or recount facts relating to national or ethnic culture, identity, habits, rules, etc			
	5. Process of interaction	➤ Language Knowledge: student or teacher utter, reproduce, recount words or phrases in a language which is not their L1; or in their L1, if L1 is not the majority language nor the target L2 of the preschool			
	6. Categories of ICC knowledge: Factual Knowledge, Language Knowledge, Lack of Knowledge, Meta-linguistic Knowledge	➤ Lack of Knowledge: student or teacher appear to have a deficit in factual knowledge on culture-related issues or language knowledge; this does not necessarily include a negative connotation or interpretation			
		➤ Meta-linguistic Knowledge: student or teacher utter assumptions or factual knowledge about language, language construction, or communication; children talk about different languages and/or about communication strategies			
Skill (Source:	4. Ability to interpret a document from another culture,	➤ Verbal Communication Strategy: student or teacher use verbal utterances to react to or interact with their chosen			

Byram, 2001: 5-7, Gerlich et al, 2010: 154)	explain and relate it to one's own culture.	interlocutor/s from another culture, for example by choosing the adequate language, or by adapting their own language to the interlocutor's abilities			
	5. Ability to acquire new knowledge of a culture and to operate this knowledge	➤ Non-verbal Communication Strategy: student or teacher use mime and body language to react to or interact with their interlocutor/s			
	6. Categories of ICC skill: Verbal Communication Strategy, Non-verbal Communication Strategy, Lack of Communication Strategy, Negative Strategy of Communication, Skill of Discovery, Deduction/ Transfer, Mediation/ Translation, Guidance	➤ Lack of Communication Strategy: student or teacher appear to lack of a verbal or nonverbal strategy to interact with their interlocutor/s, which results in unsuccessful communication			
		➤ Negative Strategy of Communication: student or teacher use a successful strategy of communication to fulfill their intention, but the children's intention is to stop communication rather than to enhance it, e.g. by excluding other children			
		➤ Skill of Discovery: student or teacher use a successful strategy to acquire knowledge or gather information, for example by asking question related to another culture			
		➤ Deduction/ Transfer: student or teacher combine factual and/or unconscious knowledge to establish interrelations between facts of which they had previously			

		been unaware			
		➤ Mediation/ Translation: student or teacher use a successful strategy to solve a misunderstanding or a dysfunction in communication between individuals of different culture background, for example by mediating, translating or explaining			
		➤ Guidance: student or teacher successfully use a strategy to include another individual from a different cultural background into a group, an activity, or to introduce him or her to certain knowledge; this strategy is not restricted to dysfunctional communication, and it usually includes other strategies, such as the skill mediate and translate			
Attitude (Source: Byram, 2001: 5-7, Gerlich et al, 2010:	4. Developing attitudes of openness and curiosity about other culture and people 5. Categories of ICC attitude:	➤ Fear/ Rejection: student or teacher cry, flinch, avoid contact, yell or show other signs of discomfort when exposed to manifestations of cultural differences; children refuse contact with certain persons, languages, objects or actions related to another culture			

152)	Fear/ Rejection, Judgmental Statement, Tolerance/ Acceptance, Hesitation, Regret, Interest, No Interest, Motivation for Contact, Motivation for Language	➤ Judgmental Statement: student or teacher utter phrases which express disrespect for or negative assumptions about another culture; children laugh about utterances, actions, beliefs or habits of persons from a different culture in a disrespectful way			
		➤ Tolerance/ Acceptance: student or teacher show openness or a welcoming reaction toward persons, objects and actions from a different culture; children respect rules of an intercultural situation			
		➤ Hesitation: student or teacher seem to avoid or seem cautious or shy towards persons from a different cultural background, their actions or objects associated with them, but they do not show signs of rejection			
		➤ Regret: student or teacher express sadness or disappointment about certain conditions associated with an intercultural situation			
		➤ Interest: student or teacher appear curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture			
		➤ No Interest: student or teacher appear disinterested in displayed objects, themes or other newly introduced features			

		➤ Motivation for Contact: student or teacher appear eager to become involved or to be in contact with L2 teachers or with children from different cultural backgrounds			
		➤ Motivation for Language: student or teacher appear willing to learn the L2 spoken in preschool context or other languages; children show appreciation for language skills			
Critical Awareness (Source: Byram, 2001: 5-7, Byram, 2012, Critical	1. Ability to think about things actively and intelligently rather than just accept them (see things from different perspectives) 2. Task promoting	➤ The social dimension: learners visualize how cultural values and beliefs play a crucial role in the types of interactions that occur in different societies even when the same language is being used. For example: learners begin to see that languages work differently depending on the context and users			

Literacy Winter School (2006, in Nugent & Catalano, 2015: 19-20)	critical cultural awareness present opportunities for students to use higher-order thinking skills in order to become more aware of the ideological component underlying intercultural interactions 3. The notion of Critical Cultural Awareness can be regarded as being comprised of two distinct dimensions, those are: social and psychological.	➤ The psychological dimension: it is worthwhile for students in a foreign language classroom to consider how language, whether native or foreign, affects an individual's personal and social identity. For example: German language students can study how language affects identity differently in Germany compared to Austria by looking at what native speakers consider to be typical German and Austrian characteristics			
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APPENDIX 3

TRANSCRIPTION OF AUDIO & VIDEO

Day 1 - Transcription of Audio & Video in SMP 5 Yogyakarta (19/02/2020)

No.	Minute	Speaker	Transcription
Audio & Video			
1.	00.00-00.14	Teacher	Ok. Excuse me we are, we have a guest Mbak Mia. (suara tidak terlalu jelas, karna terganggu dengan suara murid yang lain) saya sudah nggak masuk, kalo jam ke 4 saya nggak mau.
2.	00.15-00.19	Some students	Waaaaaa (mengejek gurunya)
3.	00.20-00.21	A guest (researcher)	Oo perkenalan dulu? Iya pak.
4.	00.23-00.24	Teacher	Loo nggak papa kan saya cowok (memberitahu muridnya)
5.	00.25-00.27	A student	Pak, pak.. istri sama anak di rumah loo
6.	00.28-00.29	Some students	Khkhkhkh (tertawa kecil)
7.	00.30-00.31	Teacher	Makanya di beri tahu dulu ini
8.	00.32-01.25	A guest	 (introduce herself and tell the students the purpose of her being there is in order to record the classroom situation regarding to cultural content)
9.	01.28-01.31	Teacher	Sudah? Nggak ada yang mau ditanyain?
10.	01.32	A guest	Hahha (tertawa)
11.	01.32-01.34	A student	Pak, kalo mau nanya tugas yang di LKS?
12.	01.35	Teacher	Kenapa?
13.	01.36-01.37	Teacher	Orang mbaknya, bukan tanya sama saya.
14.	01.38-01.41	Some students	Wooooo... hahaha
15.	01.41-01.48	Teacher	Oke, good morning everybody. Tulis bahasa Indonesianya dulu, kemudian kita lanjutkan (sekita guru langsung memberikan tugas)
16.	01.47-01.48	A student	Aaaaa..
17.	01.48-01.49	Teacher	Shhtt.. wey.. (memperingati anak yang bersuara tadi)
18.	01.50-01.52	A student	Khkhkh ngomong wae (memberitahu anak yang bersuara tadi)
19.	01.52-01.53	Teacher	Ngomong wae (sambil tertawa kecil)
20.	01.54-02.02	All students	Hahhaha (tertawa)
21.	02.03-02.11	Teacher	Dah, siap? Yang ribut keluar! Yo kalo kamu ribut keluar, kapan saya mulai? Nomor satu, “mulai”
22.	02.12	A student	Apa pak?
23.	02.13	Teacher	Nomor satu
24.	02.14	A student	Tulis bahasa Indonesianya?
25.	02.14-03.02	Teacher	Yaa, tulis bahasa Indonesianya dulu. Nomor satu, “mulai”. Kan nanti jadi satu, dua, tiga (maksudnya verb 1, 2, dan 3). Nomor dua, “menjadi”. Nomor tiga,

			“memecahkan” atau “merusakkan”. Nomor empat, “membawa”. Nomor lima, “membeli”. Nomor enam, “datang”.
26.	03.03	A student	Datang?
27.	03.04-05.02	Teacher	Iyak, datang. Nomor tujuh, “memotong”. Delapan, “mengerjakan” atau “melakukan”, hmmm ehmm. Sembilan, “menulis” eh sorry “menggambar”. Sepuluh, “makan”. Sebelas, “minum”. “tidur”. “mendapatkan”. “pergi” ehm eehm hmm. “mempunyai”. “mengerti”. “bertemu”. “meletakkan”. “membaca”. “melihat”. Dua puluh yaa?
28.	05.03	Some students	Iyaa pak.
29.	05.04-05.11	Teacher	Kerjakan waktunya secepatnya. Lima belas menit. Jangan tukeran wajah (maksudnya jangan saling pandang).
30.	05.12-05.13	A student	Pak, pak.. udah selesi pak.
31.	05.14-05.15	Teacher	Sini kalo udah selesai.
32.	05.15-05.17	A student	Ini tulis soalnya dulu to?
33.	05.18-05.22	A student	Wee udah langsung jadi wee, wee, wee (tiba-tiba menyahut)
34.	05.23	All students	 (semua siswa mengerjakan soal yang diberikan oleh guru tadi)
35.	06.01-06.12	Teacher	Mas, woy, woy, buka kanan kiri, taroh bukunya di atas. Buku apa tu yang kamu buka?
36.	06.13	A student	 (suara terlalu kecil, sehingga tidak terdengar)
37.	06.14	Teacher	Hah?
38.	06.14	A student	Bahasa Inggris (suara samar-samar)
39.	06.15-06.16	Teacher	Ah yang ini di atas (menunjuk buku yang berada di atas meja murid)
40.	06.17	A student	Bahasa Inggris
41.	06.18-06.19	Teacher	Kamu punya buku berapa?
42.	06.20	A student	Dua
43.	06.20-06.21	Teacher	Dua. Yang satu buku apa?
44.	06.22	A student	B. Inggris
45.	06.23-06.24	Teacher	Yang satunya buku apa?
46.	06.24	A student	B. Inggris
47.	06.25-06.27	Teacher	Masing-masing satu? Laa tadi soalnya ditulis dimana?
48.	06.27	A student	Di sini
49.	06.28-06.29	Teacher	Ya udah pake itu.
50.	06.30-17.49	All students & Teacher	 (semua siswa masih mengerjakan soal yang diberikan oleh guru, sambil beberapa kali guru memantau siswa dari tempat duduknya dan keliling melihat jawaban para siswa)
51.	17.50-18.17	Teacher	Ok, kita koreksi. Tukarkan teman, depan belakang. Ok, sudah semua?
52.	18.18	A student	Belum

53.	18.18-18.24	Teacher	Saya hitung sampe tiga. Yang belum tukar, tukar. One, two, three. Sudah?
54.	18.25-18.27	A student	Pak, kan buku ku di dia.
55.	18.27-18.29	Teacher	Ya sudah di depan, tukar depan sini lo.
56.	18.28	A student	Assalamualaikum (tiba-tiba seorang siswa menyahut berucap salam)
57.	18.29	A student	Waalaikummsalam (dan siswa yang lain menjawab salam temannya tersebut)
58.	18.36-19.28	Teacher	Salah satu huruf, salah semua. Salah satu huruf salah semua (mengingatkan kembali). Nomor satu “mulai”, begin, began, begun. Tulisannya begin, began, begun. Nomor dua “menjadi”, become, became, become, O, A, O. Nomor tiga “memecahkan”, brake, broke, broken. Brake, broke, broken. “membawa”, bring, brought, brought. Brought, B, R, O, U, G, H, T. Bring, brought, brought. Datang.
59.	19.29-19.30	Some students	Membeli pak
60.	19.31-20.07	Teacher	“Membeli”, buy, bought, bought. B, O, U, G, H, T. “Datang”, come, came, come. Sama kayak tadi, become, became, become. “Memotong”, cut, cut, cut. “Mengerjakan”, do, did, done. Done tulisannya D, O, N, E. “Menggambar”, draw, drew, draw, D, R, A, W, N.
61.	20.08	A student	D, R, A, W, N?
62.	20.09-20.30	Teacher	Iya, bentuk ketiga itu D, R, A, W, N. “Makan”, eat, ate, eaten. “Minum”, drink, drank, drunk. “Tidur”, sleep, slept, slept.
63.	20.31	A student	Double e?
64.	20.32-21.00	Teacher	Yang sleep iya double e. Sleep, slept, slept. “Mendapatkan”, get, got, got, atau get, got, gotten, double t. “Mempunyai”, have, had, had.
65.	21.01	Some students	Pergi
66.	21.03-22.23	Teacher	Oo “pergi”, go, went, gone. Gone tulisannya G, O, N, E. Went tulisannya, W, E, N, T. Go, went, gone. “Pergi” sudah, kemudian “mempunyai”, have, had, had. Iyaa, “mengerti”, understand, understood, understood. “Bertemu”, meet, met, met. Meet double e, met e nya satu. “Meletakkan”, put, put, put. “Membaca”, read, read, read. Tulisannya sama, bacanya beda. Read, read (dibaca ret), read (dibaca ret). Nomor dua puluh, “melihat”, see, saw, seen. Saw, S, A, W. Seen, S, E, E, N. Betul kalikan lima. Oke, dengarkan. Excuse me.. Excuse me. I will call your number. Excuse me (dengan suara agak lantang, karna para murid sibuk sendiri dengan menilai tugas mereka).
67.	22.24	A student	Yes
68.	22.25-22.52	Teacher	I will call your number, and you who check your friend's work, please give me the grade, and say it in English, ok. So, if your friend's grade is ninety five, say it to me ninety five, ok. Say in English. Kita akan belajar untuk speak

			English.
69.	22.53-23.48	All students	 (menghitung dan mendiskusikan hasil nilai jawaban teman mereka dalam bahasa Inggris)
70.	23.49-23.55	Teacher	Oke, saya masukkan nilainya yaa. Number one. Student number one.
71.	23.56	A student	Pak guru, (sambil mengangkat tangan)
72.	23.57	Teacher	Yes
73.	23.57	A student	Sembilan puluh
74.	23.58-23.59	Teacher	Bahasa Inggris
75.	24.00-24.02	A student	 (diam dan bingung bahasa Inggrisnya apa)
76.	24.03-24.04	Some students	Ninety (beberapa siswa mencoba memberitahunya)
77.	24.05	Teacher	Number one?
78.	24.06	A student	Nineteen (salah sebut)
79.	24.07-24.15	Teacher	Ninety (membetulkan ucapan siswa yang salah tersebut). Two? Number two.. <i>toktoktok</i> (sambil mengetok meja agar anak-anak bisa fokus) student number two..?
80.	24.16-24.17	A student	Nomor dua nilainya berapa? (salah seorang teman menegur temannya)
81.	24.18-24.20	A student	Seventy (dengan suara yang kecil), seventy.., seventy (suara lebih besar)
82.	24.21-24.24	Teacher	Seventy. Three?
83.	24.25-24.26	All students	(asyik sendiri, tidak ada yang merespon)
84.	24.27	Teacher	Excuse me.
85.	24.28	A student	Yes
86.	24.29	Teacher	Tolong diam.
87.	24.30-24.33	Some students	 (beberapa siswa khususnya yang perempuan masih sibuk sendiri dengan temannya menanyakan nilai)
88.	24.34-24.37	Some students	Shhhht.. shht.. (mengingatkan temannya)
89.	24.38	Teacher	Number three.
90.	24.40-24.41	A student	Forty five
91.	24.42	Teacher	Forty five?
92.	24.43	A student	 (mengangguk mengiyakan)
93.	24.44	Teacher	Four?
94.	24.45-24.46	All students	 (tidak merespon)
95.	24.47	Teacher	Four?
96.	24.48-24.49	Some students	Nggak berangkat (siswa tersebut tidak masuk)
97.	24.50	Teacher	Five?
98.	24.51	A student	Twenty, twenty nine
99.	24.55	Teacher	Six?
100.	24.56	A student	Twenty (suara kecil)
101.	24.57	Teacher	Twenty?

102.	24.57	A student	 (mengangguk mengiyakan)
103.	25.00	Teacher	Seven?
104.	25.01-25.02	A student	Sixty
105.	25.04	Teacher	Eight?
106.	25.06	A student	Nggak ada (siswa tersebut tidak masuk)
107.	25.08	Teacher	Nine?
108.	25.09	A student	Six, eh..... sixty
109.	25.16	Teacher	Ten?
110.	25.17	A student	Fifty
111.	25.21-25.22	Teacher	Eleven?
112.	25.22-25.23	A student	Eighty five
113.	25.27	Teacher	Twelve?
114.	25.28	A student	Eighty
115.	25.31	Teacher	Thirteen?
116.	25.33	A student	Lima belas
117.	25.34	Teacher	Thirteen?
118.	25.35	A student	 (suara tidak jelas)
119.	25.39	Teacher	Fourteen?
120.	25.40	A student	Eighty
121.	25.44	Teacher	Fifteen?
122.	25.45-25.46	A student	Seventy five
123.	25.49	Teacher	Sixteen?
124.	25.50	A student	 (suara tidak jelas)
125.	25.51	Teacher	Excuse me?
126.	25.52-25.53	A student	Seventy five
127.	25.55-25.56	Teacher	Seventeen?
128.	25.57-25.58	A student	Sixty five
129.	25.59	Teacher	Eighteen?
130.	26.00	A student	One hundred
131.	26.09	Teacher	Nineteen?
132.	26.10-26.15	All students	 (tidak merespon)
133.	26.16-26.20	Teacher	Nineteen?... Nineteen? ... Who is student number nineteen?
134.	26.21	A student	 (mengangkat tangan)
135.	26.21-26.22	Teacher	Yes, you.
136.	26.22-26.23	A student	Eighteen
137.	26.23-26.24	Teacher	Eighteen, delapan belas?
138.	26.25	A student	Eighty (siswa yang lain menyahut membenarkan <i>pronunciation</i> temannya yang salah)
139.	26.26-26.29	Teacher	Eighty. Twenty?
140.	26.30-26.31	A student	Ninety five
141.	26.33	Teacher	Twenty two?

142.	26.34-26.35	A student	Seventy five
143.	26.35-26.37	Teacher	Sorry sorry, twenty one. Sorry, twenty one?
144.	26.38	A student	Seventy five
145.	26.40-26.44	Teacher	Twenty two? sshhhht.. twenty two?
146.	26.45	Some students	Twenty two, One, Dodot, Dua satu,
147.	26.51	Teacher	Twenty two?
148.	26.52-26.54	Some students	Dua duaa, dua puluh dua.
149.	26.55-26.57	Teacher	Who is student number twenty two?
150.	26.58-27.14	Some students	Dikaa, kamuu.. Loh kamu, dua dua .. Absen dua dua Absennya ndi yaa? Seventy five, wes too
151.	27.15-27.18	Teacher	Twenty three? twenty three?
152.	27.19	A student	Sixty five
153.	27.21-27.22	Teacher	Twenty four?
154.	27.24-27.25	Some students	Nggak datang, Nggak masuk
155.	27.25-27.26	Teacher	Twenty five?
156.	27.27-27.28	A student	 ten (suara tidak jelas)
157.	27.29-27.32	Teacher	Twenty six? Twenty six?
158.	27.34	A student	Dua enaam (menyahun memanggil temannya yang absennya no dua puluh enam)
159.	27.41-27.42	Teacher	Dua puluh lima siapa?
160.	27.43	Some students	Reaa.
161.	27.44-27.45	Teacher	Absen dua puluh lima siapa?
162.	27.46	Some students	Reaa.
163.	27.47-27.49	Teacher	Mana anaknya? Berapa tadi mas?
164.	27.50	A student	Saya pak
165.	27.52-27.53	Teacher	Nilainya berapa tadi, enam lima ya?
166.	27.54-27.55	A student	Nilainyaa, sepuluh pak
167.	28.01-28.02	Teacher	Twenty seven?
168.	28.04	A student	Forty fift (salah menyebutkan angka lima dalam bahasa Inggris)
169.	28.09-28.10	Teacher	Twenty eight?
170.	28.11-28.12	A student	One hundred
171.	28.13-28.14	Teacher	Twenty nine?
172.	28.15	A student	One hundred
173.	28.17-28.18	Teacher	Thirty?

174.	28.19	A student	Five
175.	28.21-28.24	Teacher	Thirty one.... Thirty one?
176.	28.25	A student	Fifteen
177.	28.25-28.26	Teacher	Lima belas ato lima puluh?
178.	28.27	A student	Lima belas
179.	28.34-28.47	Bell ringing	"saatnya jam ke-11 di mulai" "its time to (suara bell sekolah berbunyi) (yang versi inggris tidak terlalu terdengar jelas)
180.	28.45-28.49	Teacher	Ada yang belum saya masukkan nilainya? Sudah semua? kembalikan bukunya
181.	28.50-29.38	All students	 (masing-masing siswa mengembalikan buku temannya yang telah diperiksa tadi)
182.	29.39-31.20	Teacher	Sudah? Oke, hmmm, saya sering melakukan hal seperti ini yaa. Karna itu tadi yang saya pake untuk menilai keterampilan kalian. Jadi, if you don't memorize verb one, verb two and verb three, yaa you may forget the noun phrase of course. Inget yaa. Jadi masalahnya bukan masalah utama kamu bisa atau nggak, masalahnya kamu mau atau tidak. Coba saya Tanya kamu mau apa tidak? Pertanyaan seperti itu aja. Dari dulu kan saya sudah ngomong too? Dari awal kita masuk. Eehm.. dari awal kita masuk kan sudah (suara tidak jelas) 1,2,3. Itu nanti akan saya pakai untuk nilai keterampilan. Nah kamu mau nggak ngafalin? Punya semangat nggak untuk ngafalin? Mungkin kamu udah capek, tapi sehari satu kata kan bisa. Run, run, run, nah itu aja. Nggak masalah? Yakan? Kamu bisa bertahan atau tidak? Untuk apa namanya ee apa namanya, untuk ngafalin isi konten itu. Disiplin tidak? Untuk tetep ngafalin kayak gitu? Yaa. Saya mau Tanya nih. Ini barusan siapa yang nulis? (menunjuk tulisan yang ada dipapan tulis)
183.	31.21	Some students	Bu BK
184.	31.22	Teacher	Aah?
185.	31.22	Some students	Bu BK
186.	31.25-31.31	Teacher	Oh.. ini isi kelas kalian yaa? Ini tulisan kayak gini, ini yang diomongin siapa?
187.	31.32-31.36	Some students	Nggak ada, Semua, Cuman ngasih tau, Sekelas
188.	31.37-31.38	Teacher	Kelas kalian?
189.	31.38	Some students	Semua, semua.
190.	31.39-31.44	Teacher	Semua? Yaa, saya pikir sama deh, hehe (tertawa kecil). Makasih ya bu guru, bu guru BK. Semangat, (membaca tulisan dipapan) semangatnya ada nggak?
191.	31.45	A student	Ada (tiba-tiba menyahut sendiri)

192.	31.46-31.50	Teacher	Semangat ada? Bagus kalo semangatnya ada. Tapi masalahnya adalah kamu tekun nggak?
193.	31.51-31.52	All students	 (diam, tidak merespon)
194.	31.53-32.34	Teacher	Iya nggak? Kamu punya semangat, tapi kamu nggak tekun sama aja. Kamu tekun tapi kamu nggak punya semangat, ya sama aja. Gaya juang tinggi, gaya juang tinggi sama semangat saya pikir masih sama deh. Ketika kamu udah mulai capek, kamu masih mau nggak untuk ngafalin? Ketika kamu udah mulai capek, kamu bisa nggak untuk tetep konsinten ngafalin satu kata? Sama deh. Sama dengan tanggung jawab. Kamu eehm kamu disekolahkan sama orang tua kalian. Kamu punya kesempatan untuk sekolah. Tuhan kasih kamu kesempatan untuk sekolah, bener nggak?
195.	32.34	All students	Beneer.. (dengan suara lirih)
196.	32.35-36.01	Teacher	Iya kan? Ada di sini yang mau menyangkal bahwa kesempatan untuk sekolah itu kesempatan dari Tuhan? Banyak anak-anak di luar yang nggak sekolah. Bahkan kalian udah sekolah di SMP 5 (dimana SMP 5 itu merupakan SMP yang terkenal favorit di Jogja). Itu kan kesempatan yang tidak merugikan buat kalian kan? Maka bertanggung jawablah. Kamu pakek nggak sifat tanggung jawab? Saya itu duluu, di sekolah itu justru saya nggak pengen bahasa Inggris, saya pengen kuliahnya di musikal. Tapi mamah saya nyuruh kuliah di jurusan bahasa Inggris. Kemudian saya masuk SADHAR, bahasa Inggris SADHAR. Yaa kebetulan juga sih saya bisa masuk SADHAR. Saya masuk sana itu juga karna kesempatan yang Tuhan berikan. Ujian masuk yang saya isi, itu ada berapa tes ya, ada satu tes itu tes bacaan, banyak yang nggak saya isi, karna modal, karna modal a,b,c to. Tapi, ya disitulah saya bisa masuk SADHAR. Dua tahun pertama, saya itu tidak bisa bahasa Inggris. Dua tahun, bukan cuma satu tahun, dua tahun. Pertama kali saya males kuliah. Berbicara pake bahasa Inggris itu saya nggak pernah bisa. Kenapa? Ketika pelajaran <i>speaking</i>, ee yang bisa tu salah satunya ee siswa dari Australia. Tapi belajar <i>speaking</i> itu, saya nggak pernah ngomong pake bahasa Inggris, ngomongnya pake bahasa Indonesia. Gimana mau bisa? Nilai saya juga akhirnya menurun. Saya mulai sadar ketika disemester ke lima. Ketika saya belajar, ada satu mata kuliah, nilai saya bagus, sekarang udah bisa “oh, ternyata saya bisa yaa.” Nah saya mulai semangat. Jadinya, setiap hari saya kalo sama temen, ada satu temen kelas, sekelas yang kamar kosnya itu di depan kamar saya. Setiap hari kami ketemu kami selalu ngomong pake bahasa Inggris. Nggak pernah kami memulai pake bahasa Indonesia. Dan kami selalu mengoreksi. Pernah, sampek adek saya inget, ketika saya mengatakan “<i>river</i>” river itu bukan raiver itu dibaca.

			Kan “I” dibacanya “ai” ya? Pikiran saya bacanya raiver, ternyata bacanya river. Mosok sih? iyo bener, coba cek kamus. Akhirnya cek kamus, oiya, ternyata bacanya river. Males sebenarnya, ya kan, tebal banget bacaanya yo kalo buka kamus, tapi itu yang dinamakan semangat. Itu yang dinamakan daya juang. Dan itu yang dinamakan cinta. Saya merasa saya tidak bertanggung jawab kepada orang tua saya. Dibayarin kuliah, dibayarin kos, disangonin. Ya akhirnya saya mau mencoba untuk berubah. Ketika saya selesai, bisa kok. Selama saya di.. apa namanya, selama saya ngajar saya sudah selalu bilang coba ngomong bahasa Inggris. Kenapa? Karna itu kesempatan buat kalian latihan. Kalo nggak gitu, kapan saya bisa ngomong bahasa Inggris? Saya mau pake bahasa Inggris ketika saya masuk kelas? Orang udah (suara tidak jelas) iya to? Tuuh..
197.	36.03-40.16	Teacher	Bahkan ketika kita karate (menyebut tehnik-tehnik latihan dalam karate, namun suara tidak begitu jelas) salah satunya Juli (menyebut salah satu murid yang paling jago karate) kamu tau nggak (suara kurang jelas). Si siapa kemaren, Juli yaa? Juli itu, dia itu, dia yang maju paling.. paling paling lama. Maksudnya paling salah satunya paling jauh. Dia itu maju sampe muntah-muntah juara tiga. Karenanya kenapa? Dia sebelum juara, sebelum ikutan juara tiga dia udah capek. Dia paksa, walaupun capek banget itu. Dia belum bisa lolos, tapi saya bilang udah nggak pa pa. Kalah sih dia, tapi kalahnya juga nggak kalah 5:0, 4:0 nggak. Kalahnya itu paling ya 1:0, 2:0 gitu. Dan dia udah capek banget, dia udah duduk, yaudah lemes itu, ambil hp udah sambil mainan hp. Eh dipanggil, tiba-tiba diajak maju masang apa ee (suara kurang jelas). Majukan, dalam hati udah wes kalah udah, sampe dia udah bener-bener lemes nggak bisa apa-apa. Tapi apa dia anteng aja di di apa di.. pertandingan? Nggak. Dia tetep maju, dia bisa tetep nyerang, dia nyerang. Itu yang namanya daya juang. Udah capek, sampe nggak bisa ngapa-ngapain, tapi dia tetep berusaha-berusaha. Yo kalah sih, jelas kalah, karna dia udah khkhkh (mencontohkan ekspresi lemas). Tapi kalahnya nggak telak, 1:0 ya kalah biasa ya, dalam pertandingan kayak gini. 1:0 itu aja ke curi, dia lagi nggak siap, diserang. Habis itu musuhnya nggak bisa nyerang dia. Nah, semangat seperti ini lo yaa, saya, kalo saya pribadi, inginkan ini dari kalian. Orang di luar sana mau ngomongin kalian apa aja sudah biarin. Kalian mau dikatakan bodoh, kalian mau dikatakan blablabla stress atau kalian mau dikatakan apapun. Cuekkin, nggak usah diurusin, tunjukkan kalo kalian itu bisa. Saya nggak bodoh kok, tadi saya barusan denger cerita dari salah satu temen, guru juga. Dia cerita begini, ketika dia masuk disatu sekolah gitu kan, dia di di opo yo bosonya di nyet, di nyet, “ini ternyata gek ngono, ono ra ngono wae” hmm,

			itu ternyata membuat dia tidak menjadi patah semangat, tapi dia memilih “oo taq tunjukkin kalo saya pasti bisa”. Akhirnya dia maju kuliah lagi, dan disaat yang bersamaan dia juga maju guru berprestasi. Lomba guru istilahnya, kuliahnya bisa lulus, lomba gurunya ini, eh apa namanya untuk guru yang berprestasi dia dapatkan juga. Dia tunjukkin kalo dia itu bisa. Nah, kalian semuanya juga sama hal nya kayak kalian, tunjukin kalo kalian bisa. Caranya apa? Ya ngafalin. Mosok to, ngafalin satu kata aja satu hari nggak bisa? Masalahnya itu bukan pada masalah ngafalin, masalahnya itu bukan hanya pada kosa kata. Masalahnya itu tidak hanya sekedar kamu ngerjain..... (suara tidak begitu jelas). Karna yang saya lihat adalah konsep. Kamu mau nggak? Kamu mau nggak? Kamu bisa nggak? Besok-besok lagi, saya lakukan tes seperti ini, saya berharap saya tidak mendapatkan nilai 5, 35, minimal saya akan dapatkan nilai 60, atau 65. Bisa nggak? Sanggup nggak? Yang saya keluarkan tadi, kata-kata sering keluar dalam pelajaran. Oke, kita lanjutkan pelajarannya, ada PR?
198.	40.16	Some students	Ada
199.	40.17-40.18	Teacher	halaman berapa PR nya?
200.	40.19-40.26	A student	 (suara tidak terdengar) Activity 28, 29
201.	40.20-40.43	Teacher	20? Oow, 27, 28. Oh yayaya, teka-teki silang, yayaya. Across, number four “a person whose job is cutting men’s hair?”
202.	40.43-40.44	All students	Barber
203.	40.45-40.49	Teacher	Iyak, barber. Nomor delapan? Across “a person who owns or manages a blog”
204.	40.50-40.52	All students	Blogger
205.	40.53-40.59	Teacher	Blogger. Sembilan, number nine? “a person who starts his/her own business”
206.	41.00-41.01	All students	Entrepreneur
207.	41.01-41.15	Teacher	Entrepreneur, tulisannya entre preneur. Number eleven “a person who diagnoses and treats diseases of teeth and oral cavity”
208.	41.16	All students	Dentist
209.	41.17-41.25	Teacher	Iyak, dentist. Number twelve “a person who collects, writes, and presents information through newspaper or magazines”
210.	41-26	All students	Journalist
211.	41.27-41.33	Teacher	Yak, journalist. Thirteen, “a person who sells food or goods on the street”
212.	41.33	All students	Seller..
213.	41.34-41.35	Teacher	Seller, boleh. Ada selain seller?
214.	41.36-41.37	Some students	Vendor
215.	41.38-41.44	Teacher	Vendor, vendor itu (suara tidak terlalu jelas).

			Oiya sama aja yaa, yang dagang kan orangnya yaa. Seller oke, vendor oke, ada lagi? (suara tidak terlalu jelas).
216.	41.47	Some students	Ahaha (tertawa)
217.	41.48-41.55	Teacher	Kelas laen jawabnya pake whatsapp. Number one “a trained professional cook..”
218.	41.56-41.57	Some students	Chef
219.	41.58-42.03	Teacher	Chef. Number two “a creator of magnetic video contents in Youtube”
220.	42.04-42.05	Some students	Youtuber Content creator..
221.	42.05-42.16	Teacher	Yak, Youtuber. American English, American English bacaannya youtube youtube (dengan suara ‘r’ yang samar-samar). British English bacaannya yutube yutube
222.	42.17-42.22	Some students	Indonesia youtube youtube.. Indonesia tu youtube..
223.	42.23-42.27	Teacher	Three, “a person who gives advices to people about the law..”
224.	42.28	Some students	Lawyer
225.	42.29-42.34	Teacher	Lawyer. Four, “a person who cuts up and sells meat in a shop”
226.	42.35-42.36	Some students	Butcher
227.	42.37-42.39	Teacher	Yak, tulisannya butcher, bacaannya?
228.	42.40	Some students	Batcher
229.	42.41-42.47	Teacher	Batcher. Next, “a man who operates a camera for making films..”
230.	42.48-42.49	All students	Cameraman
231.	42.50-42.53	Teacher	“An entertainer who makes people laugh..”
232.	42.54-42.56	All students	Comedian
233.	42.57-43.01	Teacher	“a person whose job involves designing and building engines, roads, bridges, et
234.	43.01-43.02	Some students	Engineer
235.	43.02	Teacher	Iyak.
236.	43.06	A student	Activity dua
237.	43.08	Teacher	Nomor berapa?
238.	43.09	A student	 (suara samar-samar)
239.	43.10-44.00	Teacher	Pertanyaan? Oiya.. activity two, we have two dialogues, oh we have three dialogues there, and I asked you to make two questions, based on the text, right? So we have three ee questions, iya kan? Number aah, bentar, bentar, bentar. Kita liat yang tulisannya di attitude (dalam buku ada tulisan dikolom attitude) “spend your free time positively.

			Be creative and make innovations” maksudnya apa? Yaa kamu harus, kalo kamu punya waktu luang, gunakan waktu luang itu dengan baik, ada yang suka maen bola, maenlah bola. Ada yang suka maen game? Maen game apalagi, game boleh, ndak masalah, kapan game itu buruk? kapan game di hp itu buruk?
240.	44.01-44.04	Some students	Ngajarin ke orang...
241.	44.04-44.07	Teacher	Iyaa, game itu nggak buruk, yang buruk itu adalah?
242.	44.08	A student	Creator
243.	44.09-44.10	Some students	Hahahha (tertawa)
244.	44.11-44.15	Teacher	Yang buruk itu adalah.. ya kalian itu yang membuatnya menjadi buruk. Kenapa?
245.	44.16	A student	Kecanduan
246.	44.16-44.24	Teacher	Kecanduan, nah kalian udah tau maksudnya. Faktanya di situ. Mas, dialog one, pertanyaanmu apa?
247.	44.25-44.27	A student	Dibacain satu-satu dialognya?
248.	44.29-44.31	Teacher	Bukan, interview, interview
249.	44.32-44.33	A student	Belum jadi
250.	44.37	Teacher	Bentar
251.	44.39	A student	Nggak tau (suara sama-samar)
252.	44.40-44.41	Teacher	Kok nggak tau kamu mbuat nggak?
253.	44.42	A student	Nggak
254.	44.44-44.45	Teacher	Kok bisa? La kamu ngapain?
255.	44.50	A student	Ra iso moco.. (suara sama-samar)
256.	44.51-44.52	Some students	Eheheem (tertawa kecil)
257.	44.52-44.55	Teacher	Kok ra iso moco yang gawe sopo kuwi?
258.	44.56	A student	Aku
259.	44.57	Teacher	Aku apa saya?
260.	44.58	A student	Saya, sayaa
261.	44.59-45.00	Teacher	Lah itu kenapa kamu nggak bisa baca?
262.	45.01-45.02	A student	 (diam, tidak merespon)
263.	45.03	Teacher	Ayo baca!
264.	45.04-45.14	A student	 (diam, tidak merespon)
265.	45.15	Teacher	Ayo!
266.	45.16-45.18	A student	 (diam, tidak merespon)
267.	45.19-45.27	Teacher	Sudah deh, sekarang dibaca aja yang kamu sudah buat yang mana aja, terserah, ada tiga dialog kan, (suara kurang jelas), please read one!
268.	45.29-45.32	A student	Baca satu, dari yang kamu bikin pertanyaan (murid yang lain menyahut membantu instruksi yang diberikan guru tadi)
269.	45.33-45.34	Teacher	Butuh penerjemah ya kamu yaa?
270.	45.34-45.35	Some students	Khhkkkh (tertawa kecil)
271.	45.36-45.48	Teacher	Terimakasih sudah dibantu nerjemahin.

			Ayoo..! baca satu saja dari yang kamu sudah buat.
272.	45.59	A student	 (suara tidak kedengeran)
273.	46.01-46.03	Teacher	Apa? Yang keras!
274.	46.04-46.06	A student	 (suara tidak kedengeran)
275.	46.07-46.09	Teacher	Ayo cepet, suaranya kamu ni.
276.	46.11-46.12	A student	Udah to yang lain aja pak
277.	46.13-46.16	Teacher	Bentar, saya tau kamu bisa, kasian temennya. Ayo cepet!
278.	46.20-46.21	A student	Who is (suara samar-samar)
279.	46.24	Teacher	Who is...?
280.	46.25	A student	The
281.	46.26	Teacher	the
282.	46.27-46.33	A student	 (suara samar-samar)
283.	46.34-46.35	Teacher	Bahasa Indonesianya apa?
284.	46.36-46.37	A student	 (suara samar-samar)
285.	46.38-46.39	Teacher	Bahasa Indonesianya apa?
286.	46.40-46.47	A student	 (suara samar-samar)
287.	46.48	Teacher	Sopo seng ra iso?
288.	46.49-46.55	A student	 (diam, tidak merespon)
289.	46.56-46.58	Teacher	Saya minta satu dialog buat dua kan?
290.	46.59	Some students	Iya pak
291.	47.00-47.02	Teacher	Hey, shht (memanggil murid yang tadi tidak bisa jawab). Apa yang sudah kamu buat, kamu udah buat berapa itu?
292.	47.04	A student	Dua pak
293.	47.05-47.08	Teacher	Cuma dua? Harusnya 6 kan? Kamu buat berapa?
294.	47.09	A student	Dua
295.	47.10-47.28	Teacher	Dua. Sekarang kamu buat 6, seperti yang perintah saya. Jadi satu dialog dua dua. Jadi kamu akan punya 6 pertanyaan. Mengerti? Dan ditulis ulang, satu pertanyaan ditulis ulang 10 kali.
296.	47.29-47.30	Some students	Uwooo.. (kaget mendengar tugas yang diberikan oleh gurunya kepada siswa tersebut)
297.	47.31	Teacher	Mengerti?
298.	47.32-47.34	A student	 (mengangguk)
299.	47.35-47.45	Teacher	Nah habis itu, di bawah sendiri, setelah tulisan yang ke 60, tanda tangan oranguamu. Ngerti nggag?
300.	47.46-47.47	A student	 (mengangguk)
301.	47.49-47.50	Teacher	Sekarang ngumpulnya hari apa?
302.	47.51-47.52	Some students	Besok
303.	47.53-47.54	Teacher	Berarti hari rabu
304.	47.54-47.56	Some students	Kamis, kamis..
305.	47.56-48.00	Teacher	Berarti hari rabu dikumpul ke saya, kita liat, nggag mungkin dia mau kumpul besok tu
306.	48.01	Some students	Hehe (tertawa kecil)
307.	48.03	Teacher	Ngerti nggag? (menunjuk ke arah siswa yang tadi)
308.	48.04	A student	Iya

309.	48.05-48.18	Teacher	Kamu telat sehari, tambah lagi. Per nomer tambah satu. Nggak ada tanda tangan orangtuanya, per nomer tambah satu. Coba bahasa Inggris nya ini? (bertanya kepada siswa yang lain)
310.	48.19-48.20	A student	What he refers to?
311.	48.20	Teacher	Apa?
312.	48.21-48.22	A student	What he refers to?
313.	48.23-48.32	Teacher	What does he refers to? What does he refer to? Itu yang jawaban pertama kan? Jawabannya apa?
314.	48.33	A student	Father nya
315.	48.34-48.35	Teacher	Oke, father nya siapa?
316.	48.35-48.36	A student	Cindy and Wisnu
317.	48.37-48.39	Teacher	Okey, atau father, it was.. (suara tidak jelas) boleh deh.
318.	48.39-48.40	A student	Cindy father juga boleh
319.	48.43-48.44	Teacher	Coba mas, punyamu mas, beda bukan.
320.	48.45-48.47	A student	Who are the (suara terlalu kecil)
321.	48.47	Teacher	Who?
322.	48.48-48.49	A student	are cooked this food
323.	48.50-48.53	Teacher	Who are cooked this food? Gitu ya? Oke, jawabannya?
324.	48.54-48.55	A student	Jawabannya tuuu... (sambil mikir)
325.	48.55-48.56	Some students	Ehehehe (tertawa kecil)
326.	48.57-48.58	A student	Cindy father
327.	48.59-49.16	Teacher	Cindy father. Oke.. kalo cook nggak perlu pake are, who cooks the food? Cindy's father. Okey, mas.. still dialogue one. Masih dialog pertama. Eehm.. mas dibelakang, pojok.. masih dialogue one. Pertanyaanmu apa?
328.	49.17	A student	mana?
329.	49.17-49.18	Teacher	Samaan sama yang tadi
330.	49.18-49.19	A student	Dialogue satu, dialogue satu (seorang siswa yang lain membantu temannya)
331.	49.20-49.22	A student	Who is cindy (suara samar-samar)
332.	49.23	Teacher	Who is?
333.	49.24-49.25	A student	Father..... (suara samar-samar)
334.	49.26-49.30	Teacher	Loh, bukan saya nggak tanya jawabannya, saya tanya pertanyaanmu apa?
335.	49.31-49.32	A student	Who is Cindy talking?
336.	49.33-49.36	Teacher	Who is Cindy talking? Jawaban jawabannya apa?
337.	49.37	A student	Wisnu
338.	49.38-49.50	Teacher	Wisnu, oke. Yaa, who is Cindy talking to? Jawabannya Wisnu. Good. Masih dialog pertama. Hmmm, mbak belakang pojok.
339.	49.52-49.53	A student	Kanan kiri
340.	49.53-49.59	Teacher	Iyak.. Masih dialog pertama, pertanyaanmu, yang mana terserah yang mana aja.
341.	50.03-50.11	Teacher	Ininya pindah mba, tinggal aja ato buang di luar?

			Tenanne? Kalo kamu buang sama saya nanti anakmu sebelas lo
342.	50.13-50.15	Some students	Ha..? Pak, masak anaknya 11?
343.	50.16-50.17	Teacher	Coba aja coba aja, sebelas gede gede
344.	50.18	All students	Hahhaha (tertawa)
345.	50.20-50.31	Teacher	Lumayan kan? Anak sebelas, biar sampe kesebelasan sepak bola. Dua kali futsal, dua tim basket sama satu tim voli, ada yang pasang-pasangan, ya kan?
346.	50.32-50.33	Some students	Ehehehe (tertawa kecil)
347.	50.34-50.35	Teacher	Ayok dibaca-dibaca, mbaknya.
348.	50.35	A student	Pertanyaannya?
349.	50.36	Teacher	Iya
350.	50.38-50.40	A student	What does do? (suara terlalu kecil)
351.	50.40	Teacher	Bagaimana?
352.	50.41-50.43	A student	What dus Cindy father do?
353.	50.44-50.51	Teacher	What does Cindy father do? Bukan what dus, wedus ki kae yo ke pante ngono wae
354.	50.51-50.54	Some students	What dus, hahha wedus hahha
355.	50.55-51.00	Teacher	Key, thank you. Mas, belakang, yang lagi gini gini ini hehe (tertawa kecil)
356.	51.01-51.02	Some students	Ehehhe (tertawa kecil)
357.	51.02	A student	Satu pak?
358.	51.03-51.04	Teacher	Yaa, satu saja.
359.	51.04-51.07	A student	What diamond a (suara kurang jelas)
360.	51.08-51.09	Teacher	Ulangi-ulangi, what?
361.	51.10-51.12	A student	Where Diamond Restaurant does
362.	51.12-51.25	Teacher	Oo iyaa, where does Diamond Restaurant? boleh. What is the Diamond Restaurant's adrees? Juga boleh. Dimana emang alamatnya, ada?
363.	51.26-51.31	Some students	Adaa. At Jalan Samudra number twenty three
364.	51.31-51.43	Teacher	Oooo.. iyaa ya ya. Oke, makasih. Saya mintaknya tadi dalam (suara kurang jelas). Pantasan saya nyari di halaman yang Restauran yang mana, gitu.
365.	51.44-51.45	A student	Pak.. mau (maksudnya siswa ini mau coba menjawab)
366.	51.46-51.47	Teacher	Dialogue two sebelahnya.
367.	51.50-51.52	A student	Who is, who is to? (suara terlalu cepat)
368.	51.53	Teacher	Apa mas?
369.	51.54-51.55	A student	Who is, who is Cindy's talking to?
370.	51.56-51.58	Teacher	Who is Cindy's father?
371.	51.59	A student	Talking to..
372.	52.01-52.05	Teacher	Ooh.. who is Cindy's father talking to? Dia ngomong sama siapa emang?
373.	52.06-52.07	Some	Wisnu

		students	Cindy nya pak yang ngomong (siswa yang lain menyahut)
374.	52.08-52.18	Teacher	Oo Cindy, oalah saya salah lihat. Who is Cindy's talking to? Oke jawabannya sudah ada. Masih dialogue two. Mas.. depannya.
375.	52.19	Some students	Aku? Ini..?
376.	52.20-52.22	Teacher	Loh, aku apa saya? Aku apa saya?
377.	52.23	Some students	Sayaa
378.	52.24	Teacher	Sayaa
379.	52.25	A student	Satu?
380.	52.26-52.27	Teacher	Yaa, satu aja.
381.	52.33-52.35	A student	Pak, kalok agak sama nggak papa pak?
382.	52.36-52.37	Teacher	Agak sama nggak papa
383.	52.38-52.42	A student	What does your father (suara terlalu kecil)
384.	52.43	Teacher	What?
385.	52.44-52.48	A student	What does your father do to ask? (suara samar-samar)
386.	52.48-52.59	Teacher	Okeey, what does your father do as a chef? Itu kan ada disitu tulisannya. Ya kan? Pertanyaannya ada disitu. Coba yang lainnya, satu lagi punyamu yang lain
387.	53.00-53.07	A student	 (diam, tidak merespon)
388.	53.08-53.10	Teacher	Yang mana, udah nggak usah udah udah udah
389.	53.15-53.22	A student	Does he like reading a reciepe book during his free time? (membaca pertanyaan yang ada dibuku)
390.	53.23-53.28	Teacher	Okey, does he like reading a reciepe book during his free time? Itu kan pertanyaan disitu to? Pertanyaanmu mana?
391.	53.29-53.31	A student	Pertanyaan yang kamu buat disitu lo yang dikerjain (siswa yang lain menyahut memberitahu temannya tersebut)
392.	53.31-53.34	Teacher	Yang saya minta yang kamu buat, astagaa..
393.	53.35-53.36	A student	Pertanyaan yang di LKS itu loo (memberitahu temennya lagi)
394.	53.36-53.39	Teacher	Ho'oh. Kamu udah mbuat belum?
395.	53.40-53.41	A student	Belum yang dialog tiga
396.	53.41-53.46	Teacher	Yang dialog tiga. Dialog satu sudah? Nah dialog satu coba bacaaan apa.
397.	53.47-53.48	A student	 (suara sama-samar)
398.	53.49	Teacher	Haa?
399.	53.50-53.57	Some students	Ehehhehehe (tertawa kecil)
400.	54.01-54.02	Teacher	Ini saya minta kalian buat PR nggak sih?
401.	54.03	Some students	Iyaa.
402.	54.03-54.04	Teacher	Iyaa, buat PR ya.
403.	54.04	A student	Yaa
404.	54.06-54.07	Teacher	Temennya yang kerjain ya?
405.	54.07-54.09	Some students	Khkhkhkh (tertawa kecil)
406.	54.10-54.16	Teacher	Berarti kan kamu, karna berarti kamu cuma buat 4 kan

			berarti kan? Sama yaa? (suara kurang jelas)
407.	54.25-54.31	Teacher	Dialogue three. Mas, ni yang tadi ngomong lanjut (sambil menunjuk siswa tersebut)
408.	54.32	A student	Jonathan (memberitahu guru nama siswa tersebut)
409.	54.33	Teacher	Siapa?
410.	54.34	A student	Jonathan
411.	54.35	Teacher	Jonathan?
412.	54.36-54.37	Some students	Yo.. Nathan Yo yo
413.	54.37	Teacher	Yonathan?
414.	54.38	A student	Yonathan
415.	54.38-54.41	Teacher	Yonathan? Kok sama kayak nama saya?
416.	54.41-54.43	A student	Pak.. panggil aja.. Bapak..
417.	54.44	Teacher	Jojo gitu?
418.	54.45-54.47	Some students	Hahahha (tertawa)
419.	54.48-54.49	A student	Jojo ajalah pak
420.	54.49-54.50	Teacher	Ojo lah jojo
421.	54.53-54.55	Some students	Iya iyo pak
422.	54.56-54.58	Teacher	Ok Nathan, Nathan ya?
423.	54.59-55.00	A student	Iyo pak iyo
424.	55.02-55.06	Teacher	Nanti saya panggil Jo, itu nama... nanti pas saya (suara tidak begitu jelas)
425.	55.06-55.07	Some students	Ahahaha (tertawa)
426.	55.08	Teacher	Ada yang bisa?
427.	55.10	A student	Novi pak
428.	55.11	A student	Oh ndak bisa
429.	55.12	Teacher	Nggih mas
430.	55.13-55.15	Some students	Khkhkhkhkh nggih mas (menirukan suara guru nya)
431.	55.16	Teacher	Satu aja
432.	55.24-55.28	Teacher	Sudah belum? Dialog satu sudah belum? Dialog dua? Bacaan yang dialog dua
433.	55.33-55.34	A student	 (suara samar-samar)
434.	55.35	Teacher	Apa?
435.	55.37-55.39	A student	 (suara samar-samar)
436.	55.40-55.42	Teacher	Ayo, yang keras. Saya nggak denger kamu ngomong apa.
437.	55.43-55.46	A student	Ha? Where.. dus..
438.	55.47-55.48	Teacher	Wedus lagi kan
439.	55.48-55.50	All students	Khkhkhkhkh (tertawa) JS
440.	55.55	A student	 (suara samar-samar)
441.	55.56	Teacher	Ha?
442.	55.57-55.58	A student	Saya jawab langsung?
443.	55.59	A student	Kan pertanyaan (mengingatkan murid tersebut)

444.	56.00-56.04	Teacher	Siapa suruh minta jawab? Saya cuman ngomong ke kamu suruh buat pertanyaan
445.	56.05-56.07	A student	What does your father do?
446.	56.08-56.13	Teacher	Itu kan pertanyaan yang ada dibacaan. Iya kan? Pertanyaanmu sendiri!
447.	56.21-56.22	Teacher	Kamu sudah buat belum?
448.	56.23	A student	Tapi salah..
449.	56.28-56.35	Teacher	Apa? Salah? Kalo salah nggak usah menyalahkan klo misalkan salah, emang koe sopo guru di sini (suara kurang jelas karna suara guru bercampur dengan suara siswa yang lain yg ribut)
450.	56.46-56.38	Some students	Ahahaha (tertawa)
451.	56.39-56.40	Teacher	Iya to? Kamu ketua kelas?
452.	56.40	A student	Nggak
453.	56.41-56.42	Teacher	Kamu gurunya? Lah kok ngurusi?
454.	56.43-56.45	Some students	Hahaha (tertawa)
455.	56.46-56.50	Teacher	Sama sama si mas punya siapa, wah nggak kelar ni pasti ni
456.	56.56-57.06	Teacher	Siapa yang belum? Sudah buat belum? Kamu jugaa.. sama kayak temenmu yang diteks, yang diteks
457.	57.07	A student	Nah iyaa
458.	57.08-57.13	Teacher	Terus buatanmu mana? Kalo sama kayak yang diteks? Berarti sampe sekarang belum buat?
459.	57.13-57.14	A student	Udah sebagian (dengan suara kecil)
460.	57.15-57.16	Teacher	Dialog satu, dialog satu
461.	57.17	A student	Sama
462.	57.18	Teacher	Sama lagi
463.	57.19-57.20	A student	 (berbicara tidak jelas)
464.	57.21	Teacher	Ha?
565.	57.22-57.25	A student	 (suara tidak jelas)
566.	57.26-57.27	Teacher	Sama kan kayak diteks?
567.	57.28-57.31	Some students	Hahahaha (tertawa)
568.	57.41-57.53	Teacher	Balik lagi. Sudah, berarti kamu belum buat yaa? Dialog satu bagian dua
569.	57.54-57.55	A student	Habis konsultasi
570.	57.56-58.10	Teacher	Belum. Ngomong aja belum nggak papa, orang itu nggak cuman dua satu kali. Buka bukunya! Punyamu mana? (sambil menunjuk salah satus siswa)
571.	58.10	A student	Ini pak
572.	58.11-58.13	Teacher	Sama kayak dia kok (suara kurang jelas)
573.	58.13-58.15	Some students	Hahahaha (tertawa)
574.	58.15	A student	Lupaa
575.	58.21-58.24	Teacher	Ya ngerjainnya kan berarti belum selesai. Nggak boleh sama kayak diteks.

576.	58.24-58.25	A student	Punyamu manaa? (bertanya kepada temannya tersebut)
577.	58.27	A student	Manaa.. punyamu (menjawab pertanyaan temannya tersebut)
578.	58.30-01.00.32	Teacher	Ooh ini, what are (suara samar-samar). Ini, sebaiknya gimana, coba baca bahasa Indonesianya. Haa? What was cooking? Artinya apa? Kata kerjanya apa? Tulis dulu artinya. Ha? Yang ini gimana? (menghampiri seorang siswa satu persatu). Punya mu? Dialog satu. Kurang dua, kurang dua. Artinya apa? Kalian itu sudah buat, tapi banyakan sama sekelas, nggak semua sih, tapi banyakan salah. Oke, bentar yaa, shhht. Nanti saya jelasin pertanyaannya yaa. Punyamu mana? Jadi kamu mbuat kayak itu? Punyamu? Buat nggak? Sama? Punyamu? Mana? Baru satu berarti dua lagi, empat kali sepuluh, empat puluh. Punyamu? Mana? Punyamu? Pertanyaannya dialog satu berarti. Okey. Iyaa. Hadeeeh. Oke, lanjut. Yang terakhir, latihan berapa lagi?
579.	01.00.34-01.00.35	Some students	Latihan terakhir activity tiga
580.	01.00.37-01.00.38	Teacher	For dialog one
581.	01.00.40-01.00.49	Some students	Lanjut aja pak, ayo pak lanjut pak cepet pak (melihat gurunya sedang memegang laptop)
582.	01.00.50-01.01.41	Teacher	Iya, iyaa. Shhht. Dengerin dulu, dengerin dulu, dengerin dulu.. yang saya minta tadi.. saya kan kemaren kan saya minta to satu besok, dua buat pertanyaan, ya kan? Yaudah apupun pertanyaannya, tapi ya jangan terus ngambil pertanyaan dari buku bacaan. Kamu buat sendiri nanti, nah.. bagi yang belum membuat, kalo satu dialog itu ada dua pertanyaan, dan kamu belum buat dua, berarti kamu harus membuat 1 nomor sepuluh, yang nomor satunya sepuluh, berarti membuat dua puluh. Mengerti? Kalo kamu belum membuat enam pertanyaan, berarti kamu membuatnya enam puluh. Mengerti? Jelas? Jelas paham?
583.	01.01.41	Some students	Jelas
584.	01.01.42	Teacher	Iyaak
585.	01.01.47-01.01.48	Teacher	Apa yang minggu lalu belum dikoreksi yaa?
586.	01.01.48-01.01.49	A student	Saya sudah ditandatangani belum pak?
587.	01.01.49	Teacher	Apanya?
588.	01.01.50-01.01.52	A student	Kan minggu kemaren tanda tangan lagi
589.	01.01.53-01.01.57	Teacher	Oiyaa.. lohh? Jadi yang kemaren itu belum saya koreksi yaa?
590.	01.01.57-01.01.58	Some students	Beluum
591.	01.01.58-01.01.59	Teacher	Yaudah diulangi lagi nggak pa-pa nggak pa-pa.

592.	01.02.00-01.02.05	Some students	Loooh.. yang nggak punya buat apa pak?
593.	01.02.04-01.02.05	Teacher	Kapan diperiksa? Siapa yang salah ya kan?
594.	01.02.09-01.02.10	A student	La kan cewek salah
595.	01.02.11-01.02.12	Teacher	Oiyaa bener yaa
596.	01.02.12-01.02.13	Some students	Haaaa...aaaa
597.	01.02.15-01.02.57	Teacher	Hihhi iya bener. Oke, kita koresi assessmentnya. Tukarkan semua depan belakang. Siapa yang belum selesai? Ada yang belum selesai? Tukar temennya yang sudah selesai. Punya siapa ini?
598.	01.02.58	A student	Alfian
599.	01.02.59	Teacher	Belum ada isiannya?
600.	01.03.00	A student	Belum
601.	01.03.02-01.03.03	Teacher	Padahal saya udah tanya suruh bikin 4 kalimat kan?
602.	01.03.04	A student	Iyaa
603.	01.03.06-01.03.29	Teacher	Duduk disitu. Keluar sana, ngerjainnya di luar. Jauh dari kelas. Dikerjain yaa. Yaudah nggak pa-pa sana keluar. Itu punya siapa yang kamu pakek?
604.	01.03.29-01.03.30	A student	Tempatku
605.	01.03.30-01.04.00	Teacher	Oo ya sudah. Saya pikir sama yaa. Oke, diselaraskan jawabannya. Sudah siap? Ada lagi yang belum selesai? Ato ada lagi yang belum betul dikalikannya? Dah semua? Nomor satu, “what are the speakers talking about?” Jawabannya C, a new student (membaca buku teks)
606.	01.03.55-01.03.57	Some students	C, A, A, C
607.	01.04.02-01.04.05	Teacher	Number two, “what is the relationship between the speakers?”
608.	01.04.05-01.04.07	Some students	New friends, D, schoolmates
609.	01.04.08	Teacher	Schoolmates
610.	01.04.09-01.04.10	A student	Kan baru ketemu pak
611.	01.04.11-01.04.12	Teacher	Schoolmates ato new friends?
612.	01.04.12	Some students	new friends
613.	01.04.13-01.04.46	Teacher	Iyaak, kita liat bacaannya. “Andre, look at the girl standing in front of us. Is she a new student?” “Yes, she is. She always greets others warmly. She has made many friends, too” “Yeah, she can adapt easily”. “What is the relationship between the speakers?” yang ditanyakan itu siapa? Speakersnya yaa. Berarti antara Tiara sama Andre. Kan yang lagi diomongin mereka. So, the answer is D. schoolmates

614.	01.04.47-01.04.52	Some students	Yeaah.. ihii Aha aha
615.	01.04.54-01.04.57	Teacher	Number three, “what does Andre’s new friend look like?”
616.	01.04.58	Some students	Friendly
617.	01.04.58-01.05.09	Teacher	Iyaa, friendly, D. Number four, “Do you know a nearby spot to enjoy the sunrise? The view is..?”
618.	01.05.10-01.05.11	Some students & Teacher	Beautiful.
619.	01.05.12-01.05.13	A student	Beauty like me (seorang siswi menyahut)
620.	01.05.14-01.05.19	Teacher	Number five. “I ever saw it when visiting a zoo. Its tail is?”
621.	01.05.20	Some students	Large (menyebutnya dengan dialeg bahasa Indonesia)
622.	01.05.21-01.05.26	Teacher	Iyaak, cara bacanya “larg” . Everyone repeat after me “larg”
623.	01.05.27	All students	“larg”
624.	01.05.28	Teacher	“larg”
625.	01.05.29	All students	“larg”
626.	01.05.30-01.05.31	Teacher	“The tail is larg”
627.	01.05.31-01.05.32	All students	“The tail is larg”
628.	01.05.33-01.05.35	Teacher	Ulangi “The tail is larg”
629.	01.05.36-01.05.37	All students	“The tail is larg”
630.	01.05.39-01.05.43	Teacher	Number six, “where does the dialog probably take place?”
631.	01.05.44-01.05.45	A student	At the railway station (mispronounce)
632.	01.05.46	Teacher	At the?
633.	01.05.47-01.05.48	Some students	Railway station
634.	01.05.49-01.05.54	Teacher	Railway station. Seven, “what is the waiting area like?”
635.	01.05.55	Some students	Tidy
636.	01.05.56-01.05.57	Teacher	Tidy itu artinya apa?
637.	01.05.57-01.05.58	A student	Besar. Eh, rapi
638.	01.05.58-01.06.06	Teacher	Rapi. Kira-kira besar ato tidy? Big or tidy?
639.	01.06.06-01.06.11	Some students	Rapi, rapi.. Rapi pak.. Kan nggak ada tulisan besarnya paak, cuman

640.	01.06.12-01.06.32	Teacher	Yaa dari kalimat kedua, “the seats are well arranged. They are also comfortable, the place is clean” ya kan. So, I agree with you that the answer for number seven is tidy, A. Eight, “those are helpful for foreigners”. Helpful is?
641.	01.06.34-01.06.35	Some students	Beneficial
642.	01.06.35-01.06.49	Teacher	Beneficial itu artinya menguntungkan. Number nine, “What is the dialog about?”
643.	01.06.50	Some students	The party
644.	01.06.50-01.06.59	Teacher	The party, yes the party. Number ten, “how is the menu?”
645.	01.07.00	Some students	Delicious
646.	01.07.04-01.07.08	Teacher	Number eleven, “what are the speakers going to do after the conversation?”
647.	01.07.09-01.07.11	A student	Mingle with othe guests
648.	01.07.12-01.07.15	Teacher	Mingle with othe guests. Apa artinya mingle?
649.	01.07.16	A student	Bergabung
650.	01.07.17-01.07.27	Teacher	Bergabung, bergaul, ngobrol, dan yang lain-lain. Number twelve, “why is Edo interested in the starfish?”
651.	01.07.27-01.07.30	Some students	He sees it for the first time
652.	01.07.31-01.07.39	Teacher	Yaa. He sees it for the first time, D. Thirteen, “how do the speakers feel?”
653.	01.07.40-01.07.41	Some students	Amazed
654.	01.07.41	Teacher	Amazed
655.	01.07.43	A student	Amazon
656.	01.07.44-01.07.48	Teacher	Fourteen, “it is small and beautiful” it refers to?
657.	01.07.49-01.07.52	Some students	Starfish
658.	01.07.53-01.08.02	Teacher	Iyaak, the starfish. Fifteen, “What is Arka’s purpose to meet Tiara?”
659.	01.08.03-01.08.05	A student	To invite her to visit an exhibition
660.	01.08.07-01.08.17	Teacher	Ada apa sih, ada exhibition yaa? (bertanya ke murid tentang dialog pada teks tersebut). Pameran yaa? Oke. To invite her to visit an exhibition. Sixteen, “where will Arka buy a power bank from?”
661.	01.08.18-01.08.19	Some students	Online, An online store
662.	01.08.20-01.08.29	Teacher	Siapa Arka, yang sudah beli siapa? Tiara. Tiara belinya online. Arka kok beli
663.	01.08.34-01.08.54	Bell’s ringing	 (suara bell)
664.	01.08.36-	Some	Alhamdulillah..

	01.08.37	students	
665.	01.08.52-01.08.53	Teacher	Nomor 16 jawabannya A.
666.	01.08.55	Some students	B, D,
667.	01.08.56-01.08.57	Teacher	Nomor 17 jawabannya?
668.	01.08.58-01.09.00	Some students	B, D,
669.	01.09.00-01.09.03	Teacher	“from the dialog we know that Tiara’s power bank is..?”
670.	01.09.03-01.09.04	Some students	Good
671.	01.09.05	Teacher	Good?
672.	01.09.05	A student	Yes
673.	01.09.06-01.09.10	Teacher	Good iya betul saya setuju. Kalo limited edition?
674.	01.09.11-01.09.12	Some students	Nggak.. Nggak ada
675.	01.09.12-01.09.17	Teacher	Nggak ada kata-katanya ya. Nomor 18, “what do the speakers mostly talk about?”
676.	01.09.18	Some students	a (suara samar-samar)
677.	01.09.19	Teacher	a?
678.	01.09.20-01.09.21	Some students	New neighbors
679.	01.09.22-01.09.25	Teacher	New neighbors. New neighbors ok.
680.	01.09.26-01.09.27	A student	Tapi nyebut Amira terus pak.
681.	01.09.28	Teacher	Ah?
682.	01.09.29-01.09.30	A student	Nggak yo, new neighbors loo
683.	01.09.30-01.09.32	A student	Iyaa lo Amira terus loo, ini loo..
684.	01.09.33-01.09.58	Teacher	Ok, ok, coba liat, liat, liat. “they are, they from, we have new neighbors, we have new neighbors” (membaca dialog pada buku teks). Where they from? They are from Ambon, ya kan? “They are Mr. and Mrs. Anton. They have a daughter named Amira.” Lagi ngomongin anaknya kan? Dia ngomongin soal kucingnya juga. Yaa berarti jawabannya sudah jelas yang C. Nomor 19 jawabannya?
685.	01.09.58-01.09.59	Some students	B, playful
686.	01.10.00-01.10.02	Teacher	Yaa, B, playful. Nomor 20?
687.	01.10.03-01.10.04	Some students	Adorable.
688.	01.10.04-01.10.06	Teacher	Adorable. Betul kalikan 5.
689.	01.10.15	A student	Kali 5 pak?

690.	01.10.16-01.10.19	Teacher	Iyaa. Kayaknya sama saya besok dikumpulkan sekalian.
691.	01.10.37-01.11.28	Teacher	Kembalikan ke yang punya. Silahkan semuanya duduk. Kita mau berdoa dulu. Sudah diem mau berdoa dulu.
692.	01.11.30-01.11.31	A student	Berdoa dulu too (mengingatkan temannya)
693.	01.11.36-01.11.37	Teacher	Mas, duduk dulu, duduk dulu.
694.	01.11.44-01.11.54	A student	Oke temen-temen, sebelum kita pulang, marilah berdoa terlebih dahulu, berdoa menurut kepercayaan agama masing-masing, berdoa mulai. Amiin
695.	01.11.59-01.12.07	Teacher	Ok, ehm, simpan nilainya minggu depan kita ketemu lagi, saya akan masukkan nilainya. Untuk temen-temen yang belum ditambah tolong ditambah lagi
696.	01.12.08-01.12.12	A student	Yeay, kasian banget paak (kasihan dengan temannya yang belum mengerjakan PR). Kenapa nggak Kamis aja pak? Biar selesai gitu kan
697.	01.12.13	Teacher	Apanya?
698.	01.12.14	A student	Ngerjainnya
699.	01.12.15-01.12.22	Teacher	Yaa karna tadi nggak sesuai (suara samar-samar). Bye guys, see you next week yaa.
700.	01.12.23-01.12.25	Some students	Yaa.. See you

Day 2 - Transcription of Audio & Video in SMP 5 Yogyakarta (26/02/2020)

No.	Minute	Speaker	Transcription
Audio & Video			
1.	03.52-03.53	Teacher	Good Afternoon everybody
2.	03.54	Some students	Good Afternoon
3.	03.55	Teacher	Wow ..
4.	03.56	A student	Kelasnya berantakan
5.	03.57-04.01	Teacher	Kelasnya berantakan. Ayo cepet, bersihkan dulu semua
6.	04.02	A student	Siap
7.	04.02-04.25	Teacher	Ayo ayo cepat. Dengar semua, kelasnya harus bersih, sapu, sapu, sapu. Dirapikan tempat duduknya.
8.	08.48-08.52	Teacher	Sudah? Yok kita lanjutin materinya
9.	08.53-08.55	A student	Pak, PR nya pak (mengingatkan gurunya)
10.	08.56	Teacher	Iyaa
11.	09.00-09.05	A student	Pak..... (suara tidak begitu jelas, karena kondisi kelas ribut) dulu pak.
12.	09.06-09.10	Teacher	Apanya? Iyaa, soalnya sekarang kan hari Rabu.
13.	09.14	A student	Kumpulkan

14.	09.15-09.17	Teacher	Mana mana mana yang saya minta untuk kumpulkan? (mengecek jawaban para siswa yang belum mengumpulkan PR kemarin)
15.	09.18-09.19	Some students	Ni paak.. Pak.. I'm so happy
16.	09.30-09.32	Teacher	Mana mana mana mana
17.	09.33-09.34	A student	Pak, ayo pak
18.	09.38-10.06	Teacher	Sini. Baju dirapikan dimasukkan (bisa dilihat dari rekaman dari video guru menyuruh murid merapikan bajunya)
19.	10.06-10.07	A student	Dasimu mana? (mengingat teman yang tersebut)
20.	10.32-11.55	Teacher	Yaa, oke. Please everyone sit down. Thank you for the students who have made the assignments, the punishment, thank you. Buat kalian yang sudah mee.. apa namanya membuat hukuman seperti yang kemarin saya mintak, terimakasih karna itu berarti kalian mendengarkan apa yang saya katakana, dan kalian mau melakukan itu. Itu cukup disiplin juga buat kalian. Dan saya harap kalian tidak mengulangi hal yang sama, gitu yaa, apapun itu. Itu yang pertama, yang kedua, ehmm beberapa kali saya masuk kelas ini, kelasnya mesti masih kotor. Mbok yaa ayo, kalian jangan buang sampah sembarangan. Kalo memang kalian mau buang sampah, pak buang aja sampah ditempat apa tempat pembuangan sampahnya. Jelas? Gitu yaa. Jadi kita nggak perlu, kalian nggak perlu membersihkan kelas sebelum pelajaran mulai. Dan itu berlaku untuk semua orang di kelas ini. Siapapun yang merasa dirinya orang, silahkan buang sampah di tempatnya. Dilaci ada sampah nggak mas? (bertanya kepada salah satu siswa)
21.	11.56	A student	 (diam, tidak merespon)
22.	11.56-11.58	Teacher	Mas.. dilaci ada sampah nggak?
23.	11.58	A student	(mengangguk)
24.	11.59-12.05	Teacher	Ada. Buang! Kamu mau nyimpen sampah? Buang sisa makanannya
25.	12.06	A student	Pisang pak (siswa yang lain mengecek isi lacinya dan berkata kalo isi lacinya adalah buah pisang)
26.	12.06-12.08	Teacher	Berarti itu sampah bukan?
27.	12.09	Some students Teacher	Bukaan.. (pada waktu yang bersamaan)
28.	12.10-12.14	Teacher	La tadi saya tanya ada sampah nggak dilacimu? Kamu jawab iyaa.

29.	12.15	A student	Iya sih
30.	12.17-12.56	Teacher	(sambil tersenyum) Jelas yaa. Kebersihan itu kan sudah menjadi budaya kita to? Iya nggak? Kamu mau orang nggak mau berbaur sama kalian hanya gara-gara kalian itu kotor? Mau nggak, bau? Kan nggak enak juga too kamu masuk kelas ato liat kelasnya kurang apa, bentuk kelasnya berantakan gitu kan nggak enak too. Jadi, tolong ya buang sampah ditempatnya. Terus ehmm.. wali kelas mu udah tau belum? Ini ada temenmu yang always escape
31.	12.57-13.09	Some students	Katanya sih izin pak Katanya.. Tegur pak..
32.	13.10-13.12	Teacher	Itu selain bahasa Inggris dia escape kelas apa aja sih?
33.	13.13-13.14	Some students	Nggak ada pak, Bahasa Inggris tok
34.	13.15-14.13	Teacher	Haa? Cuman bahasa Inggris tok? Wahahaha (tertawa) apa saya menakutkan nih? Ya oke deh nggak pa-pa. Nomor 1..... Nomor 1, berlari ... apa berlari?
35.	14.13-14.15	All students	Run-Ran-Run (bacaannya: ran,ren,ran),
36.	14.16-14.21	Teacher	Iyak, run-ran-run (bacaannya: ran,ren,ran), tulisannya run-ran-run.
37.	14.22	A student	Ran besar
38.	14.24-14.25	Teacher	Salah. Ada yang salah?
39.	14.26	A student	Tidak
40.	14.27-14.56	Teacher	Silahkan berdiri kalo ada yang salah, iyak (murid diminta berdiri ditempat duduk masing-masing jika jawaban mereka salah). Number two, bernyanyi. Apa bernyanyi?
41.	14.57-14.59	All students	Sing-sang-sung (bacaannya: sing,seng,sang)
42.	15.00-15.12	Teacher	Iyak. Sing-sang-sung (bacaannya: sing,seng,sang). Tulisannya sing-sang-sung. Berikutnya, terbang.
43.	15.13	A student	Uwoo..
44.	15.13-15.14	Teacher	Kamu berdiri apa duduk? (menunjuk salah satu siswa)
45.	15.15-15.16	A student	Ehehe, salah setengah pak.
46.	15.17-15.41	Teacher	Tetep salah yaa. Terbang. Apa terbang?
47.	15.42-15.44	All students	Fly-flew-flown
48.	15.45-16.07	Teacher	Fly, F, L, Y, Flew, F, L, E, W, Flown, F, L, O, W, N. Berikutnya, menyimpan atau menjaga.

49.	16.11-16.12	Some students	Apa..? Menyimpan..?
50.	16.13-16.38	Teacher	Yaa, menyimpan atau menjaga. Apa menyimpan atau menjaga?
51.	16.38-16.40	All students	Keep-kept-kept
52.	16.41-16.53	Teacher	Yaak. Keep-kept-kept. Berikutnya, mengetahui.
53.	16.54	A student	Apa?
54.	16.54-17.15	Teacher	Mengetahui.. Apa mengetahui?
55.	17.16-17.19	Some students Teacher	Know-knew-known
56.	17.20-17.44	Teacher	K, N, O, W-K, N, E, W-K, N, O, W, N. Berikutnya, berdering.
57.	17.45-18.06	All students	 (menulis jawaban dari soal yang diberikan guru)
58.	18.08	Teacher	Apa?
59.	18.09-18.10	All students	Ring-rang-rung
60.	18.10-18.49	Teacher	Iyak, ring-rang-rung (bacaannya: ring, reng, rang). Tulisannya ring-rang-rung. Nomor tujuh, membayar. Membayar. Apa membayar?
61.	18.49-18.52	All students	Pay-Paid-Paid
62.	18.52-19.21	Teacher	Ya. Pay, P, A, Y. Paid, P, A, I, D. Pay-paid-paid. Pay, P, A, Y. Paid, P, A, I, D. Pay-paid-paid. Nomor 8, menjual.
63.	19.22-19.50	All students	 (menulis jawaban dari soal yang diberikan guru)
64.	19.51	Teacher	Apa?
65.	19.52-19.54	All students	Sell-sold-sold
66.	19.55-19.59	Teacher	Sell-sold-sold. Sold tulisannya bagaimana?
67.	19.59-20.00	Some students	S, O, L, D
68.	20.01-20.02	A student	Yaah, punyaaku salaah
69.	20.05-20.18	Teacher	Nomer 9, bercerita atau menceritakan atau mengatakan. Mengatakan atau bercerita sama itu.
70.	20.19-20.37	All students	 (menulis jawaban dari soal yang diberikan guru)
71.	20.38	Teacher	Apa?
72.	20.40-20.42	Some students	Tell-told-told Yes...
73.	20.43-20.59	Teacher	Yaa.. betul sekali. Tell-told-told. Nomor 10, berenang. Berenang.
74.	21.00-21.24	All students	 (menulis jawaban dari soal yang diberikan guru)

75.	21.25	Teacher	Apa berenang?
76.	21.26-21.28	All students	Swim-swam-swum (bacaannya: swim,swem,swam)
77.	21.28-21.39	Teacher	Swim-swam-swum. Bacaannya swam, tulisannya swum. Ok everyone repeat after me. Swim-swam-swum (bacaannya: swim,swem,swam).
78.	21.40-21.41	All students	Swim-swam-swum (swim,swem,swam)
79.	21.42-21.48	Teacher	Nah sekarang silahkan baca nomor 1 sampai nomor 10. Bareng-bareng. One, two, three, go.
80.	21.49-22.20	All students	Run-Ran-Run, Sing-sang-sung, Fly-flew-flown, Keep-kept-kept, Know-knew-known, Ring-rang-rung, Pay-Paid-Paid, Sell-sold-sold, Tell-told-told, Swim-swam-swum. (semua murid serempak membaca bersama dengan pronunciation yang tepat tanpa dibimbing oleh guru)
81.	22.21-23.36	Teacher	Ok, thank you very much, please sit down. Nah, terima kasih kalian mulai berkurang salahnya. Yang kemaren kan sudah banyak, saya tambahi sedikit-sedikit, thank you for that. Itu berarti.. kalian kan sudah mulai menghafal, kalian sudah mulai bisa, iya kan? Dan itu bisa membuat kita lebih disiplin. Kalo kalian ngafalin terus nah itu namanya sudah disiplin. Yang kedua, terima kasih juga buat kalian yang berdiri, kenapa? Karna kalian jujur . Saya tidak tahu kalian betul atau salah. Tapi kalian tetep berdiri ketika kamu salah. Itu bagus sekali. Terima kasih karna kalian sudah belajar untuk jujur. Gitu yaa. Jadi kita belajar apa sih dari ngafalin kosakata? Ada dua hal, dan itulah yang menjadi kebiasaan kita, menjadi habit kita, menjadi budaya kita. Honest and discipline. Gitu yaa, itu baru dua belum lagi nilai yang lain. Yang ketiga apa? Olahraga, ya kan?
82.	23.36-23.37	Some students	Khkhkhk (tertawa kecil)
83.	23.36-23.46	Teacher	Berdiri duduk, berdiri duduk, ya kan olahraga. Udah kita koreksi PR nya. Halaman berapa ya?
84.	23.47-23.48	Some students	Tiga puluh tiga.. Yang kemaren di activity one
85.	23.48-23.55	Teacher	Tiga puluh tiga. Okey. Latihan 8 ato 9?
86.	23.56	Some students	Sembilan
87.	23.57	Teacher	Sembilan.
88.	23.59-24.00	A student	Sembilan, sepuluh, empat belas.
89.	24.01-24.53	Teacher	Oh Sembilan, sepuluh, empat belas. Ok, listen to me yaa. Activity nine. Silahkan bacakan jawaban

			saya. “What does your brother do?” (sambil membaca buku teks) Kenapa kok does? Karna your brother itu tunggal, alasan yang pertama. Bukan “what do your brother do?”. Itu aja sudah cukup sebenarnya. “What does your brother do?” kenapa kok harus ada does nya, karna itu kalimat pertanyaan. Karna itu kalimat pertanyaan, makanya setelah what harus diikuti oleh kata eh harus diikuti oleh kata kerja bantunya. Nomor dua, “he is” kenapa kok is? Karna kalo untuk menggantikan kata tunggal dia, haciim (bersin)
90.	24.54	A student	He
91.	24.55-25.18	Teacher	Bener, menggantikan he, dan to be untuk he adalah is. Number three, “where does he work?”, “where does he work?” kenapa work tanpa s? karna kita sudah punya does di sana. Sudah belajar simple present tense to?
92.	25.19	Some students	Sudah
93.	25.20-27.43	Teacher	Itu ada penjelasannya dikotak di depannya itu. Dari unit satu sampe halaman tiga puluh dua. Number four, “he works..”, “he works..” ada s nya. Number five, “what programs does he usually broadcast?” kok does? Padahal programs. Karna subjeknya bukan programs nya, tapi subjeknya adalah he nya, betul sekali (memuji salah seorang murid yang sudah tau jawabannya). So the question is “what programs does he usually broadcast?” “many programs, especially related to sports and health”. Nomor enam, “does he enjoy his job?”, “does he enjoy his job?”. Number seven, “he does though he still continues..” tambah s, “he still continues his studies at university”. Kenapa continues karna subjeknya tunggal. Jadi cara ngerjainnya tambah s atau es, seperti yang nomor 4 tadi. Number eight, “Do you mean he is studying while working?” “Do you mean?” kenapa do? Karna subjeknya you. Seperti yang ada di halaman 32. Kotak yang, eh tabel 2.4, bagian pertanyaan. “do you..?” buat pertanyaannya seperti itu modelnya. Number nine, “yes, you are right” are karna subjeknya you. Number ten, “he studies social communication” kenapa studies? Karna subjeknya he. Tulisannya studies gimana?
94.	27.43-27.44	Some students	s,t,u,d,i,e,s

95.	27.44-28.06	Teacher	S, T, U, D, I, E, S, well done. Ok, next. Activity ten, latihan 10. Number one,
96.	28.07	A student	A chef (tiba-tiba menyahut)
97.	28.08-28.10	Teacher	Ah? Iyaak kamu jawab (menunjuk anak yang menyahut tadi)
98.	28.11	A student	chef
99.	28.12	Teacher	Apanya?
100.	28.13-28.14	A student	Jawabannya
101.	28.14-28.16	Teacher	Yaa soalnya dibaca dulu doong..
102.	28.16-28.20	A student	Ooh, “why does Wisnu think that Mr. Fandi is Cindy’s father?” (membaca soal pada buku teks)
103.	28.22-28.24	Teacher	Eh, nomer berapa sih? Latihan berapa sih?
104.	28.25	Some students	Ten Sepuluh..
105.	28.26-28.31	Teacher	Latihan sepuluh nomer satu. Ulangi.
106.	28.32-28.36	A student	“why does Wisnu think that Mr. Fandi is Cindy’s father?”
107.	28.37	Teacher	Because?
108.	28.38-28.39	A student	 (diam)
109.	28.40-28.41	Teacher	Jawabannya apa?
110.	28.41-28.45	A student	Because .. Aku tu mau njawab apa? (siswa ini mendadak lupa dengan jawabannya sendiri :D)
111.	28.47	A student	Jawab apa? (teman duduk disampingnya ikutan bingung)
112.	28.48-28.49	A student	Pengen jawab “chef” gitu (memberitahu gurunya kalo dia hanya ingin menjawab dengan kata “chef”)
113.	28.51-28.52	Teacher	Siapa yang bisa membantu nomor satu?
114.	28.53-28.54	Some students	(dua orang siswa mengangkat tangan menunjukkan kalo mereka bisa, bisa dilihat dalam video)
115.	28.55-28.57	Teacher	Yes, mas. Silahkan mas. (memilih salah satu murid yang mengangkat tangan tersebut)
116.	29.01-29.12	A student	 he sees Mr. Fandy in the garden (suara samar-samar)
117.	29.13-29.46	Teacher	Iyaa, betul sekali. Because he thinks a people he sees a Mr. siapa tadi namanya? Mr. Fandy is in the garden. Because he sees Mr. Fandy is in the garden. Number.. ada jawaban yang laen untuk nomor satu? Nggak ada, oiya apa mas? (melihat ada murid yang mengacungkan tangan)
118.	29.48-29.50	A student	Because Mr. Fandy is seen in the house
119.	29.51-29.52	Teacher	Because Mr. Fandy is?
120.	29.53	A student	.. seen in the house
121.	29.54-30.19	Teacher	.. is seen in the house. Boleh. Iyaa. Because Mr. Fandy is cleans in this house. Boleh, atau seen in

			this garden. Juga boleh. Ada jawaban yang laen?. Nggak ada. Number two. Student number a.. twenty three?
122.	30.20-30.21	Some students	Ahahha (tertawa)
123.	30.21	Teacher	Siapa?
124.	30.22	A student	Aku
125.	30.23-30.26	All students	Sayaa.. Aku saya.. (para murid mengingatkan temannya untuk tidak menggunakan kata “aku” di kelas disituasi formal)
126.	30.27-30.29	A student	Nomer dua belum aku pak, eh saya (sambil tertawa kecil)
127.	30.30	Some students	ehehehe (tertawa kecil)
128.	30.33-30.34	Teacher	Yang sudah nomer berapa?
129.	30.34-30.35	A student	Satu, tiga, empat, lima
130.	30.36-30.46	Teacher	Oke, nanti nomer tiga kamu yang jawab yaa. Nomer, number two, student number fourteen? Fourteen?
131.	30.47	A student	Di belakang pak
132.	30.48	Teacher	Yes
133.	30.53-30.57	A student	Why does thank (suara kurang jelas)
134.	30.58-31.05	Teacher	Why does, why should Cindy thank Mr. Fandy? Because Mr. Fandy helps to?
135.	31.05-31.06	A student	 (diam)
136.	31.06-31.50	Teacher	take care of the garden, boleh. Because Mr. Fandy cleans the garden juga boleh. Nah ini salah satu hal yang bagus kan? Kalo kamu naik becak misalnya, naik gojek misalnya, atau pesen gofood misalnya. Atau mungkin diantara kalian ada yang punya apa mbak yang bantu di rumah, kalo sudah selesai, ucapkan terima kasih. Bahkan ketika kamu pesen makanan dan orang itu bawain kamu makanan, soto misalnya di belakang (menunjuk arah kantin) atau minum. Say thanks to them. Kenapa? Itu berarti kamu menghargai mereka. Seneng nggak kamu kalo dihargai?
137.	31.51	Some students	Seneeng
138.	31.52-32.25	Teacher	Iyaa, bener itu. Saya juga selalu seperti itu. Ketika pesen makanan atau apa saja “makasih ya buk”. Saya naik becak misalnya, selesai atau naik gojek misalnya, “makasih pak” “oiya mas”. Padahal saya sudah mbayar kan, tapi kalo cobak kalo dia nggak mau nganter saya, tetep nggak bisa kan. Ada mbak-mbak yang bantu bersih-

			bersih di rumah. Saya ajarin anak saya juga seperti itu. Ketika mbaknya mau pulang, dia mesti ngomong begini, namanya kan mba nov, “mbak noov, makasiiih..” gitu.
139.	32.25-32.26	Some students	Hehhehe (tertawa kecil)
140.	32.27-33.23	Teacher	Dadah dadah dulu sama mbak nov, dia udah dadah-dadah (sambil menunjukkan ekspresi melambaikan tangan ke orang untuk mengucapkan perpisahan) sambil bilang “mba noov, makasiiiiiih” padahal udah jauh masih teriak (sambil menirukan ekspresi anak kecil). Kenapa? Kita belajar untuk menghargai orang. Apa sih susahnya ngomong thank you, terima kasih? Ya kan? Nah, saya jadi ingat kejadian tadi pagi. Eehm, gini-gini, saya tidak ingin hal ini terjadi di kalian. Saya ingin setiap murid saya, yang belajar sama saya itu kalian punya sopan santun. Saya ngajar 7A 7B, 8I, B, A. Saya ingin setiap murid saya punya sopan santun. Tadi pagi ketika saya jalan dari sana mau ke ini kantor, saya ketemu beberapa anak temen satu kelas, ehm ada juga guru mereka, Pak Nur, eh Pak Heru guru agama, jalan papasan kan, itu..
141.	33.24-33.27	Some students	Pak Heru guru agama.. (ribut dengan teman-temannya) eeh Pak Heru bukannya ngajar fisika to (bertanya kepada temannya)
142.	33.27-33.32	Teacher	Kan ada juga Pak Heru yang guru agama.. yang pake apa itu? (sambil memegang arah kepala, karna guru ini adalah non muslim sehingga beliau tidak tahu istilah “peci” untuk orang muslim)
143.	33.33	Some students	Peci
144.	33.33-34.26	Teacher	Iyaaa. Kami papasan, papasan kan anak-anak itu pada berdiri pada ngikuti saliiim cium tangan, ada yang ngikuti ada yang gini (sambil memperagakan cara anak-anak berjabat tangan dengan gurunya). Ada sih yang senyum, ada yang biasa aja, ada yang gini (sambil memperagakan seorang murid menaruh tangan guru dibagian atas kepala), lewat sedih gitu, ada yang ngomong “pak selamat pagi”, “selamat pagi pak” gitu. Saya akhirnya setelah salaman sama mereka saya ngomong sama Pak Heri, eh Pak Heru, karna Pak Heru ada di tengah-tengah mereka. Saya salim sama Pak Heru, saling begini (sambil

			membungkukkan sedikit badan). Saya ingin kasih contoh ke anak-anak, ke kalian juga bahwa kita itu harus menghormati orang yang lebih tua, siapapun itu. Setelah salim, memang sih nggak sampe cium tangan, tapi saya sambil membungkuk. Selesai itu terus ada satu anak, cewek, dia itu gini lo sambil jalan (guru memperagakan sikap anak yang dibicarakan tersebut yang kurang sopan, karna anak tersebut hanya lewat dan melambaikan tangannya saja, tanpa menghormati guru yang dilewatinya) ngerti kan maksud saya?
145.	34.25-34.27	Some students	(mengangguk tanda setuju) Iya-iya pak iya pak paham
146.	34.27-36.08		Saya itu berdiri di tengah, nggak mungkin saya jalan terus kan? Karna kan udah lewat, dia gini (sambil memperagakan sikap siswa tersebut yang cuek dan tidak sopan) opo wae (sambil menepuk jidat dan tertawa kecil). Jadi, saya cerita sama beberapa temen guru, mereka bilang “tegur pak!” yaa saya, pertama saya nggak kenal yang ngajarnya, yang kedua saya nggak tau anak kelas 9 kelas berapa saya nggak tau itu, yang pasti bukan anak kelas 7. Dan kalok mau saya ke sana mau negur, itu musti lama, karna apa? Itu musti ganggu lalu lintas yang di belakang masih banyak. Yang cowok-cowok itu masih “pagi paak” sambil senyum semangat semangat gitu. Yaa ngapain saya harus mengganggu lalu lintas banyak. Ehm.. menghentikan lalu lintas kan hanya untuk negur, biar nanti orangnya aja yang.. maksudnya biar nanti kalo ketemu lagi saya ngomong. Nah, kalian juga sama, kalo memang kalian niat mau nyalamin guru, ya berhenti silahkan kasih tangan, mau cium tangan boleh silahkan, nggak juga nggak pa-pa yang penting yang sopan. Kalo memang kamu nggak niat untuk kasih salam, ya udah jalan aja senyum, selesai. Kalo saya sih gitu. Saya ngomong sama anak-anak tentang gimana sih saya ngajar, kalo memang kamu ehm apa namanya, nggak bisa salaman kayak tadi ketemu anak terus bilang “pak, saya nggak bisa salim” karna dia bawa buku banyak, nggak apa-apa santai aja, tapi dia udah ngomong seperti itu. Ato kalo nggak senyum sudah cukup buat saya. Jalan sama senyum, udah selesai. Nggak mesti harus selalu,

			sekarang bayangkan, saya mau jalan dari sana ke sini ketemu dua kelas aja deh dari kalian, 32 dikali 2, 64, nyalamin terus saya kemeng.
147.	36.09	Some students	Beda juga paak? Itu eka eka..
148.	36.10	Teacher	Ha?
149.	36.11	A student	Misalnya (memberitahu temannya tadi)
150.	36.12-36.25	Teacher	Yaa, misalnya belum, maksud saya kalo misalnya, senyum aja udah cukup. Tapi ya pastikan dari hatimu itu loo. Iya kan? Nggak kayak tadi (memperagakan kembali contoh siswa yang tidak sopan yang diceritakan tadi)
151.	36.26-36.27	Some students	Ehehheh (tertawa kecil) Kayak artis
152.	36.28-36.41	Teacher	Artis aja nggak akan seperti itu. Artis pasti akan berhenti senyum salam, dadah dadah gitu kan. Kenapa? Artis kan juga butuh penggemar. Nah, so, jadi kalian harus sopan, gitu yaa?
153.	36.42	Some students	iyaa
154.	36.43	Teacher	Lanjut,
155.	36.44-36.52	Bell's ringing	"saatnya jam ke 9 dimulai.."
156.	36.53-36.54	Teacher	Mas, nomer tiga (menunjuk salah satu murid)
157.	36.57-37.07	A student	"do you think that Cindy's mother knows Wisnu's father?" (membaca soal pada buku teks) Yes, because they are in the same company.
158.	37.08-37.19	Teacher	Ok.. "do you think that Cindy's mother knows Wisnu's father?" yes, why? Because they work in the same company. Ada jawaban yang lain?
159.	37.22	A student	Sama pak
160.	37.25-37.28	Teacher	Number four, student number eight.
161.	37.33-37.34	Some students	Bolos pak.. Kosong.. Pergi..
162.	37.35-37.38	Teacher	Oo kosong. Oke, saya kan nggak hafal. Number nine?
163.	37.39-37.44	Some students	Sembilan? Sembilan siapa? Lindah lindah..
164.	37.45	Teacher	Siapa nomer sembilan?
165.	37.47-37.50	Some students	Angkat tangan (mengingatkan temannya yang absen no 9 untuk mengangkat tangan) Eh pakek tangan kanan (menyuruh temannya mengangkat tangan kanan bukan tangan kiri)

166.	37.53-37.56	Teacher	Yok silahkan mbak. Sudah njawab? Sudah dijawab belum?
167.	38.00-38.13	A student	“as a receptionist, what should Cindy’s mother be?” (suara sangat kecil)
168.	38.14-38.17	Teacher	Pekerjaannya ibunya Cindy jadi apa?
169.	38.18	Some students	Receptionist
170.	38.19-38.20	Teacher	Receptionist, ya kan? Tau receptionist?
171.	38.21	Some students	Nggak tau
172.	38.22-38.24	Teacher	Receptionist itu seharusnya bagaimana?
173.	38.25	A student	Menyapa
174.	38.26-38.27	Teacher	Menyapa, oke.. ada lagi?
175.	38.28-38.29	Some students	Ee ramah.. Melayani
176.	38.29-38.30	Teacher	Ramah, oke. Ada lagi?
177.	38.31-38.32	A student	Membantu melayani
178.	38.33	Teacher	Membantu melayani
179.	38.33-38.34	A student	Memberi informasi
180.	38.34	Teacher	Ha?
181.	38.34	A student	Memberi informasi
182.	38.35-39.08	Teacher	Memberi informasi. Nah, minimal jawabanmu “what should Cindy’s mother be?” (membaca soal pada buku teks). Cindy’s mother should be friendly. Minimal itu. Atau misalnya should be smart misalnya, kalo pinter boleh nggak? Yo iyalah. Nek ditakoni ra iso njawab, kok bodoh piye ra iso njawab ee. Tapi minimal adalah friendly. Number five, student number five?
183.	39.09-39.13	Some students	Ha ha ha Haiko, Haiko, Ha ha ha
184.	39.12-39.16	A student	“as a fashion designer, what should Wisnu’s mother have?” (membaca soal pada buku teks) a (suara kurang jelas)
185.	39.16-39.17	Teacher	Beautiful?
186.	39.18	Some students	Hahha (tertawa)
187.	39.18-39.19	A student	Salah kayaknya itu
188.	39.19	Teacher	Yo jelas salah.
189.	39.21-39.22	Some students	Hahha (tertawa)
190.	39.23	A students	A boutique

191.	39.25-39.31	Teacher	“as a fashion designer, what should Wisnu’s mother..” (membaca soal pada buku teks) Wisnu’s mother ato Wisnu’s father?
192.	39.32-39.33	Some students	Mother..
193.	39.35-39.37	Teacher	Yaa kira-kira punya apa sih kalo jadi fashion designer itu
194.	39.37-39.38	Some students	Boutique.. Boutique..
195.	39.38-39.40	Teacher	Boutique, boleh. Ada lagi?
196.	39.40	Some students	Bahan Gaun
197.	39.41-39.45	Teacher	Gaun, iya boleh. Laptop boleh nggak?
198.	39.45	Some students	Boleeh
199.	39.46-39.49	Teacher	Boleeh. Alat tulis boleh nggak?
200.	39.49	Some students	Boleeh
201.	39.52-40.01	Teacher	Yaa, seperti itulah jawabannya. Kira-kira kalo dipilih yang mana menurut kalian. Latihan berapa lagi?
202.	40.02-40.03	Some students	Sebelas Empat belas sebelas
203.	40.04	Teacher	Ha?
204.	40.05-40.10	Some students	Sebelas Empat belas sebelas
205.	40.11-40.12	Teacher	Latihan berapa?
206.	40.12-40.20	Some students	(berdebat karna latihan yang mereka kerjakan berbeda-beda)
207.	40.16-40.24	Teacher	Iyaak, excuse me.. excuse me.. excuse me (karna para murid masih berdebat sehingga guru menegurnya). Latihan 14 saya yang belum ngerjakan?
208.	40.25-40.26	Some students	(beberapa murid mengangkat tangan)
209.	40.27-41.12	Teacher	Ok.. Jadi kita, denger ke, dengerin dulu, dengerin dulu.. denger dulu. Latihan 14 saya minta kamu untuk menuliskan eehm pekerjaan orang tua kalian, ya kan? Dideskripsikan. Kenapa? Karna saya mau kalian melatih speaking yaa, kalian tanyak ke teman seperti yang ada yang tertulis di contoh, ngerti? Nah, karna ada beberapa kalian yang belum membuat, ini saya undur sampek

			besok kamis. Jadi nanti yang belum buat tugaslatihan halaman 14, buat di rumah.
210.	41.13	A student	Iya pak
211.	41.14-41.15	Teacher	What's your parents' job?
212.	41.16	A student	Oke
213.	41.17-41.43	Teacher	Paham? Tulis detailnya. Jadi besok kita bisa latihan speaking, ngerti?. Latihan 16.. latihan 18. Silahkan dikerjakan
214.	41.58-41.01	A student	Latihan 16, 18 dikerjakan
215.	42.03-42.08	Teacher	Latihan 16, latihan 18. Silahkan dikerjakan!
216.	42.09-44.18	All students	(para murid mulai mengerjakan latihan 16 & 18)
217.	44.19-44.20	A student	Feed itu apa pak?
218.	44.20-44.27	Teacher	Yang buku PR nya Cuma ada satu dimeja.. tolong dua-duanya mengerjakan dibuku tulis.
219.	44.29-44.37	Some students	Alhamdulillah.. Alhamdulillah..
220.	44.42-44.43	A student	Pak, pak Otnil
221.	44.43	Teacher	Iyaa?
222.	44.44	A student	Feed itu apa?
223.	44.45	Teacher	Ha?
224.	44.46	A student	Feed
225.	44.49	Teacher	Mana sih?
226.	44.50-44.51	A student	F, E, E, D
227.	44.51-44.52	Teacher	Halaman?
228.	44.53-44.55	A student	Activity 16 nomer 8
229.	44.58-44.59	Teacher	Feed itu memberi makan
230.	45.00	A student	Makan?
231.	45.00-45.01	Teacher	Memberi makan
232.	45.21-45.26	Some students	Vehicles itu apa pak? Vehicles V, E, H ...
233.	45.26-45.27	Teacher	Nomor?
234.	45.28-45.31	A student	Nomer... nomer empat
235.	45.33-45.35	Teacher	Vehicles (cara baca: vihaikels, mengoreksi kesalahan pronunciation siswa) vehicles itu kendaraan.
236.	45.37	A student	Apa?
237.	45.38	Teacher	Kendaraan
238.	46.05-46.12	A student	Pak, diligent itu apa pak? Dilejent, diligent.. (mispronounce)
239.	46.13-46.15	Teacher	Hah? Nomor?
240.	46.16-46.19	A student	Dilejent, diligent, dilijent.. (mispronounce)
241.	46.20	Teacher	Nomor?
242.	46.21-46.23	A student	Activity 18 paling pojok bawah deket free
243.	46.25-46.26	Teacher	Latihan 18

244.	46.27-46.28	A student	Paling pojok bawahnya free (murid yang lain membantu temannya tadi menjelaskan maksud pertanyaannya ke guru)
245.	46.30-46.32	Teacher	Diligent? Diligent apa? (bertanya kepada seluruh siswa)
246.	46.33-46.39	Some students	Yang itu apaa.. Rajin, rajin.. Raa.. jin..
247.	46.40	A student	Dirigent (maksudnya pemandu paduan suara)
248.	46.41-46.42	A student	Yang itu mah lain ... (murid yang lain menyahut)
249.	46.43	A student	Dirigent
250.	46.44	A student	Apa sih (mengejek temannya tersebut)
251.	46.45-54.08	All students	(para murid masih mengerjakan latihan 16 & 18)
252.	54.09	Teacher	Sudaah?
253.	54.10-54.12	Some students	Belum Sudaah Beluum paak
254.	55.13	A student	Paak.. (suara tidak kedengeran karna terlalu kecil)
255.	55.17-55.19	Teacher	Apa? .. Pahala? Maksudnya?
256.	55.20-55.22	A student	 (suara tidak kedengeran karna terlalu suasana kelas ribut jadi terhalang oleh suara murid lain)
257.	55.23	Teacher	Nomor berapa?
258.	55.24-01.01.43	All students	(para murid masih lanjut mengerjakan latihan 16 & 18)
259.	01.01.44-01.02.03	Teacher	Yoo, kita koreksi. Latihan 16. Sudah? Latihan 16. Number two. Bisa saya lanjutkan?
260.	01.02.04-01.02.06	Some students	Ssshhhttt.. (mengingatkan teman-temannya untuk tidak ribut)
261.	01.02.07-01.02.18	Teacher	Number two, "say gratitude to the waiter of a restaurant for the service" (membaca buku teks). Bisa saya lanjutkan?
262.	01.02.19.-01.02.20	Some students	Ssshhhttt.. (mengingatkan teman-temannya untuk tidak ribut)
263.	01.02.21-01.02.23	Teacher	Gratitude, apa sih artinya gratitude?
264.	01.02.24	Some students	Terima kasih.
265.	01.02.24-01.02.33	Teacher	Ungkapan terima kasih, bentuk terima kasih, betul sekali. Jadi nomer dua itu maksudnya mengucapkan terimakasih ke pelayan, ketika kamu ada di restaurant. Itu positif ato negatif?
266.	01.02.34-01.02.35	All students	Positif

267.	01.02.35-01.02.38	Teacher	Positif. Alasannya kenapa?
268.	01.02.39-01.02.46	Some students	Karna menghargai Menghargai pelayannya
269.	01.02.47-01.02.54	Teacher	Ya, because we appreciate, we appreciate the waiter. We appreciate the service.
270.	01.03.02-01.03.03	A student	Appreciate pelayannya..
271.	01.03.04-01.03.18	Teacher	We appreciate the waiter. Next, “leave the door unlocked when going out”
272.	01.03.18	A student	Positif
273.	01.03.19-01.03.20	Teacher	Positif ato negatif?
274.	01.03.20-01.03.22	Some students	Negatif
275.	01.03.22-01.03.25	Teacher	Negatif. Maksudnya apa sih kok negatif?
276.	01.03.26-01.03.27	Some students	Pintunya nggak dikunci
277.	01.03.27-01.03.32	Teacher	Yaa. Ketika kita pergi keluar rumah nggak dikunci
278.	01.03.29-01.03.31	A student	Nanti kalo kemalingan gimana?
279.	01.03.32-01.03.36	Teacher	Terus alasannya kenapa? Siapa yang mau menjawab? Angkat tangan!
280.	01.03.37	A student	(mengangkat tangan)
281.	01.03.38-01.03.39	Teacher	Yes mas, kenapa?
282.	01.03.40-01.03.43	A student	Biar lampunya mati otomatis (suara samar-samar)
283.	01.03.43-01.03.50	Some students	Haa? Ahahaha (tertawa) Katanya negatif....
284.	01.03.50-01.03.51	Teacher	Menurutmu itu positif ato negatif?
285.	01.03.52	A student	Negatif
286.	01.03.52-01.03.53	Teacher	Negatif. Alasannya?
287.	01.03.54-01.03.55	A student	Biar nggak kemalingan (siswa yang lain menyahut)
288.	01.03.55-01.03.56	A student	Biar nggak kemalingan juga
289.	01.03.57-01.04.05	Teacher	Ok, so? It is negative because.. we must keep our belonging
290.	01.04.07	A student	We must?

291.	01.04.08-01.04.24	Teacher	We must keep our belonging. We must keep our belongings. Kita harus menyimpan, tidak menghilangkan, kita harus apa, menjaga milik kita.
292.	01.04.29-01.04.31	A student	Pak nggak tau tulisannya kalo “we must”
293.	01.04.32-01.04.34	Teacher	We must tulisannya gimana kalo “we must”?
294.	01.04.34-01.04.35	A student	M,U,S,T (siswa yang lain membantu temannya)
295.	01.04.36-01.04.54	Teacher	We, W, E, must, M, U, S, T, we must keep, K, E, E, P yaa, belonging? Yaa biasa belonging aja. Number four, “park vehicles in a restricted area”
296.	01.04.55	Some students	Positif
297.	01.04.56-01.04.57	Teacher	Positif. Apa artinya restricted?
298.	01.04.58-01.05.00	Some students	Ee tempet parker Rest area
299.	01.05.01	Teacher	Ngawur
300.	01.05.02-01.05.04	Some students	Parkir Tempat parkir
301.	01.05.05-01.05.07	Teacher	Yaa.. parkir yang bagaimana?
302.	01.05.08-01.05.10	A student	Parkir yang di tempat yang salah
303.	01.05.11-01.05.13	Some students	Ha? (murid yang lain menyahut) Ngawur yang bener
304.	01.05.15-01.05.29	Teacher	Restricted area itu tempat yang terbatas. Yaa mungkin tempat yang dilarang mungkin bisa ya. Kalo lihat konteksnya sendiri kayaknya tempatnya itu restricted area itu tempat yang terbatas atau tempat yang dilarang.
305.	01.05.30-01.05.31	A student	Negatif berarti pak?
306.	01.05.34-01.05.37	Teacher	Kamu kenapa to? Ngeliat keluar-keluar (menegur salah satu siswa yang mondar mandir ke depan kelas)
307.	01.05.37	A student	Ambil air itu pak (seorang siswa menyahut)
308.	01.05.39	Teacher	Nyari siapa?
309.	01.05.40-01.05.49	Some students	Nyari Rani itu.. Siapa cak? Ayo cak siapa cak? Ada pak Budi to?
310.	01.05.51-01.05.53	Teacher	Gimana boleh nggak parkir ditempat yang seperti itu?

311.	01.05.54	Some students	Nggaaak..
312.	01.05.55-01.06.03	Teacher	Iyaa, I think it is negatif yaa. Because, alasannya? Siapa yang mau menjawabkan alasannya?
313.	01.06.03-01.06.04	A student	Disturbing other people (tiba-tiba menyahut ketika guru masih berbicara)
314.	01.06.04-01.06.05	Teacher	Bahasa Indonesia boleh deh
315.	01.06.06-01.06.09	Some students	Disturbing people Karna.. Karna itu tempat yang dilarang
316.	01.06.09-01.06.26	Teacher	Karna itu tempat yang dilarang boleh. Karna itu mengganggu orang juga boleh, karna mengganggu lalu lintas. Because it is disturbing track the traffic. Disturbing people, boleh. Tulisannya disturb gimana?
317.	01.06.26-01.06.28	A student	D, I, S, T, U, R, B (menjawab dengan lantang)
318.	01.06.29-01.06.49	Teacher	Yaa, D, I, S, T, U, R, B, I, N, G, disturbing. Number five, "give a lift to a friend" artinya apa itu?
319.	01.06.50-01.06.51	Some students	Memberi.. Ehm memberi..
320.	01.06.51	Teacher	Memberi apa?
321.	01.06.52-01.06.53	A student	Memberi tumpangan
322.	01.06.53-01.06.58	Teacher	Memberi tumpangan ke teman. Positif atau negatif?
323.	01.06.59	All students	Positif
324.	01.07.01-01.07.05	Teacher	Student number ten? Which one? Student number ten?
325.	01.07.06	Some students	Nggak masok..
326.	01.07.07-01.07.09	Teacher	Oiya dink, student number fifteen?
327.	01.07.10-01.07.11	Some students	Lima belas.. Empat belas..
328.	01.07.11-01.07.13	Teacher	Fifteen.. lima belas, siapa?
329.	01.07.13	A student	Lima belas (sambil tunjuk tangan)
330.	01.07.14-01.07.18	Teacher	Iyaa, jawabanmu positif? Ok, alesannya? Bahasa Indonesia saja boleh
331.	01.07.19	A student	Nomer berapa sih?
332.	01.07.20	A student	Nomer 5 (membantu menjawab pertanyaan temannya)

333.	01.07.21-01.07.23	Teacher	Memberi tumpangan ke orang lain
334.	01.07.23-01.07.27	Some students	Oo.. ya biar bantu aja (siswa yang lain membantu menjawab) Ya kan itu membantu orang pak..
335.	01.07.27-01.08.02	Teacher	Help a friend, boleh. Because it is a good deed, itu suatu perbuatan yang baik, boleh. Berikutnya, "turn on music in a high volume"
336.	01.08.03	All students	Negatif
337.	01.08.04	Teacher	Negatif
338.	01.08.04-01.08.05	A student	Mengganggu orang lain
339.	01.08.06-01.08.14	Teacher	Betuul, because it is disturbing people. Because it is disturbing people.
340.	01.08.16	A student	Apa tadi?
341.	01.08.17-01.08.38	Teacher	Because it is disturbing people. Sama kayak yang jawaban di atasnya boleh. Number seven, nomor tujuh itu bahasa Indoensianya kira-kira apa sih?
342.	01.08.39-01.08.41	A student	Mengirimkan surat pada saat sedang ada acara
343.	01.08.42-01.08.52	Teacher	Mengirimkan surat izin ketika kamu tidak masuk sekolah, misalnya. Positif atau negatif?
344.	01.08.53	All students	Positif
345.	01.08.54-01.08.55	Teacher	Alasannya kenapa?
346.	01.08.56-01.08.59	Some students	Karna dia memberitahukan kalo.. Pak, ini mau coba njawab
347.	01.08.59-01.09.01	Teacher	Student number.. seventeen?
348.	01.09.02-01.09.03	A student	Tuju belas.. (tiba-tiba menyahut)
349.	01.09.04	Teacher	Seventeen?
350.	01.09.05-01.09.06	Some students	Kirana.. Kirana Kirana
351.	01.09.06-01.09.07	Teacher A student	Siapa tujuh belas? Kirana Kirana (berbicara pada waktu yang bersamaan)
352.	01.09.08-01.09.11	Teacher	Iyaa, alasanmu kenapa? Bahasa Indonesia boleh mba.
353.	01.09.13-01.09.17	Some students	Karna dia memberi tempe.. Karna memberi tahu..
354.	01.09.20-01.09.25	Teacher	Apa mbak? Jawabanmu apa? Bahasa Indonesia aja
355.	01.09.27-01.09.29	A student	Perbuatan, perbuatan yang baik.

356.	01.09.30-01.09.36	Teacher	Perbuatan yang baik. Betul nggak kalo itu memberitahu apa, sorry kalo kalian memberitahu guru kalau kalian itu tidak masuk itu perbuatan yang baik?
357.	01.09.36-01.09.37	A student	Eem tidak juga (siswa yang lain menyahut)
358.	01.09.38-01.09.39	Teacher	Tidak juga, itu bukan perbuatan yang baik?
359.	01.09.40-01.09.42	Some students	Yaa gimana ya.. Ya kan izin pak..
360.	01.09.43-01.09.44	Teacher	Positif kan?
361.	01.09.44-01.09.45	A student	Iyaa positif pak
362.	01.09.45-01.09.51	Teacher	Iyaak, karena itu alesannya adalah salah satu cara perbuatan yang baik. Kira-kira kalian setuju nggak itu perbuatan yang baik?
363.	01.09.51-01.09.53	Some students	Setuju, Tidak
364.	01.09.54-01.09.59	Teacher	Nggak nggak setuju? Itu bukan perbuatan yang baik? Jadi kalo kamu nggak masuk, ya udah cuek aja nggak ngomong gitu.
365.	01.10.00	Some students	Setuju
366.	01.10.01-01.10.07	Teacher	Iyak, salah satu jawabannya adalah because it is a good deed. Saya setujuu. Jawaban kedua, ada jawaban yang lain?
367.	01.10.08-01.10.09	A student	The teacher not get worried.
368.	01.10.10-01.10.12	Teacher	Excuse me, yes? The teacher
369.	01.10.12-01.10.13	A student	The teacher will not get worried
370.	01.10.14-01.10.30	Teacher	Yaa, the teacher wouldn't be worried. Gurunya tidak akan khawatir dengan karna kita tidak datang. The teacher will not be worried. Worried itu tulisannya, W, O, R, R, I, E, D
371.	01.10.30-01.10.32	A student	Biar nggak di alpa
372.	01.10.33-01.10.34	Teacher	Apaa?
373.	01.10.34-01.10.35	A student	Biar nggak di alpa.
374.	01.10.36-01.10.52	Teacher	Biar nggak dialpa hehe (sambil tertawa kecil), oke. Yang ketida, ada jawaban yang laen?

			karna kita juga menghargai gurunya, iya nggak? Iya kan?
375.	01.10.52	A student	Iyaa.
376.	01.10.53- 01.11.13	Teacher	Nganggep guru ne tetep (bahasa jawa). We appreciate the teacher. Number eight, “feed a hungry cat”. Memberi makan kucing.
377.	01.11.14- 01.11.15	All students	Positif
378.	01.11.17- 01.11.21	Teacher	Jawaban saya adalah because we should love animals.
379.	01.11.24- 01.11.26	A student	Karna kita mencintai hewan
380.	01.11.26- 01.11.30	Teacher	Iyak, we should love animals. Ada jawaban yang lain? Selain punya saya?
381.	01.11.30- 01.11.33	Some students	Karna kucing mahluk hidup.. Merasa mengasihi pak..
382.	01.11.33- 01.11.38	Teacher	Because a cat is also a living creature, boleh. Kucing kan juga mahluk hidup.
383.	01.11.38	A student	We care
384.	01.11.39- 01.11.41	Teacher	Because we care animals, juga boleh.
385.	01.11.48- 01.11.50	A student	Karna hewan juga perlu kasih sayang dari manusia
386.	01.11.51- 01.11.57	Teacher	Boleeh. Because animals need love from human. Apa bedanya kalo because we love animals?
387.	01.11.57- 01.11.58	Some students	Khkhkhkh (tertawa kecil)
388.	01.11.59- 01.12.04	Some students	Ada kasih sayangnya Sama tulisannya pak bedaa.. Ada key wordnya
389.	01.12.05- 01.12.06	Teacher	Yang mana key word nya?
390.	01.12.07- 01.12.09	A student	 (diam, tidak merespon)
391.	01.12.10- 01.12.16	Teacher	Nomer sembilan, “have a queue before entering a lift”. Kamu harus ngantri sebelum masuk lift.
392.	01.12.16- 01.12.17	Some students	Positif
393.	01.12.18- 01.12.22	Teacher	Student number.. twenty eight? Siapa?
394.	01.12.22- 01.12.23	Some students	Dua delapan.. Dua delapan..
395.	01.12.24- 01.12.25	Teacher	Alesanmu apa?
396.	01.12.27- 01.12.31	Some students	Mematuhi aturan.. Supaya tidak terjadi kecelakaan

397.	01.12.32-01.12.45	Teacher	Kecelakaan? Iyaa, because we need to avoid accident, boleh. We need to avoid accident.
398.	01.12.46-01.12.47	A student	Demi kenyamanan bersama (siswa yang lain menyahut)
399.	01.12.47-01.13.05	Teacher	Because we need to keep a comfort of others. Kita harus memberikan kenyamanan bersama. We need to keep a comfort of others. Tadi ada yang bilang apa tadi? Mematuhi aturan? Because we need to obey the rules.
400.	01.13.06-01.13.07	Some students	Obay..? Obey?
401.	01.13.08-01.13.12	Teacher	Obey tulisannya bagaimana? O, B, E, Y.
402.	01.13.16-01.13.18	A student	Tidak memakai (suara samar-samar)
403.	01.13.19	Teacher	Apa?
404.	01.13.20-01.13.21	A student	Mematuhi (suara samar-samar)
405.	01.13.22	Teacher	Laa, tadi kan sudah.
406.	01.13.23-01.13.25	Some students	Hahaha (tertawa)
407.	01.13.27-01.13.33	Teacher	Number ten “use one’s laptop computer without permission”
408.	01.13.34	A student	Nggak sopan
409.	01.13.35-01.13.38	Teacher	Iyaa, hindari to kamu meminjam laptop temanmu tanpa izin. Itu kan nggak
410.	01.13.39	A student	Nggak sopan
411.	01.13.39-01.13.41	Teacher	Nggak sopan, ok, impolite.
412.	01.13.42-01.13.43	A student	Lancang sekali
413.	01.13.44-01.13.45	Teacher	Lancang, boleh.
414.	01.13.48	A student	Nggak sopan
415.	01.13.49-01.13.52	Teacher	Nggak sopan sudah. Lancang sama nggak sopan ya hampir sama.
416.	01.13.53-01.13.56	A student	Tidak menghargai hak, hak privasi orang
417.	01.13.56-01.14.14	Teacher	Iyaa, private others’ life. Kita tidak menghargai orang lain. We don’t appreciate others. We don’t appreciate our friends. Ada jawaban yang lain?
418.	01.14.15-01.14.16	A student	That person will be mad
419.	01.14.17	Teacher	That person?
420.	01.14.18-01.14.19	A student	will be mad

421.	01.14.20-01.14.38	Teacher	Wil be mad, iyaa. Kita bisa membuat marah orang. We could make others mad. Ada lagi yang laen? Oke, kalo tidak ada siap-siap pulang kita lanjutkan satunya besok
422.	01.14.39	Some students	Yeay
423.	01.14.23-01.15.37	Teacher	Siapa tadi yang (suara samar-samar) Kembalikan yang bener. Mas, yang pakek kacamata itu mas, kamu pernah mimpin doa belum?
424.	01.15.38	A student	Belum
425.	01.15.39	Teacher	Pimpin doa mas
426.	01.15.40	A student	Iya
427.	01.16.05-01.16.21	Teacher	Okey, berdoa, disitu (meminta anak yang mimpin doa tadi berdiri di depan kelas). Before we have our own prayer, I'd like to ask you. Excuse me, any questions related to the lesson? Ada pertanyaan? Nggak ada?
428.	01.16.21	Some students	Tidak
429.	01.16.22-01.16.58	Teacher	Oke dengerin dulu. Hari ini, tadi, kita udah belajar beberapa hal yang berkaitan dengan sopan santun, ya nggak? Belajar antri sebelum masuk lift, ya kan? Belajar minta opo minta ijin sebelum minjam barang orang, iya kan? Nah, saya minta apa yang sudah kita pelajari disepuluh nomer tadi, itu juga kamu lakuin. Nggak cuma kamu tulis aja, positif negatif, positif negatif, tanpa melakukan di rumah, jelas?
430.	01.16.59	Some students	Jelas
431.	01.17.00-01.17.01	Teacher	Yok, kita pulang.
432.	01.17.02-01.17.11	A student	Sebelum kita pulang marilah kita berdoa menurut agama masing-masing, berdoa mulai. Berdo'a selesai.
433.	01.17.12-01.17.14	Teacher	Makasih mas. Good bye students
434.	01.17.15-01.17.16	All students	Good bye..
435.	01.17.17-01.17.18	Teacher	See you next Tuesday
436.	01.17.19-01.17.20	All students	See you..

Day 3 - Transcription of Audio & Video in SMP 5 Yogyakarta (27/02/20)

No.	Minute	Speaker	Transcription
Video			
1.	00.01-00.07	Teacher	Jadi gimana caranya kamu ngomong aja. Nah, untuk kalian siswa yang masih tersisa di kelas ini.
2.	00.07-00.09	Some students	Ha? Ha? Tersisa?
3.	00.09-00.12	Teacher	Ya kan, sisa di sekolah ini, ada dua yang nggak jelas (maksudnya ada dua orang yang tidak pernah masuk)
4.	00.13-00.15	Some students	Ooooooh.. Iya-iya-yaya
5.	00.16-00.27	Teacher	Saya kan berharap, saya kan berharap kalian itu bener-bener saling tolong menolong, kompak sama temen yang lain, tidak usah membedakan,
6.	00.28	A student	Tuh (tiba-tiba menyahut)
7.	00.29-00.33	Teacher	Kamu.. gitor aku kete yaa (berbicara bahasa Jawa, menirukan sikap muridnya kepada temannya yang lain) itu nggak sopan misalnya.
8.	00.34	A student	Naah..
9.	00.35-00.38	Teacher	Ini dua-duanya belum masuk sekolah?
10.	00.39	Some students	 (berbicara kurang jelas)
11.	00.40	Teacher	Jadwalnya
12.	00.41-00.42	Some students	Dari rabu sampe tanggal 3.
13.	00.43	Teacher	Sampai?
14.	00.44-00.50	Some students	 (berbicara kurang jelas)
Audio & Video			
15.	00.29-00.33	Teacher	Saya ngomong ngomong minta kalian bersihin kelas ya, itu kenapa di belakang masih ada sampah tuh?
16.	00.33-00.36	A student	Itu pak kebiasaan yang buang sampah kemaren (menuduh temannya)
17.	00.36-00.38	Teacher	Sampahnya diambil tuh
18.	00.38-00.39	A student	Tuh sampahnya diambil, denger nggak? (menegur temannya)
19.	00.40-00.41	A student	Wei, aku bersihi
20.	00.45-00.48	Teacher	Tuh sampah sampah plastik masih di belakang

21.	00.49-01.00	Some students	(membersihkan kelas dan memungut sampah yang ada di kelas)
22.	01.01-01.13	Teacher	Thank you, terima kasih (mengapresiasi murid yang telah membersihkan kelas). Yok kita lanjutkan pelajarannya. Tuh sampahnya siapa?
23.	01.40-01.42	A student	Udah lama ya aku nggak minjem pulpen
24.	01.43-01.44	A student	Pulpenku napa di kamu?
25.	01.46	A student	Hehe (tertawa kecil)
26.	01.52-02.08	Teacher	Ayok, duduk semua. Baik, sshhht, duduk. Sudah? Sudah dikeluarkan? (siswa mengkonfirmasi buku paket siswa sudah dikeluarkan apa belum) buka halaman 35, buka halaman 35 36.
27.	02.12-02.14	A student	Pak, saya sudah pak PR nya pak
28.	02.15-02.57	Teacher	Sudah? Iyak kalo sudah semua, sekarang dengarkan saya. Please, listen to me. Listen to me.. Please listen to me! We are going to practice speaking. I want you to practice speaking. Nah, praktik speakingnya bagaimana? I want you to..
29.	02.58-02.59	A student	I need you (lirik lagu JKT48)
30.	02.58-03.37	Teacher	..interview your friend about your friends parents' job. Pertanyaannya ada dimana, ada dihalaman 36 latihan 15. Jelas? Nah kamu tanya dengan 4 pertanyaan itu, dan temanmu menjawab dengan mengisi yang the description itu. Itu kalo kamu mau menjawab. Lalu pertanyaannya yang mana? Yang atas. Mengerti?
31.	03.38	Some students	Ngerti
32.	03.39-05.37	Teacher	Ngerti? Gitu yaa. Nah, jadi nanti kita akan membaca itu, kita akan membaca hasilnya. Saya kasih kamu waktu sekitar lima menit untuk.. 5 menit untuk mengisi yang the description itu. Semuanya. Bisa? Iya silahkan kerjakan, 5 menit semuanya mengisi yang ada di the description. Halaman 36 latihan 15. Ni, liat saya, liat saya, liat saya. Ntar jawab pertanyaan ini ya, my father is a misalnya pekerjaanya administrasi di sekolah. My father is an administrative staff. He works for a school. Biar lebih jelas kamu bisa, kalo misalnya saya ya, biar lebih jelas sebutkan nama sekolahnya. He works for a SMP Pandekostar Magelang. His duty is to manage, manage itu mengatur, to manage eemh

			files. Mengatur files-files gitu misalnya. Manage data. Singkat padat jelas, ya kan? And then my father loves her job, sorry his job. He also nah ini kamu jawab yang laen ato nggak jawab yang sama. Jelas? Nah, silahkan diisi punyanya. Kalo kamu bisa ngisi dua-duanya karna kamu mau cerita tentang mamak bapak mu juga boleh.
33.	05.38-05.41	A student	Paak.. arsitek itu melayani siapa?
34.	05.43	Teacher	Apa?
35.	05.44-05.45	A student	Arsitek
36.	05.46	Teacher	Arsitek kenapa?
37.	05.47-05.48	A student	Melayani siapa?
38.	05.49-05.52	Teacher	Laa, menurutmu melayani siapa? Kerjaannya, kerjaannya ngapain?
39.	05.53-05.54	A student	Designing building
40.	05.55-05.56	Teacher	Designing apa?
41.	05.56	A student	Building
42.	05.57-06.00	Teacher	Bukan, bacanya bukan building tapi bilding.
43.	06.01	A student	Building
44.	06.01-06.05	Teacher	Designing? Building. Oke, designing building buat siapa?
45.	06.06	A student	Pelanggan
46.	06.07	Teacher	Ha?
47.	06.07-06.08	A student	Pelanggannya pak.
48.	06.08-06.09	A student	Customer (siswa yang lain membantu temannya)
49.	06.09-06.15	Teacher	Berarti, berarti an architect itu melayani siapa? Arsitek itu melayani siapa?
50.	06.15-06.17	A student	Customer, customer.
51.	06.18-06.34	Teacher	Iya udah Mbak.. (menunjuk seorang murid) kamu bener nggak apa-apa, rasanya mau jatuh? Kok kayaknya ngantok, lemah, letih, lesu, nggak berdaya gitu, kenapa?
52.	06.34-06.35	A student	Emang gitu dia pak, setiap hari
53.	06.35-06.36	Some students	Ehehhee (tertawa kecil)

54.	06.36	Teacher	Ha?
55.	06.37-06.38	Some students	Emang dia kayak gitu
56.	06.40-06.44	Teacher	Nggak yoo.. kemaren saya masok kelas dia senyum-senyum dia ketawa-ketawa kok
57.	06.45-06.47	A student	Yaa itu maksudnya lagi gila itu berarti pak
58.	06.48	A student	Opo to (murid yang dibilang sakit oleh gurunya, marah karna diejek gila)
59.	06.49-06.54	Teacher	Tu kaa, kemaren nggak galak kayak gitu loo. Kamu mau ke UKS dulu periksa di sana?
60.	06.54-06.55	A student	Aku mau pak (murid yang lain menyahut)
61.	06.56-08.09	All students & Teacher	(semua murid mengerjakan tugas yang diberikan guru dan guru berdiri sambil memantau siswa)
62.	08.09-08.36	Teacher	Astaga mbok kamu mbak, koe mbok sadar diri dong, malah dipangku, yo rembok konco mu mbak (melihat kelakuan salah satu muridnya yang gemuk duduk dipangkuan temannya yang kurus) ke ngono (berbicara bahasa jawa, namun kurang jelas). Ayok dipijitin, pijitin pijitin. Sudah?
63.	08.37	A student	Sudah
64.	08.38-09.10	Teacher	Nah, sekarang dengarkan saya lagi, dengarkan saya lagi. Excuse me, nah kalo disudah mengisi sekarang silahkan kamu tanya ke temen mu. Satu orang minimal tanya dua orang, satu orang minimal mewawancarai dua orang, minimal dua. Dengarkan dulu, dengarkan dulu! Pertanyaannya apa? Yang ada dibuku halaman 36. Itu pertanyaannya.
65.	09.11	A student	<i>*debuuk*</i> (tiba-tiba terdengar suara yang besar jatuh ke lantai dan ekspresi murid yang menjatuhkan benda tersebut kaget sekaligus takut jika dimarahi gurunya)
66.	09.13-09.27	Teacher	(melihat murid yang menjatuhkan buku tersebut sambil tersenyum agar murid tersebut tidak takut) biasa aja mas. Nah, kalo tidak tau bahasa Inggrisnya bagaimana? Kalo kamu tidak tau bahasa Inggrisnya langsung jawab pake bahasa campuran, bahasa Indonesia. Contoh, misalnya, my father is kepala sekolah.
67.	09.27-09.28	Some students	Khkhkhkhk (tertawa kecil)
68.	09.29-10.12	Teacher	Oh, my father is kepala sekolah, mungkin temenmu tau ya, mungkin temenmu tau kepala sekolah itu apa. Oh kepala sekolah itu head master

			untuk laki-laki, head mister untuk yang perempuan. Nah, oiya my my father is a headmaster. He works at a school. Pekerjaannya, his duty is mengatur sekolah atau his duty is mengatur school. Mengatur itu bahasa Inggrisnya apa? Kalok kamu tidak tau, nggak pa-pa, pake bahasa campuran aja. Kamu nggak pegang kamus kan? Nah, makanya pke bahasa campuran. Nanti kamu catet, bahasa Indonesia yang kamu nggak tau itu apa? Catet. Nanti kita cari bareng-bareng. Oke?
69.	09.31	A student	Head school (tiba-tiba menyahut disela-sela guru menjelaskan)
70.	10.13	All students	Oke
71.	10.14-10.41	Teacher	Ada pertanyaan? Nggak ada? Iyaak. Silahkan kalian kerjakan itu, saya kasih waktu sekitar 15 menit sampe 20 menit. Satu orang minimal mewawancarai dua orang. Jangan takut tidak bisa! Jelas? Jangan takut salah! Jelas? Nggak usah dipikir grammarnya nggak usah dipikir pronunciationnya, yang penting ngomong aja. Oke yaa.
72.	10.42-10.44	A student	Pak, ngerjainnya dijawab disini atau disini (maksudnya ngerjain dibuku catatan atau buku LKS)
73.	10.44-11.01	Teacher	Oiya, habis kamu tanya, kamu catet. Misalnya, Cindy's father is a headmaster. His duty blablabla. Kedua Anton's father is a policeman. Nanti saya akan tanya ke kalian. Silahkan dikerjakan.
74.	12.05-12.07	A student	Hey, Jo. What your mother do?
75.	12.08	A student	Sama (sama seperti pekerjaan ibumu yaitu arsitek)
76.	12.30-12.31	A student	What the duty is?
77.	12.32-12.35	A student	She is shipping in a company
78.	12.40-12.41	A student	Nama tempatnya?
79.	12.42-12.43	A student	Ada dua,
80.	12.43-12.44	A student	Woo, ra sah itu
81.	12.45-12.48	A student	yang satu namanya Mama queen, yang satu (suara kurang jelas)
Ket: Hasil rekaman dilanjutkan dengan Audio ke 2			
82.	07.09-08.14	Teacher	Sudah selesai? Yok, silahkan kembali ketempat duduknya masing-masing. Silahkan kembali ke

			tempat duduknya masing-masing. Ok, thank you now, I would like to ask you, excuse me. I would like to ask you the result of your interview with your friends. Jadi jawabannya semampunya, seadanya. If you have company one student, it's ok. Just tell, just answer my question. Ok, student number... seven. Which one?
83.	08.14	A student	(mengangkat tangan)
84.	08.15-08.25	Teacher	Yes you, ok. How many students did you interview? Yang lain diam mendengarkan.
85.	08.26	A student	Belum (dengan suara kecil)
86.	08.27-08.37	Teacher	How many students, how many students did you interview? How many students? How many?
87.	08.38-08.39	A student	Belum, baru mulai
88.	08.43-08.45	Teacher	Baru mau tanya, kok bisa? Lah tadi ngapain?
89.	08.46-08.47	A student	Tadi ngerjain punyaku
90.	08.49-08.59	Teacher	Selama itu? Serius? Selama itu? Yang sambil nyanyi-nyanyi tadi itu yaa?
91.	09.00	A student	Saya pak (mengaku kalo tadi dia yang nyanyi, bukan temannya itu)
92.	09.00-09.17	Teacher	Oo kamu, oo salah saya. Bukan kamu, ini salah saya. Ok, student number, yaudah yang punyamu aja. Sekarang saya ingin, I ask you. What is your father? What is your father?
93.	09.25-09.26	A student	Driver car
94.	09.27-09.48	Teacher	Ok, driver, car driver. Ah ya kebalek mba, jangan dibalek gitu. Oke, eh mba (menegur siswa tersebut karna sedang menunduk sambil mencatat, tanpa memperhatikan guru), oke, ehm.. sek pertanyaannya apa sih, coba liat (sambil melihat buku LKS siswa). Your mother, excuse me. What is your mother?
95.	09.49	A student	(suara hampir tidak terdengar)
96.	09.50-09.57	Teacher	A house wife. Ulangi! Listen, haus kayak kamu pengen minum itu lo,
97.	09.57-09.58	Some students	Khkhkhkh (tertawa kecil)
98.	09.58-10.02	Teacher	haus wife. Ulangi! And your mother?
99.	10.03-10.04	A student	Haus wife

100.	10.05-10.08	Teacher	Ok.. do you have brothers or sisters?
101.	10.10	A student	I have (siswa yang lain membantu temannya itu untuk menjawab)
102.	10.11-10.14	Teacher	Do you have brothers or sisters?
103.	10.14	A student	(mengangguk tanda mengiyakan)
104.	10.15	Teacher	Yes
105.	10.16	A student	Sister
106.	10.17-10.20	Teacher	Sisters? How many sisters do you have?
107.	10.21	A student	two
108.	10.22-10.31	Teacher	Two sisters, ok. Are they, are they older than you? Or younger than you?
109.	10.32-10.34	A student	(tidak menjawab karna bingung dengan makna pertanyaannya)
110.	10.35-10.43	Teacher	Are they, are they older than you? or younger than you? Lebih tua ato lebih muda?
111.	10.44	A student	Lebih tua
112.	10.44-10.50	Teacher	Ow, you are the youngest, is that? Paling anak paling kecil ya kamu ya?
113.	10.50	A student	Iya (sambil mengangguk)
114.	10.51-10.56	Teacher	Ok, good, thank you, thank you, thank you.
115.	10.57	A student	You're welcome (murid yang lain membantu merspon agar temannya itu bisa merespon dengan benar juga)
116.	10.58-10.59	Teacher	Thank you,
117.	11.00	A student	You're welcome (dengan suara yang sangat kecil dan malu-malu)
118.	11.01-11.21	Teacher	Iyaa.. kenapa sih takut-takut? Jawab aja, nggak usah takut salah. Kan tadi saya sudah ngomong gitu kan, nggak usah takut salah. Kalo kamu takut salah, kamu nggak akan pernah bisa maju. Ngomong aja yang keras, emang kalo kamu ngomong salah saya ngejek kamu? Oo goblok ra iso ngomong ke to.
119.	11.21-11.22	Some students	Khhkkkhkh (tertawa kecil)
120.	11.23-11.24	Teacher	Pernah saya seperti itu sama kamu?
121.	11.24-11.25	Some students	Nggak
122.	11.25-11.44	Teacher	Nggak kan? Yang saya harapkan dari kalian adalah kalian itu berani, salah nggak pa-pa. Kenapa?

			Karna itu salah satu cara buat kamu itu maju, tetep seperti itu. Mba namumu siapa mba?
123.	11.45	A student	Carla
124.	11.46	Teacher	Ar?
125.	11.47	A student	Carla
126.	11.48-12.30	Teacher	Carla. Contoh Carla, saya misal ngomong, thank you, you're welcome (dengan suara kecil). Saya nggak tau dia ngomong apa, coba kalo dia ngomongnya keras, you're welcome, ooh ya betul. Kalo misalnya dia ngomong you're welcome (dengan pengucapan pronunciation yang salah) wah salah, saya kan bisa benerin. Saya bisa benerin, bukan you're welcome (dengan pengucapan pronunciation yang salah) tapi you're welcome. Saya nggak kan, jelas nggak mungkinlah saya akan ngeritik kamu kok orangnge goblok. Makanya saya ngomong sama kamu to, silahkan ngomong, ndak usah takut, oke, semuanya, mengerti? Sekali kamu takut kamu nggak akan pernah bisa maju. Nah, kalo ada orang ngomong thank you jawabannya apa tadi?
127.	12.30-12.33	Some students	You're welcome
128.	12.33-12.41	Teacher	You're welcome. Kita ubah sedikit jawabannya, biar ada variasinya lo, masak setiap ada orang ngomong thank you jawabannya podo you're welcom.
129.	12.42-12.44	Some students	Thanks a lot
130.	12.45-12.47	Teacher	Masak ada orang ngomong thank you, thanks a lot gitu jawabannya?
131.	12.47-12.49	Some students	Adaa pak Ngaak ah
132.	12.50-12.55	Teacher	Tiap orang kan mungkin ada, seperti kamu ada. Kan ada orang ngomong thank you jawabannya?
133.	12.56-12.58	Some students	Never mind, never mind No problem
134.	12.59	Teacher	Kalo untuk no problem?
135.	13.00-13.01	A student	Not at all
136.	13.01-13.05	Teacher	Not at all. Tadi ada yang ngomong you're welcome itu kan? Kita bisa modifikasi sedikit,
137.	13.06-13.07	A student	Never mind, pak
138.	13.08-13.35	Teacher	Tadi kan, tadi ada yang menjawab you are welcome, iya kan? You're welcome. Kita

			modifikasi sedikit menjadi you're very welcome. Oke, atau my pleasure, gitu juga bisa, minimal ada dua. Gitu yaa? Okey next, student number twenty two? Siapa?
139.	13.35-13.36	Some students	(menunjuk temannya yang memiliki absen nomer dua puluh dua)
140.	13.36-13.41	Teacher	You. Oke, how many students did you interview?
141.	13.42	A student	Two
142.	13.43-13.44	Teacher	Two students? Who?
143.	13.45-13.46	A student	Jonatan and Luthfi
144.	13.46	Teacher	Siapa?
145.	13.47	A student	Jonatan and Luthfi
146.	13.48-13.50	Teacher	Jonatan and Luthfi. Oke, Luthfi yang mana sih?
147.	13.51	A student	(Luthfi mengangkat tangan menunjukkan keberadaannya)
148.	13.51-14.15	Teacher	Oke.. lo kan yang namanya Luthfi bukan cewek, Luthfi itu harusnya Luthfi itu untuk cewek, Luthfa itu cowok. Ok, I would like, I'd like to know about Luthfi's father. What is Luthfi's father?
149.	14.16-14.18	A student	Luthfi father is a mechanic.
150.	14.18	Teacher	A mechanic?
151.	14.19	A student	(mengangguk tanda setuju)
152.	14.19-14.28	Teacher	Ok, do you know the office? Do you know where Luthfi's father offices?
153.	14.29-14.33	A student	Hmmm work shop in home
154.	14.34-14.49	Teacher	At home? Ok, so he is a kind of entrepreneur yaa, business man, kerja sendiri di rumah, good, yaa thank you. Luthfi's mother, what is Luthfi's mother?
155.	14.49-14.51	A student	Luthfi mother is a house wife.
156.	14.52-14.55	Teacher	House? House wife. Ulangi.
157.	14.56	A student	House wife
158.	14.57-15.03	Teacher	Ok, good. Thank you. Jonatan, about Jonatan. Jonatan's father, what does he do?
159.	15.04-15.07	A student	Jonatan father is a general employees
160.	15.07	Teacher	General?
161.	15.08	A student	Employees

162.	15.08-15.11	Teacher	Employee, ok. Where does he work?
163.	15.12-15.15	A student	Ehm.. he work on a office
164.	15.16-15.17	Teacher	Ok, thank you
165.	15.18	A student	You're welcome
166.	15.19-15.21	Teacher	Student number one?
167.	15.22	A student	Adiill.... (memanggil temannya yang mempunyai no absensi satu)
168.	15.24-15.25	Teacher	Oiya ya, what is your name?
169.	15.26	A student	Adil pak
170.	15.27	Teacher	Adi?
171.	15.28	Some students	Adil, adil
172.	15.29	Teacher	Adil?
173.	15.29-15.35	Some students	Ardil, Adil, Adi, Adil
174.	15.35-15.38	Teacher	Adil to? Lah tadi saya ngomong Adil, salahku apa?
175.	15.36-15.38	A student	A, D, I, L
176.	15.41-15.42	Teacher	Adil to?
177.	15.42	Some students	Iyaa
178.	15.42-15.45	Teacher	Adil dan merata begitu kan? Adil makmur begitu kan?
179.	15.45	Some students	Iyaa
180.	15.47-15.51	Teacher	Adil, Adil, how many friends did you interview?
181.	15.52	A student	two
182.	15.53-15.54	Teacher	Two? Who?
183.	15.55-15.56	A student	Luthfi and Jonatan
184.	15.57	Some students	Ha?
185.	15.58-16.02	Teacher	Yang laen nggak? Kamu bener-bener tanya ato copy punya itu? (sambil menunjuk salah satu murid)
186.	16.03-16.04	A student	Bener-bener tanya

187.	16.06-16.09	Teacher	Ok, ya udah. Sekarang saya tanya kamu aja, what is your father?
188.	16.12	A student	A police (suara sangat kecil)
189.	16.13-16.14	Teacher	A police? Oh yourfather is a police man?
190.	16.14	A student	(mengangguk tanda setuju)
191.	16.15-16.19	Teacher	Good, jadi kalo ada temen yang pukulin kamu, kamu laparin aja khkhkh (tertawa kecil)
192.	16.19	A student	Iyaa (sambil tertawa kecil)
193.	16.19-16.20	Some students	Khhkh (tertawa kecil)
194.	16.21-16.25	Teacher	Ok, where does, where does your father work?
195.	16.28	A student	Polda
196.	16.29-16.34	Teacher	Kapolda? Eh kapolda, polda? Ok, good, thank you. And your wife, eh your wife lagi
197.	16.34-16.36	Some students	Ahahaha (tertawa)
198.	16.36-16.38	Teacher	Your mother? What is your mother?
199.	16.39	A student	Pharmacist
200.	16.40-16.43	Teacher	Pharmacist. Where does she works?
201.	16.44-16.45	A student	in hospital
202.	16.47-16.48	Teacher	Hospital. What hospital?
203.	16.49-16.50	A student	Ada banyak
204.	16.51-16.57	Teacher	Oo banyak, berarti ibumu kerja dibeberapa rumah sakit ya, thank you very much, thank you.
205.	16.58-16.59	A student	You're welcome
206.	17.02-17.03	Teacher	Student number twenty nine?
207.	17.04	A student	Yeay..
208.	17.05-17.06	Some students	Dua sembilan..
209.	17.06	A student	(murid absen 29 mengangkat tangan)
210.	17.07-17.09	Teacher	Yes, ok, what is your name?
211.	17.10	A student	Adis
212.	17.11-17.16	Teacher	Adis? Adis, oke. Ehm, how many friends did you interview?
213.	17.17	A student	Three

214.	17.18-17.20	Teacher	Three? Wow nice, who are they?
215.	17.20-17.22	A student	Kayla, Novita, Lokes
216.	17.23-17.31	Teacher	Carla, oo Kayla, Novi, Lokes. Lokes, lokes itu buah yang dipotong-potong satu-satu menjadi..
217.	17.33-17.35	Some students	Lotis, Itu mah Lotis pak. Hahaha (tertawa)
218.	17.34-17.47	Teacher	Oh, itu namanya Lotis. I want to know about, about Lokes, about Lokes' father. What is Lokes' father?
219.	17.48	A student	Employee
220.	17.48-17.51	Teacher	Employee. Where does he work?
221.	17.52-17.53	A student	Dinas (suara samar-samar)
222.	17.53	Teacher	Yes?
223.	17.56-17.57	A student	Katanya di Dinas Pertanian
224.	17.58-18.02	Teacher	Ok, Dinas Pertanian. Ok, thank you. About Lokes' mother?
225.	18.04	A student	(menggelengkan kepala tanda tidak tahu)
226.	18.05-18.08	Teacher	No, you didn't ask, ok, good. Selanjutnya tadi siapa? Lukes sama,
227.	18.09	Some students	Novi
228.	18.10-18.12	Teacher	Novi, about Novi's father.
229.	18.13	A student	Mother
230.	18.14-18.17	Teacher	Oo, mother, ok. What about Novi's mother?
231.	18.19	A student	 (suara sangat kecil)
232.	18.20	Teacher	Ha?
233.	18.21-18.22	A student	Traider (mispronunciation)
234.	18.22-18.29	Teacher	Ow, trader, bacanya. Pedagang to? Trader, ok everyone, repeat after me, trader.
235.	18.29	All students	Trader
236.	18.30	Teacher	Trader
237.	18.31	All students	Trader
238.	18.32-18.34	Teacher	Ulangi, Novi's mother is a?
239.	18.35	A student	Trader
240.	18.36-18.39	Teacher	Trader, ok. Where does she work?

241.	18.40-18.41	A student	In front of the house
242.	18.42-18.45	Teacher	In front of the house. Ok, thank you very much.
243.	18.46	A student	You're welcome
244.	18.47-18.53	Teacher	Good. Now, student number seventeen?
245.	18.54-18.56	Some students	Tujuh belas
246.	18.59	Teacher	Siapa?
247.	19.00	A student	Saya pak (sambil mengangkat tangan)
248.	19.01-19.03	Teacher	Ow, yaa. You, what is your name?
249.	19.03	A student	Kirana
250.	19.04-19.10	Teacher	Kirana? Kirana, ok. How many persons did you interview?
251.	19.14	A student	One
252.	19.15-19.17	Teacher	One, ok. Who?
253.	19.18	A student	Sheila
254.	19.19-19.23	Teacher	Sheila, ok. What is Sheila's father?
255.	19.24	A student	(menggelengkan kepala tanda tidak tahu)
256.	19.25-19.27	Teacher	No, mother? What is Sheila's mother?
257.	19.28-19.29	A student	 (suara sangat kecil, sehingga tidak kedengeran)
258.	19.30-19.31	Teacher	Hah? Centil?
259.	19.32-19.35	Some students	Ha? Hahaha (tertawa)
260.	19.39-19.42	Teacher	Agak nggak sopan yaa bilangin ibunya itu centil gitu yaa (sambil tersenyum).
261.	19.43-19.46	Some students	Hahaha (tertawa)
262.	19.46-19.47	Teacher	Apa? Cathering?
263.	19.47	A student	(mengangguk mengiyakan)
264.	19.48-20.13	Teacher	Ok, khkhkh (tertawa kecil). Makanya eh, kalo kamu ngomong itu yang keras, yang jelas, biar orang tidak salah paham, salah terima. Tadi mau tanya apa tadi sudah lupa, ehm.. where does she work?
265.	20.13	A student	(diam, tidak menjawab)
266.	20.14-20.16	Teacher	Where does she work?

267.	20.17-20.18	A student	(diam, tidak menjawab)
268.	20.19-20.26	Teacher	Dia usaha cathering dimana? Di rumah neneknya? Di rumah kakeknya? Atau di seluruh Kalimantan, Sumatra, papua? Where does she work?
269.	20.32	A student	At home
270.	20.33-20.35	Teacher	Home, at home. Ok, thank you
271.	20.36	A student	You're welcome
272.	20.37-20.42	Teacher	Ya to? Ra ditekoni suara ne durung wae ora, eh lah ditekoni suara ne buangetan, ya to?
273.	20.42-20.43	Some students	iyaa
274.	20.44-20.45	A student	Saya pak (ingin membaca hasil wawancarnya)
275.	20.46-20.48	Teacher	Ah? Iya boleh silahkan
276.	20.48-20.52	A student	Eh jangan lah itukan punya aku, jangan (siswa tersebut malu jika punyaanya dibacakan
277.	20.53-20.54	A student	Joana and Stela
278.	20.55	Teacher	Apanya?
279.	20.56	A student	Orangnya
280.	20.57	Some students	Hahaha (tertawa)
281.	20.58-20.59	Teacher	Emang saya sudah tanya?
282.	21.00-21.02	A student	Nggak sih pak, tapi katanya(suara samar-samar)
283.	21.02-21.03	Teacher	Kok nggak gimana sih?
284.	21.03-21.04	A student	Ada yang banyak pak
285.	21.04	A student	Siapa? Khkh (tertawa kecil)
286.	21.05-21.13	Teacher	Siapa? Kok saya belum tanya kamu udah njawab, aneh kan. Ok, how many persons did you interview?
287.	21.13-21.14	A student	Dua, eh two
288.	21.15	Teacher	Who?
289.	21.16-21.17	A student	Joana, Stela
290.	21.17-21.19	Teacher	Joana and Stela, ok, about Joana.
291.	21.20	A student	Ahahahha (tertawa)

292.	21.20-21.24	Teacher	I want to know about Joana's father. What is, what is he?
293.	21.25-21.26	A student	Business owner
294.	21.26-21.28	Teacher	Ok, where does he work?
295.	21.30-21.31	A student	At office
296.	21.31	Teacher	Hah?
297.	21.32-21.33	A student	Office pak
298.	21.33-21.36	Teacher	At office, do you know where the office is?
299.	21.36	A student	No
300.	21.37-21.42	Teacher	No? Ok. About Stela, what about Stela's mother?
301.	21.43	A student	Catering
302.	21.44-21.46	Teacher	Ok, catering. Do you know where ehm she work?
303.	21.47	A student	At home
304.	21.48-21.49	Teacher	At home. Stela's father?
305.	21.50-21.52	A student	Nggak ana, eh no
306.	21.53-21.55	Teacher	Nggak ana itu apa? Aku ra mudeng
307.	21.54-21.55	Some students	Khkhkhkh (tertawa kecil)
308.	21.56-21.57	Teacher	OK, thank you very much.
309.	21.57	A student	Yeay
310.	21.58	Teacher	Thank you very much
311.	21.59	A student	Not at all
312.	22.00-22.11	Teacher	Ok, ngerti yaa? Lagi, belum selesai tugasnya. Siapa yang mau, siapa yang menjawab, eh siapa yg mau jawab, siapa yang mau ditunjuk?
313.	22.12	A student	Saya (murid yang tadi mau mencoba lagi)
314.	22.13-22.15	Teacher	Kan sudah. Kamu aja mas (sambil menunjuk seorang siswa).
315.	22.16-22.17	A student	Ini pak, Jo aja (sambil menunjuk temannya)
316.	22.18-22.20	A student	Jangan, susah ngomongnya
317.	22.21-22.22	Teacher	What is your name?
318.	22.23	A student	Rhea

319.	22.24	A student	Rhea (membantu memberitahu guru)
320.	22.24-22.29	Teacher	Rhea? Ok Rhea, how many persons did you interview?
321.	22.29	A student	One
322.	22.30	Teacher	Who?
323.	22.31-23.23	School' bell	(pengumuman sekolah mengenai senam esok hari)
324.	23.22-23.24	Teacher	Ok, ehm, siapa tadi namanya?
325.	23.24-23.25	Some students	Rhea
326.	23.25-23.26	Teacher	Bukan, bukan yang
327.	23.27	Some students	Riko
328.	23.28	Teacher	Riko?
329.	23.29	Some students	Riko
330.	23.30	Teacher	Riko?
331.	23.31-23.35	Some students	Riko.. Jeco..
332.	23.36-23.41	Teacher	Riko, Riko. About riko's father? Tell me, about Riko's father.
333.	23.42	A student	Notaris
334.	23.44-23.52	Teacher	Notaris, Notaris. Untuk notaris bahasa Inggris nya nanti kita akan cari bareng-bareng. Ok, ehmm.. and Riko's mother?
335.	23.53-23.55	A student	 (diam)
336.	23.56-23.57	A student	Dibaca, oyy (menegur temannya tersebut karna kelamaan menjawab)
337.	23.58	A student	House (dengan suara yang sangat kecil)
338.	23.58-23.59	Teacher	House wife?
339.	23.59	A student	Yaa (sambil menganggukkan kepala tanda setuju)
340.	24.00-24.22	Teacher	Ok, thank you. Maas.. (sambil menunjuk seorang siswa). Kalo kamu nggak bisa njawab, nggak belum mengerjakan, saya suruh ngomong tiga kali. Kemaren kan nulis tiga kali, sekarang ngomong tiga kali. No, no, no, I'm kidding, I'm just kidding. Ok, mas, how many questions did you interview?
341.	24.23-24.25	A student	(menyebutkan nama-nama temannya yang diwawancarai namun suaranya kurang jelas)
342.	24.26	Teacher	How many?
343.	24.27	A student	(masih menyebutkan nama teman-temannya yang diinterview)

344.	24.28	Teacher	How many?
345.	24.29- 24.30	Some students	Berapa Berapa woy
346.	24.31	A student	One
347.	24.31- 24.33	Teacher	How many students did you interview?
348.	24.35	A student	One
349.	24.36- 24.40	Teacher	One, who? Who?
350.	24.41	A student	Bintang
351.	24.42- 24.46	Teacher	Bintang. Ok, ehm.. what is Bintang's father?
352.	24.47- 24.49	A student	 (suara kurang jelas)
353.	24.51	Teacher	Ha?
354.	24.52- 24.53	A student	Escalator khkh (tertawa kecil)
355.	24.53- 24.54	Some students	Khkhkhkh (tertawa kecil)
356.	24.54	Teacher	Ha?
357.	24.55- 24.56	A student	Pro...extor (suara samar-samar)
358.	24.57	Teacher	Opo kui?
359.	24.58- 24.59	A student	Proyektor((seorang murid lain membantu temannya menjawab)
360.	24.59	Teacher	Proyektor?
361.	25.00- 25.02	Some students	Ahahhaha (tertawa)
362.	25.04	A student	Executor (seorang murid lain membantu temannya menjawab lagi)
363.	25.05- 25.06	A student	Executor
364.	25.08- 25.11	Teacher	Gitu, eksekutor gitu bapakmu? (menanyakan langsung ke siswa bernama Bintang)
365.	25.12	A student	Jaksa
366.	25.12- 25.20	Teacher	Jaksa, oalaah.. ya ya ya, ok, thank you. Ehm, what about Bintang's mother?
367.	25.25- 25.26	A student	General employer
368.	25.27	Some students	Hah?
369.	25.28	Teacher	General?
370.	25.31	A student	Employer
371.	25.32	Teacher	Employer
372.	25.33- 25.34	A student	Employer apa employer? (seorang teman bertanya kepada murid tersebut)

373.	25.34	A student	“a” yo
374.	25.35- 25.50	Teacher	Bukan “a”. Employer itu nggak ada “a” nya, pakek “o”. Loh yang nulis bukan Bintang, yo kamu yang nulis itu ya, orang kamu yang nanyak kok (melihat siswa tersebut menyalahkan temannya). Kamu yang salah, malah nyalahin orangnya, thank you.
375.	25.52	A student	Iyaa (sambil tersenyum)
376.	25.52	Teacher	Thank you
377.	25.53- 25.54	A student	You’re welcome
378.	25.55- 26.35	Teacher	Ok. Iyak, gitu yaa.. sekarang lihat halaman 36. Latihan 16.
379.	26.38- 26.40	Some students	Udah, Kan udah, Udah pak
380.	26.40- 26.41	Teacher	Sudah dikoreksi?
381.	26.42	Some students	Udaah Belum
382.	26.46- 26.56	Teacher	Latihan 18 berarti ya? Ok, kita liat bareng-bareng. Number one, “what do you usually do on your..?”
383.	26.57- 26.58	All students	free time
384.	26.58- 27.02	Teacher	..free time. Number two, “I like making crafts, especially from..?”
385.	27.03	All students	used materials
386.	27.04- 27.08	Teacher	used materials. Artinya used materials itu apa?
387.	27.08	Some students	Barang bekas
388.	27.09- 27.13	Teacher	Barang bekas, betul. Number three, “I often..?”
389.	27.14	All students	browse
390.	27.14- 27.16	Teacher	Browse, bacanya braus.
391.	27.16- 27.18	Some students	braus
392.	27.19- 27.22	Teacher	Next, number four “Here it is, a wooden..?”
393.	27.23- 27.24	All students	Key chain
394.	27.24	Teacher	a wooden..?
395.	27.25- 27.26	All students	Key chain
396.	27.26- 27.30	Teacher	Bacaanya, kiy chein, bukan key tapi kiy.

397.	27.31	Some students	Kiy chein
398.	27.31-27.35	Teacher	Ulangi, "Here it is, a wooden..?"
399.	27.35-27.36	All students	Kiy chein
400.	27.37-27.41	Teacher	Iyak. Next, number five "Yes, I want to have a store selling my..?"
401.	27.41-27.42	All students	beautiful
402.	27.43	Teacher	Unique, ah?
403.	27.44-27.46	Some students	Unique beautiful
404.	27.46-27.55	Teacher	Beautiful and unique crafts. Latihan 20. Sudah?
405.	27.56	Some students	Beluum
406.	27.57	Teacher	Oo belum
407.	27.58	A student	belum
408.	28.01-28.42	Teacher	Latihan 20, buat PR. Karna kalian harus buka kamus. Latihan 21. Buat PR juga, kamu translate ke bahasa Indonesia. Latihan 25, itu juga sama, cari bahasa Indonesianya apa.
409.	28.42-28.43	A student	Jadi PR juga pak?
410.	28.44-28.45	Teacher	Iyaa, la kamu nggak bawa kamus to?
411.	28.47-28.50	A student	Google pak, PR nggak pak yang 25?
412.	28.50-28.57	Teacher	Iya, yang harus buka kamus buat PR, kamusmu kan nggak ada di sini. Kamusmu adanya di hp kan?
413.	28.58-28.59	A student	Aku nggak punya kamus gede
414.	28.59-29.03	Teacher	Ya, ya selain yang punya kamus manual. Yang lain kan dihp kan? Di hp ada kamus nggak?
415.	29.04-29.05	All students	Adaa
416.	29.05-29.07	Teacher	Hpnya siapa yang tidak punya kamus?
417.	29.07-29.08	A student	Hp saya ada kamus
418.	29.08-29.36	Teacher	Download kamus. Download kamus yang hpnya tidak ada kamusnya. Jelas? Berarti besok-besok, excuse me.. berarti besok-besok kalo kita butuh kamus, kamu bisa buka hp mu, oke? Jadi PR mu

			hari ini adalah Latihan 20, 21, dan 25, karna kamu harus buka kamus. Latihan 26.
419.	29.36-29.39	Some students	Pak, yang nyanyi-nyanyi itu dong pak. Nyanyi pak nyanyi
420.	29.40-29.41	Teacher	Mana nyanyi?
421.	29.41-29.42	A student	Masih lama pak
422.	29.42-29.47	Teacher	Masih lama kan? Itu aja, itu aja kalo saya mau ngajar nyanyi, kalo nggak?
423.	29.48-29.49	Some students	Ngajar pak, Pak ngajar,
424.	29.50-29.56	Teacher	Gitu ya, yang pertama ya, itu kalo saya mau ngajar nyanyi, kalo nggak yang kedua, iya kalo saya masih hidup, kalo saya sudah mati?
425.	29.56-29.57	Some students	Aaa..aaaa
426.	29.57-30.08	Teacher	Yang ketiga, kalo saya masih di SMP 5, kalo saya dipindah lagi. Yang keempat, kalau tiba-tiba lagi mengajar begini kan, tiba-tiba saya mendengar “tolong, tolong”, saya harus berubah menjadi Superman dan pergi?
427.	30.08-30.10	Some students	Nggak tau, Nggak tau, Eheehe (tertawa kecil)
428.	30.10-30.21	Teacher	Nggak mungkin kan? Iya begitu, jadi nggak usah nanya nanyi, kan masih lama itu nyanyi. Latihan 27. Latihan 27, ini yang kamu kerjakan sekarang.
429.	30.22-30.25	Some students	Wuu,, wuu,, Siap-siap PR
430.	30.26-30.29	Teacher	Kamu milih ngerjain latihan 27, atau terjemahin halaman latihan 26?
431.	30.30-30.32	Some students	27, 27, Khkhkh (tertawa kecil)
432.	30.33-30.37	Teacher	Iyak, silahkan kalian ngerjakan latihan 27, itu tidak terlalu membutuhkan kamus.
433.	31.00-31.01	A student	Kebun binatang itu apa? (bertanya ke teman duduknya)
434.	31.01-31.03	A student	Zoo, iya nggak sih?
435.	31.04	A student	Iya udah
436.	32.12-32.22	A student	“What does a bear harm (harm) people around (around)” (membaca soal pada buku text), la piye maksudnya itu? Pak, harm itu apa pak?
437.	32.23	Teacher	Ha?

438.	32.23-32.24	A student	Oo, nggak jadi nggak jadi nggak jadi
439.	33.42-33.48	A student	Eh, keysa. What is the monkey habit tu maksudnya opo?
440.	33.50-33.51	A student	Kebiasaannya mungkin
441.	40.25-40.26	A student	Habit apa pak?
442.	40.27-40.28	Teacher	Habit, kebiasaan.
443.	40.58-41.01	A student	Pak, boleh minum? Pak Otnil, boleh.. ?
444.	41.02	Teacher	Boleh
445.	41.21	Teacher	Sudah?
446.	41.22	A student	Sudah pak
447.	41.25-41.35	Teacher	Kalo sudah, kalo sudah silahkan kalian istirahat, kalo belum kalian selesaikan di rumah, jadi PR nya nambah, iya kan?
448.	41.34-41.37	Some students	Dah selesai pak, Sudah selesai, dia nyontek aku pak, dia nyontek pak Nggak yaa, aku cuma nyontek nomer tiga
449.	41.37-42.14	Teacher	Eyy, shht shht shhhht.. silahkan kalian istirahat, kalo memang kamu mau sholat, silahkan sholat. Kalo kamu mau jajan dulu boleh. jangan sampai masuk kelas yang jam berikutnya itu kamu terlambat, dengan alas an sholatlah, jajanlah. Kalo sholatnya mundur jam 12, dari jam 12 kan kalian sudah jajan dulu, iya kan? Jadi jangan sampek jam berikutnya nanti kamu masuknya terlambat hanya karna alesannya sholat, jajan, blablablablabla, oke? Nah, I think that's all for today, before I leave the class, any questions?
450.	42.15-42.16	Some students	No...
451.	42.16-42.18	Teacher	Ada yang mau ditanyakan atau tidak?
452.	42.19-42.22	A student	Pak, pak.. SMP 8 lagi UPRAK apa TPM?
453.	42.23-42.28	Teacher	Lah apa urusannya kamu nanyak sama saya? Kamu mau jadi penguji di sana?
454.	42.29-42.30	A student	Nggak pak, nanya aja (sambil tersenyum kecil)
455.	42.31-42.35	Teacher	Yaa, I think that's all for today, see you next week yaah

456.	42.35-42.36	All students	Yaa, See you
457.	42.36-42.37	Teacher	Bye bye students
458.	42.38	All students	Bye ...

Day 4 - Transcription of Audio & Video in SMP 5 Yogyakarta (04/03/2020)

No.	Minute	Speaker	Transcription
Audio & Video			
1.	00.00-00.01	Teacher	Good afternoon everybody,
2.	00.01-00.02	All students	Good afternoon
3.	00.02-00.04	Teacher	Bersihkan kelasnya
4.	00.05	Some students	Siaap
5.	00.31-00.33	A student	Siapa sih yang makan permen di sini? Aku nggak makan permen lo
6.	00.34-00.35	A student	Aku nggak makan permen
7.	00.38-00.40	A student	Eh tolong ambilin, nggak jadi
8.	03.34-03.35	A student	Jul pinjem hp mu jul
9.	03.36	A student	Buat?
10.	03.37-03.39	A student	Nggak, buat besok ulangan.
11.	03.40-03.41	A student	Ehmm ulangan apa?
12.	03.43-03.47	A student	Bahasa Jawa (sambil bercanda), bukan ulangan itu tu, ulangan PAN.
13.	03.49-03.50	A student	Kan aku pakek
14.	03.50-03.51	A student	Kan katanya kamu pakek hp kakakmu?
15.	03.52-03.57	A student	Berarti kalok nanti hp ku kamu yang bawa (suara samar-samar)
16.	03.58-04.08	A student	Iya, iya, iya (sambil ngomong bahasa Jawa). Coba bayangkan betapa mirisnya aku.
17.	04.19-05.59	Teacher	Ok, ehmm.. for our mid-test, it will be on.. if I am not mistaken, on the last week of this March. So, perhaps on the twentieth or twenty third of this month is a March. So, prepare yourself for the test, ok? Ok, if you still don't understand a certain topic, please come to the teacher and ask her or him to explain to you, gitu yaa? Jangan sampek kamu tidak dapat nilai bagus karna kamu tidak mudeng. Datangi gurumu tanyak "bu, ini gimana? saya masih belum ngerti" "pak, ini gimana? Saya masih nggak

			mudeng” Jangan malu. Atau mungkin kalian ngomong “ah.. saya dapet tugas dari rumah” (suara samar-samar) iyaa oke, if you have a privacy still ra dong, ask her or him, tanyak (suara samar-samar) jugak ke dia, eman-eman to udah mbayar tapi nggak jelas. Terus untuk bahasa Inggris materinya paling tidak sampai sebelum apa mid-term test, itu kan ada tuh di tengah mid-term test, nah pelajari sampai sebelum situ. Jelas ya? Yok, kita lanjutkan pelajarannya, kemaren terakhir sampe mana? Halaman berapa?
18.	06.01	A student	PR pak
19.	06.02-06.08	Teacher	Oo ada PR? Yang belum dikoreksi yang halaman berapa? 37?
20.	06.09	A student	Iya pak
21.	06.15-06.23	Teacher	Ok, let’s check, page thirty seven. Activity eighteen yaa? Latihan delapan belas?
22.	06.24	Some students	Eh, Sudah pak
23.	06.25	Teacher	Latihan 20 berarti?
24.	06.25-06.26	Some students	Latihan 20 Latihan 20 PR
25.	06.27-06.31	Teacher	Latihan 20? Oh iya. Yang diminta untuk mencari tahu suara-suara hewan itu ya?
26.	06.32	A student	Iya
27.	06.35-06.44	Teacher	Yok.. udah? The... lion, a lion, lion itu ngapain?
28.	06.44-06.45	Some students	Roar
29.	06.46-06.49	Teacher	Bacaannya ror bukan roar. Roar biasaaa..
30.	06.50-06.51	A student	Ada lagunya
31.	06.52	Teacher	Oiya?
32.	06.52-06.53	A student	Lagu Katy Perry
33.	06.53-06.54	Teacher	A snake
34.	06.55-06.56	Some students	Snake is hiss
35.	06.57-07.00	Teacher	Hiss, ok. A frog?
36.	07.01-07.02	Some students	To croak croak
37.	07.03-07.06	Teacher	Iyak, to croak. A hen?
38.	07.07-07.08	Some students	A hend ...
39.	07.09-07.19	Teacher	Hend? Induk ayam, ayam betina. Yang mana? Yang nomer berapa dari atas yang mana?
40.	07.20-07.21	Some students	Dari bawah nomer 3 Dua dari atas
41.	07.22-07.24	Teacher	Dari bawah nomer 3 atau dari atas nomer 2?

42.	07.24-07.25	Some students	Dari atas nomer dua
43.	07.26-07.32	Teacher	Iyaa.. dari atas nomer 2 cackle. A bird..? To chirp
44.	07.33-07.34	Some students	To chirp
45.	07.35-07.37	Teacher	Iyaa.. a horse?
46.	07.38	A student	To neigh
47.	07.39-07.44	Teacher	Neigh, to neigh. A bee?
48.	07.45-07.47	Some students	To hum and buzz, To hum and buzz
49.	07.48-08.01	Teacher	Tergantung.. tergantung.. tergantung.. dia lagi sama siapa, dia ketemu siapa? Kalok dia ketemu, ah siapa tu namanya? Megatron nggak bakal kayak gitu suaranya.
50.	08.02-08.03	A student	Bumblebee, ashiaap
51.	08.05-08.06	Teacher	Nggak tau yaa?
52.	08.07-08.08	Some students	Tau, Tau Megatron
53.	08.08-08.09	Teacher	Megatron tau nggak?
54.	08.09-08.11	Some students	Tau, Tau, Ultramen
55.	08.11-08.15	Teacher	Oo tau, kita lagi ngomongin soal transformer, salah satu judulnya Bumblebee.
56.	08.16-08.20	Some students	Tauu.. Tau.. (kemudian para siswa sibuk asik mengobrol)
57.	08.21-08.27	Teacher	Iya, oke deh. Kita lanjut saja. Berarti kalo gitu kalo saya ngomongin film, saya ngomongin upin ipin, gitu ya?
58.	08.27-08.28	Some students	iyaaaaa
59.	08.30-08.32	Teacher	Ada lagi, Jarwoo, eh apa?
60.	08.33	A student	SpongeBob
61.	08.35-08.43	Teacher	Adit dan sopo Jarwo, ya kan? Masha and the bear. A bear, naah,, a bear.
62.	08.45-08.46	Some students	Growl To growl
63.	08.47-08.56	Teacher	Iyaa, yah tergantung. Di Masha marah-marah nggak, kalo nggak. A bat..
64.	08.57-08.58	Some students	To screech.. Screech..
65.	08.58-09.03	Teacher	Yang mana? To screech.. iyaak. A duck?
66.	09.04-09.10	All students	Quack, quack, quack, (kebanyakan murid menirukan suara bebek)
67.	09.04-09.13	Teacher	Iyaak, to quack. Terus latihan 21. Sampe mana ni?

68.	09.14-09.16	A student	Hamster hidup di? (tiba-tiba menyahut)
69.	09.16-09.21	Teacher	Facts of, about Hamster. Siapa yang mau membacakan kepunyaannya? Hasilnya? Siapa?
70.	09.22-09.23	A student	Saya nggak lengkap pak
71.	09.22-09.23	A student	Saya pak saya pak (berbicara diwaktu yang sama)
72.	09.24-09.26	Teacher	Nggak pa, punyamu nggak pa-pa, silahkan.
73.	09.26-09.27	A student	Hamster hidup ..
74.	09.27-09.39	Teacher	Yang bahasa Indonesia, iya-iya. Punyamu, oke punyamu dulu (sambil menunjuk seorang siswa). Ok everyone please listen to her, everyone please listen to her. Kalo ada yang tidak sama, kita nanti akan bahas, silahkan mbak.
75.	09.39-09.44	A student	Nomer pertama, Hamsters biasanya hidup di dunia bawah tanah pada siang hari.
76.	09.45-09.49	Teacher	Ok, nanti dulu. Ada yang tidak sama? Ato kurang lebih mirip? Atau ada yang lain yang beda?
77.	09.50-09.51	Some students	Mirip, Mirip, cuman beda kata
78.	09.52-09.54	Teacher	Cuma beda kata, ehm punyamu gimana mas? (sambil menunjuk salah seorang siswa)
79.	09.55-09.57	A student	Hamster biasanya tinggal di bawah tanah saat siang.
80.	09.58-10.05	Teacher	Ok, yaa, bagus, cuman kata yang liang nya belum ada ya? Di sini ada kata liang yaitu burrows (sambil membaca buku paket). Ok, thank you mas. Punyamu mas? (menunjuk siswa yang lainnya)
81.	10.05	A student	(menunjuk dirinya sendiri apakah yang dimaksud dia apa bukan)
82.	10.06	Teacher	Iya
83.	10.07	A student	Sama
84.	10.08-10.09	Teacher	Oo sama kayak itu, (menunjuk siswa yang tadi menjawab) ok. Punyamu mbak? (menunjuk siswa yang lain lagi?)
85.	10.10	A student	Sama pak
86.	10.11-10.14	Teacher	Sama juga, sama kayak mbak yang tadi itu? Terus lanjut mbak yang ke dua
87.	10.15-10.17	A student	Hamster keluar saat senja untuk memberi makan
88.	10.18-10.19	Teacher	Ok, ada yang beda?
89.	10.21-10.22	A student	keluar disaat sore
90.	10.22-10.40	Teacher	Iya-iya nggak pa-pa. Untuk mencari makan, feed, feed itu artinya memberi makan bisa, atau mencari makan, atau makan juga bisa. Jadi kalo di sini lebih tepatnya mencari makan. Dia keluar pada waktu apa tadi twilight?
91.	10.41	Some students	Senja

92.	10.42-10.47	Teacher	Senja, untuk mencari makan. Yok mbak lanjutkan nomer tiga.
93.	10.48-10.52	A student	Hamster liar terutama menangkap biji-bijian, buah-buahan, sayuran dan kacang-kacangan.
94.	10.53-10.56	Teacher	Ok, ada yang beda? Iyak (menunjuk seorang siswa)
95.	10.57	Some students	Beda
96.	10.58-10.59	A student	Beda kata
97.	10.59-11.00	Teacher	Beda katanya dimana?
98.	11.01-11.05	A student	Hamster liar biasa memakan tanam-tanaman, buah-buahan, sayur-sayuran
99.	11.05-11.07	Teacher	Oke, yang terakhir insects?
100.	11.07-11.08	Some students	Serangga
101.	11.09-11.50	Teacher	Iyaa, insect itu diterjemahkan apa? Serangga, bukan hama tapi serangga. Lalat kecil belum tentu juga, karna insect itu bisa seranggan macem-macem. Jadi nggak mesti harus lalat, iya kan? Nah kalo hamster aja bisa hidup sehat loh, mosok kalian nggak bisa? Iya kan? Makan sayuran, iya nggak? Makan buah-buahan, makan daging, dagingnya pasti enak, ya kan? Berikutnya mbak nomer 4.
102.	11.51-11.53	A student	Hamster dapat menggali dan membuat lubang di lahan
103.	11.54-12.03	Teacher	Ok, Hamster dapat atau mampu menggali dan membuat liang boleh, lubang boleh. Terakhir..
104.	12.04-12.06	A student	Hamster mudah berinteraksi dengan manusia.
105.	12.07-12.11	Teacher	Iyaak, Hamster mudah untuk berinteraksi dengan manusia. Semua pernah melihat kan...
106.	12.12-12.13	A student	Kalo orang pak?
107.	12.13-12.15	Teacher	Iyaa, orang juga boleh.
108.	12.15-12.16	A student	Kalo orang gimana pak kalo orang? (ini murid ngeselin)
109.	12.17-12.18	Teacher	Ya barusan ditanyain
110.	12.18-12.25	All students	Hahahaha (tertawa) Weeee... (berbicara bahasa jawa)
111.	12.26-12.48	Teacher	Yaa, berkaitan sama.. apa, cuaca dan sakit yang kuat yang sudah dikhawatirkan merembak dalam cuaca begini, ya kan? beberapa kali saya masuk kelas gitu kan? Oh udah disentuh, ada yang pakek masker, ada yang pakek hand sanitizer, bla bla bla. Sedangkan masker harganya sudah wow, gila-gilaan.
112.	12.49-12.50	A student	Tiga ratus ribu (menyahun)
113.	12.50-12.51	A student	Eh dua juta lima ratus
114.	12.53	A student	Sepack yoo (satu pack)

115.	12.54-12.55	Teacher	Itu berapa sepack?
116.	12.55	A student	Lima puluh..
117.	12.56	Teacher	Oiya?
118.	12.57-12.59	A student	50 biji sama dengan dua ratus lima puluh ribu yaa?
119.	13.00-13.02	A student	Aku beli di Indomaret 16 ribu
120.	13.02-13.34	Teacher	Ya ya ya ya ya ya ya ya ya ya (karena mendengar murid-muridnya terus berargumen). Saya tidak mau kulakan masker, jadi saya tidak mau tau harganya berapapun. Yang saya mau kasih tau adalah.. ehm.. apa namanya, kalian harus hidup sehat, seperti tadi saya katakana, ya kan? Makan yang cukup, makan sayuran makan buah-buahan. Inget, itu! Nggak bisa ngeluster, nggak punya uang buat beli buah, emang kalo mau beli buah harus yang mahal?
121.	13.35	Some students	Nggak
122.	13.35-14.42	Teacher	Nggak. Nggak bisa makan sayur, ya belajar makan sayur. Karna saya itu nggak bisa makan sayur. Hmm ini nanti.. (sambil menunjuk tangannya). Jadi ketika dia pas awal-awal musimnya kan udah, apah, apasih namanya itu, pengenalan skoletak spektur. Nah yang pingsan, sehari itu saya bisa pingsan berapa kali. Dibawa ke rumah sakit, dicari nadinya ini, diinfus kan, pecah terus nggak bisa. Itu karena kurang makan sayur. Nah, kamu mulai sekarang coba makan sayur. Apapun sayurnya, belajar untuk makan sayur. Yang kedua hidup bersih. Nggak usah pakek hand apa hand sanitizer, cuci tangan aja pake sabun, selesai. Kamu pake itu yang pembersih tangan itu, saya pernah baca, kalok kadar alkoholnya kurang dari 60%, itu nggak akan bisa membunuh kuman. Tapi kalok 60% lebih, itu bisa berbahaya buat kamu kalo kamu nggak hati-hati. Gini-gini (sambil menggosokkan kedua telapak tangannya) terus waduh matane gatel, dikucek rusak matamu. Jadi memang paling aman pakai?
123.	14.43-14.44	Some students	Sabun cuci tangan, Sunlight
124.	14.45-14.46	All students	Hahhaha (tertawa)
125.	14.49-15.06	Teacher	Gitu yaa? Terus hidup sehat, saya katakan tadi hidup sehat. Sekarang cuacanya lagi nggak karuan ini. Itu bisa kalo kamu capek sedikit, daya tahan tubuhmu pasti berkurang dan kamu pasti bisa sakit. Udah ada kan contoh temenmu satu, sakiit terus, nggak pernah dateng.

126.	15.06-15.08	All students	Hahaha (tertawa)
127.	15.09-15.10	Teacher	Saya ngobrol, saya ngomong sama siapa wali kelasmu, bu..
128.	15.11	Some students	Bu winwin
129.	15.11-15.23	Teacher	Bu win. Bu ini gimana, ibunya bilang “oiya saya habis tadi ketemu sama ibunya, dan itu selalu izinnya sakit”. Hari ini sakit perut, besok sakit pusing, besoknya bisa muntah-muntah, besoknya itu tiap hari.
130.	15.24-15.28	Some students	Hamil pak karna renang. Hamil karna renang pak.
131.	15.32-15.49	Teacher	Jadi saya minta kamu jaga kesehatan. Apapun itu, siapapun itu dari kalian jaga kesehatan. Biar kamu tidak gampang sakit, mengerti? Kalo perlu minum vitamin. Kalok kamu doyan madu, yaa madu juga bisa.
132.	15.50-15.51	A student	Enervon-C ajaa..
133.	15.52-16.14	Teacher	Iya bener. Kalok kamu emang doyan madu, kalo nggak doyan madu yaa coba kamu nyari vitamin. Ada imboost, ada CDR, iyaa, gitu yaa? gitu yaa. Dan nggak usah, nggak usah bingung dengan kasus apa itu namanya?
134.	16.14	A student	Corona (menyahut)
135.	16.15-16.34	Teacher	Corono. Kalo kamu, kalo kamu hidup sehat, kamu nggak akan masalah. Kamaren itu yang jadi masalah itu kan karna terjadinya bareng-bareng kena semua orang bareng-bareng. Telat nanganin mati banyak, ya kan? Padahal istri saya cerita ke saya begini, ada satu, ada bayi kenak Corona.
136.	16.34-16.35	Some students	Oo iyaa iyaa
137.	16.35-16.37	Teacher	Tapi sehat, tapi sembuh, bisa sembuh
138.	16.37-16.38	A student	Wooow waa..
139.	16.38-16.39	Teacher	Jadi itu kan bukan berarti mematikan kan?
140.	16.42-16.43	A student	Ada yang si mbah si mbah sembuh (sambil mengangkat tangan)
141.	16.44-16.50	Teacher	Iyaa, tu si mbah si mbah aja sembuh. Habis sembuh dia jalan ntah tiba-tiba mati (suara samar-samar)
142.	16.50-16.53	Some students	Ahaha (tertawa) Astagfirullahaladzim..
143.	16.54-17.00	Teacher	Kalo misalnya kamu kena Corona pun nggak usah takut. Di Jogja udah ada rumah sakit yang digunakan..
144.	17.00-17.01	A student	Sardjito udah ada yang nanganin kan?

145.	17.02-17.29	Teacher	Iya. Sardjito salah satu rumah sakit dari 100 rumah sakit yang ditunjuk pemerintah untuk menangani Corona. Kalo kalian, kalo misalnya diantara kamu yang sampe sakit Corona, nggak usah bingung, ada Sardjito, ya kan? Kalo kamu di rumah sakit pasti bisa sembuh deh. Kalo kamu sembuh kita juga senang kok, Alhamdulillah (padahal guru ini non muslim), ya kan? Kalo misalnya kamu ya kita juga senang kita bayar sendiri.
146.	17.29-17.34	Some students	Ahahha (tertawa) Yeay, ngelayat
147.	17.35-17.37	A student	(bertanya kepada guru mengenai kasus virus corona, namun suara terlalu kecil)
148.	17.38-18.00	Teacher	Gimana? Apa, kenapa? Tiba-tiba masuk sakit? (sambil tertawa kecil). Makanya banyak membaca, (dengan suara yang lantang) Jadi dari situ kalian tau, corona itu sakitnya kayak apa, flu biasa kayak apa iya kan? Jangan karna sakit corona wah pusing-pusing nukrian (bahasa jawa yang artinya kerokan) pake garpu lagi (sambil memperagakan orang yang dikerok pakai garpu).
149.	18.01-18.03	Some students	Hahahaha (tertawa)
150.	18.05-18.07	Teacher	Latihan 25, halaman 39.
151.	18.10	A student	Pansos (menyahut)
152.	18.12-18.13	Teacher	Nomer satu artinya apa?
153.	18.13-18.14	All students	Pendaki..
154.	18.14-18.15	Teacher	Iyaa, pendaki boleh, mendaki boleh
155.	18.16-18.17	Teacher	Nomer dua?
156.	18.16-18.18	A student	Pak Otnil, memanjat boleh pak? (sepertinya guru tidak mendengar suara si murid)
157.	18.19	All students	Kuaat
158.	18.19-18.20	Teacher	Nomer tigaa
159.	18.20-18.22	Some students	Berpelukan, Dipeluk, Disayang
160.	18.23-18.24	Teacher	Disayang, dipeluk bisa
161.	18.24	A student	Yeay
162.	18.25-18.26	A student	Diemong itu gimana pak?
163.	18.27	A student	Disayangi
164.	18.28	Teacher	Disayangi
165.	18.30-18.31	A student	Pak, pak, pak, diemong itu gimana?
166.	18.32-18.43	Teacher	Diemong? Diemong ki la boso jowo to? Punya siapa itu? Kok malah bahasa jawa, gila ki

167.	18.42-18.44	A student	Khkhkhkh (tertawa kecil)
168.	18.50-18.51	A student	Shhsshht (seorang siswa mengingatkan teman-teman di kelasnya untuk tidak ribut)
169.	18.53-18.54	Teacher	Nomer empat, fierce?
170.	18.56-19.03	Some students	Galak, Sengit, Ganas, Sengit, Ganaas..
171.	19.02-19.04	Teacher	Galak, ganas bisa, apa tadi kamu sebut? (menunjuk seorang siswa)
172.	19.04-19.05	Some students	Galak, Sengit,
173.	19.06-19.29	Teacher	Oo sengit, oiya.. sengit dalam artian begini, ehm, fierce itu artinya galak, ganas. Nah, sengit dalam artinya terus-terusan menyerang terus-terusan, itu bisa. Bukan artinya sengit benci, nggak.sengit dalam bahasa Indonesia itu artinya seperti itu. Terus-terusan, atau dengan ganas, dengan kuat, melakukan menyerang misalnya. Nomer lima?
174.	19.30-19.31	Some students	Memeuluuk
175.	19.32	Teacher	Nomer enam?
176.	19.33-19.35	Some students	Cakar,
177.	19.35	Teacher	Delapan?
178.	19.36	Some students	Waspada
179.	19.37-19.39	Teacher	Waspada, lebih waspada
180.	19.40	A student	Nomer tujuh pak (mengingatkan gurunya kalau itu jawaban nomer tujuh bukan nomer delapan)
181.	19.41-19.43	Teacher	Nomer.. oh nomer tujuh ya, sorry. Nomer delapan?
182.	19.44-19.45	Some students	Tidak berbahaya..
183.	19.45-19.46	Teacher	Sepuluh, Sembilan?
184.	19.47-19.48	Some students	Untuk melompat
185.	19.49	Teacher	Sepuluh?
186.	19.49-19.50	Some students	Untuk berpegangan dicabang
187.	19.51-19.58	Teacher	Iyaa, berayunan, diajak lekatan, dicabang (suara kurang jelas). Latihan 27 kerjakan nggak?
188.	19.59-20.02	Some students	Iyaa, nggak Iyaa.. Iyes
189.	20.02-20.03	Teacher	Iya apa nggak?

190.	20.03	Some students	Iyaa
191.	20.04-20.10	Teacher	Iyaa. Iyaa ayok lanjut. Yang udah, yang belum dibaca aja bersama.
192.	20.11-20.13	A student	Enak banget yang belum
193.	20.14-20.36	Teacher	Rika, dibaca cewek, Mr. Rio, dibaca cowok. Bacanya pelan-pelan aja, oke? Nanti yang salah kita benerin bareng-bareng, yaa. Makanya baca bareng-bareng yang keras dan pelan-pelan. Nggak usah kesusu. Mulai dari Rita dulu, one, two, three, go.
194.	20.37-20.43	All students	(membaca dialog pada textbook)
195.	20.43-20.50	Teacher	Ok, everyone, excuse me, this is not a bir (salah mengucapkan kata "bear"). It is a bear. everyone repeat after me, Bear.
196.	20.50	All students	Bear
197.	20.51	Teacher	A bear
198.	20.52	All students	A bear
199.	20.53-20.54	Teacher	It is a bear
200.	20.54-20.55	All students	It is a bear
201.	20.55-20.56	Teacher	Yang cowok ulangi.
202.	20.57-20.59	Some students (male)	It is a bear
203.	20.59	Teacher	Lanjut
204.	21.00-21.04	Some students (female)	Wow! It climbs the tree very fast.
205.	21.05-21.15	Some students (male)	Yes. A certain bear is a good tree climber. It is also powerful and quick to react.
206.	21.16-21.23	Teacher	Ok, listen to me, kita liat dari jauh yaa. "Wow! It climbs the tree very fast". Ulangi yang cewek
207.	21.24-21.28	Some students (female)	Wow! It climbs the tree very fast.
208.	21.29-21.45	Teacher	Yes, cewek ke cowok, itu berarti a certain, a certain bear is a good tree climber. It is also powerful and quick to react. Ulangi yang cowok, one, two, three, go.
209.	21.46-21.47	Some students (male)	Yes. A (ragu-ragu mengucapkan kalimat selanjutnya)

210.	21.48-21.52	Teacher	A certain (bacaan: e serten). Ulangi, one, two, three, go.
211.	21.53-21.55	Some students (male)	Yes. A certain bir (salah mengucapakan kata “bear” lagi)
212.	21.56-22.00	Teacher	Waduh bukan bir, bear. Ulangi one, two, three, go.
213.	22.01-22.11	Some students (male)	Yes. A certain bear is a good tree climber. It is also powerful and quick to react.
214.	22.11-22.12	Teacher	To react
215.	22.13-22.14	Some students	To react
216.	22.15	Teacher	Ayok cewek lanjut
217.	22.16-22.18	Some students (female)	It looks very cuddly.
218.	22.19	Teacher	Cowok
219.	22.20-22.25	Some students (male)	You’re right, but actually it can be very fierce
220.	22.25-22.29	Teacher	Oke cowok. Listen carefully, and then repeat after me. “You’re right,
221.	22.30-22.31	Some students (male)	“You’re right,
222.	22.32-22.33	Teacher	but actually..
223.	22.34-22.35	Some students (male)	but actually..
224.	22.36-22.37	Teacher	.. it can be very fierce”
225.	22.38-22.39	Some students (male)	.. it can be very fierce”
226.	22.41	Teacher	Cewek
227.	22.42-22.43	Some students (female)	What do you mean, Dad?
228.	22.44-22.45	A student	What do you mean? (sing a song by Justin Bieber)
229.	22.46	Teacher	Lanjut cowok
230.	22.47-22.58	Some students (male)	It has big arms, so it can hug a person to death. It may also hurt people using its claws.
231.	22.59-23.00	Teacher	Ok, cewek
232.	23.01-23.03	Some students (female)	We must be alert then.

233.	23.04-23.13	Some students (male)	Yes, we should not disturb it. It is relatively harmless when it feels safe. (dengan suara yang kecil dan kurang jelas)
234.	23.13-23.21	Teacher	Ok, sekarang semua ikuti saya. Repeat after me. Listen carefully and then repeat after me. "Look..
235.	23.22-23.23	All students	Look
236.	23.24-23.25	Teacher	".. there are many monkeys on this hill".
237.	23.26-23.28	All students	There are many monkeys on this hill
238.	23.29-23.31	Teacher	Bareng-bareng, "yes..
239.	23.32	All students	Yes
240.	23.33-23.34	Teacher	They life on trees
241.	23.35-23.36	All students	They life on trees
242.	23.37-23.39	Teacher	and like clinging onto tree branches
243.	23.39-23.42	All students	and like clinging onto tree branches
244.	23.44	Teacher	Hey, look!
245.	23.45	All students	Hey, look!
246.	23.46-23.47	Teacher	a monkey is leaping
247.	23.48-23.50	All students	a monkey is leaping
248.	23.51-23.52	Teacher	from one tree to another.
249.	23.53-23.54	All students	from one tree to another.
250.	23.56	Teacher	You're right.
251.	23.57	All students	You're right.
252.	23.58-24.00	Teacher	It looks very happy.
253.	24.01-24.02	All students	It looks very happy.
254.	24.03-24.04	Teacher	You know what?
255.	24.04-24.05	All students	You know what?
256.	24.06-24.07	Teacher	a monkey may use
257.	24.08-24.09	All students	a monkey may use
258.	24.10-24.13	Teacher	its tail to cling onto branches
259.	24.14-24.17	All students	its tail to cling onto branches
260.	24.18	Teacher	Really?
261.	24.19	All students	Really?

262.	24.19	Teacher	Yes
263.	24.20	All students	Yes
264.	24.21-24.22	Teacher	A monkey uses its tail
265.	24.23-24.25	All students	A monkey uses its tail
266.	24.26-24.27	Teacher	as an extra arm
267.	24.28-24.29	All students	as an extra arm
268.	24.30-24.33	Teacher	or leg to cling onto branches
269.	24.34-24.36	All students	or leg to cling onto branches
270.	24.37	Teacher	Anyway,
271.	24.38	All students	Anyway,
272.	24.39-24.41	Teacher	do you have nuts to feed on the monkeys?
273.	24.42-24.45	All students	do you have nuts to feed on the monkeys?
274.	24.46	Teacher	Yes,
275.	24.46	All students	Yes,
276.	24.47-24.49	Teacher	I have a pack of nuts.
277.	24.49-24.51	All students	I have a pack of nuts.
278.	24.52	Teacher	Well,
279.	24.53	All students	Well,
280.	24.54-24.55	Teacher	a monkey's diet
281.	24.56-24.57	All students	a monkey's diet
282.	24.58-24.59	Teacher	is identical with nuts.
283.	24.59-25.01	All students	is identical with nuts.
284.	25.02-25.03	Teacher	Is it herbivorous?
285.	25.04-25.06	All students	Is it herbivorous?
286.	25.07	Teacher	No
287.	25.08	All students	No
288.	25.08-25.09	Teacher	It is actually omnivorous.
289.	25.10-25.12	All students	It is actually omnivorous.
290.	25.13	Teacher	It feeds..
291.	25.14-25.15	All students	It feeds..
292.	25.16	Teacher	on leaves,

293.	25.17	All students	on leaves,
294.	25.18	Teacher	fruits,
295.	25.19	All students	fruits,
296.	25.19-25.20	Teacher	insects,
297.	25.20	All students	insects,
298.	25.21-25.22	Teacher	and small frogs.
299.	25.23-25.24	All students	and small frogs.
300.	25.24-25.37	Teacher	Yeay. Bacaannya dibaca pelan-pelaan.. Jadi kalo ada yang salah tau salahnya dimana. Dialog one number one. Student number three.
301.	25.38	A student	(mengangkat tangan)
302.	25.39-25.48	Teacher	Yes. Baca soalnya
303.	25.49-25.56	A student	“where do you think the dialog take place?” (menjawab pertanyaan dengan suara yang kecil dan samar-samar)
304.	26.00-26.03	Teacher	in the? “where do you think the dialog take place?”
305.	26.04	Some students	Zoo
306.	26.04-26.11	Teacher	At the zoo. Iyaa. Number two student number twelve
307.	26.12	A student	Dua belas (membantu mengartikan kata bahasa Inggris yang diucapkan gurunya)
308.	26.13	A student	(mengangkat tangan)
309.	26.14	Teacher	Yes
310.	26.17-26.20	A student	“What are Rika and Mr. Rio talking about?” the bear.
311.	26.21-26.28	Teacher	Ok, it is not abut tapi about (mengoreksi pronunciation siswa yang salah). Dan bukan bir, bir yang diminum, bear. Ulangi mbak.
312.	26.29-26.30	A student	The bear
313.	26.31-26.33	Teacher	Soalnya sekalian
314.	26.34-26.38	A student	“What are Rika and Mr. Rio talking about?” the bear.
315.	26.39-26.43	Teacher	Ok, good. Number three. Student number twenty nine.
316.	26.45-26.46	A student	Aku twenty six (menyahut)
317.	26.48-26.49	Teacher	Which one twenty nine?
318.	26.50	A student	(mengangkat tangan)
319.	26.51	Teacher	Yes

320.	26.52-27.00	A student	“why can a bear hug a person to death?” (menjawab pertanyaan dengan suara yang kecil dan samar-samar)
321.	27.02-27.29	Teacher	“why can a bear hug a person to death?” kenapa beruang bisa meluk orang sampai mati? Orangnya mati, because it is strong, it is powerful, itu jawabannya, ya kan? Jangan dijawab karna, karna apa namanya beruangnya sayang sama manusia, jadi dipeluk sampe segitunya, nggak. Number four, student number twenty four.
322.	27.30-27.31	Some students	Dua empat
323.	27.32-27.36	A student	(mengangkat tangan). “When dus a bear harm..
324.	27.37-27.40	Teacher	“When does bukan when dus, wedus itu besok idul adha disembelih.
325.	27.41-27.42	Some students	Khkhkhkh (tertawa kecil)
326.	27.42-27.54	A student	“when does a bear harm people around it?” when the (sebenarnya murid ini berbicara lancar namun suaranya terlalu kecil)
327.	27.56-28.10	Teacher	“when does a bear harm people around it?” when it feels disturb. Ketika beruangnya merasa terganggu, ya kan?, or when people disturb the bear. Five, number five.
328.	28.12	A student	Nomer lima
329.	28.13-28.26	A student	Oiya iya. Yaya. “What should we do to avoid a bear’s attack?” we must not disturb the bear.
330.	28.28-28.34	Teacher	“What should we do to avoid a bear’s attack?” apa sih yang ahrus kita lakukan untuk menghindari serangan beruang?
331.	28.35-28.37	Some students	(beberapa murid memberikan pendapat yang berbeda-beda diwaktu yang bersamaan)
332.	28.38-28.41	Teacher	Ah bentar bentar bentar (sambil tepuk tangan agar kelas tidak ricuh) saya tanya dulu, student number ten, which one?
333.	28.42	A student	Pak, (sambil mengangkat tangan)
334.	28.42-28.50	Teacher	Iya, jawabanmu? Ah kalo kamu mah gampang. Diajak, diajak mlitir kalah beruangnya (sambil tersenyum). Kamu udah jawab belum?
335.	28.51	A student	Belum
336.	28.52-28.57	Teacher	Belum. Ehmmm... mas (menunjuk siswa yang lain) jawab aja, yaa.
337.	28.57-28.58	A student	Santanu guys (tiba-tiba menyahut)
338.	28.59-29.00	A student	Koe lah (sambil menunjuk temannya)
339.	29.04-29.25	A student	Nomer lima.. “what should we do to avoid a bear’s attack?” we must not disturb the bear.

340.	29.26-29.49	Teacher	Ok, thank you. Ada jawaban yang lain? Kalo jawabannya sih dia, jawaban dia sih nganu to kita harus, kita tidak boleh mengganggu beruang. Itu kan jawaban nomer empat, tapi kan pertanyaannya adalah, ya itu bisa juga sih. Pertanyaannya adalah bagaimana cara kita menghindari serangan beruang? Yaa, kita tidak boleh mengganggu beruang boleh, jawaban yang lain?
341.	29.51	A student	Not disturb
342.	29.52-29.55	Teacher	Ada yang beda, ada yang beda? Siapa? Semua sama?
343.	29.56	Some students	Iya pak
344.	29.57-29.58	A student	Kerja kelompok (mengaku sambil tertawa kecil)
345.	29.59	Teacher	Oo kerja kelompok.
346.	30.02	A student	Kerja kelompok kok sekelas wee
347.	30.03-30.14	Teacher	Saya pernah baca ntah bener ntah nggak saya juga nggak tau, kalo kalian mau nyoba boleh silahkan. Ehm, salah satu cara menyerang ee menyerang, menghindari penyerangan beruang itu pura-pura mati.
348.	30.15	A student	Apa?
349.	30.16-30.21	Teacher	Iya, pura-pura mati. Kalo kamu tidak percaya silahkan coba.
350.	30.21-30.26	All students	Ahahaha (tertawa) Terus nanti kalo kita mati beneran gimana? Nanti mati beneran kan..
351.	30.27-30.30	Teacher	Saya kan ngomong, kalo kamu nggak percaya silahkan coba.
352.	30.30-30.31	A student	Saya percaya pak (menyahut)
353.	30.31-30.51	Teacher	Kalo nanti misalnya, apa namanya kamu nyoba ternyata bener, itu nasibmu. Saya juga nggak tau, karna saya juga belum pernah tau, karna saya belum pernah coba, dan saya tidak mau mencoba, terimakasih (sambil tertawa kecil). Dialog two, number one. Mas.. (menunjuk seorang siswa)
354.	30.53	A student	(seorang siswa sudah mau membaca buku dan menjawab namun ternyata bukan dia yang dimaksud oleh gurunya, dilihat dalam video)
355.	30.54-30.55	Teacher	Bukan, sebelahnya.
356.	30.56-30.57	Some students	Iyaa ahahaha (tertawa)
357.	30.59	Teacher	Iyaa
358.	31.01-31.02	A student	“Where dos ..
359.	31.03-31.05	Teacher	Apa-apa? Wedos apa itu wedos?

360.	31.05-31.06	Some students	Hahaha (tertawa)
361.	31.07	Teacher	Ulangi mas.
362.	31.14-31.31	A student	“where do the monkeys live?” live on the trais (trees dibaca trais oleh murid)
363.	31.32-31.45	Teacher	Yak, live on the, live on trees. Bacanya tris bukan trais. Makasih, ulangi. Ulangi bacanya, iyaa (karna muka siswa seperti kebingungan) kan kamu tadi bacanya masih trais.
364.	31.46-31.48	A student	Oo oo, live on trees.
365.	31.49-31.52	Teacher	Ok, good, thank you. Number two, student number twenty two.
366.	31.53	A student	Alhamdulillah (tiba-tiba bersyukur karna bukan no absen nya yang disebut oleh guru)
367.	31.53	A student	(mengangkat tangan)
368.	31.54	Teacher	Yes
369.	31.59-32.12	A student	“what is the monkeys’ habit?” (sebenarnya murid ini berbicara lancar namun suaranya terlalu kecil)
370.	32.13-32.18	Teacher	Iya, bentar-bentar. Habit, apa sih artinya, ehm apa sih terjemahan bahasa Indonesia untuk kata habit?
371.	32.18	Some students	Kebiasaan,
372.	32.19-32.20	Teacher	Kebiasaan. Kebiasaannya monyet apa?
373.	32.21-32.22	Some students	Naik, Ayunan,
374.	32.22-32.24	Teacher	Ayolah nggak usah malu-malu. Jawab aja, saya tau kok (sambil tersenyum seakan mengejek siswanya kalau mereka adalah monyet)
375.	32.25-32.26	Some students	Bergelantungan,
376.	32.27-32.46	Teacher	Iya, bergelantungan, oke. Ada dua yang bisa untuk djawab. Yang pertama clinging, yak clinging onto the branches. Yang kedua dibawahnya, leaping from one tree to another. Mosok kalian malu njawab. Kebiasaan monyet, masak kalian nggak tauu?
377.	32.46-32.47	Some students	Depan ku ni lo pak, Makan pisang
378.	32.48-32.50	Teacher	Ha? Kok kamu tau? Hafal sekali..
379.	32.50-32.54	All students	Aaa.. haha (tertawa). Temen saya kayak monyet.
380.	32.55-32.58	Teacher	Number three, student number thirteen.
381.	32.59	A student	(mengangkat tangan)
382.	33.00-33.01	Teacher	Thirteen? yes.

383.	33.07-33.22	A student	“what does a monkey use to cling..” eh “what does a monkey use to cling..” apa ni bacanya? “..onto branches” apa sih bacanya?
384.	33.22-33.23	Teacher	Apa? Jawabanmu apa?
385.	33.24	A student	(teman duduk disebelah murid tadi tiba-tiba menyahut) tai.. (tie dibaca tai oleh si murid)
386.	33.25-33.27	Some students	Hahaha (tertawa)
387.	33.27-33.29	Tecaher	Pake apanya? It’s tie.
388.	33.31	A student	Salah nggak? (teman disampingnya tadi bertanya kepada siswa yang membaca soal tsb)
389.	33.32	A student	Bener, wes
390.	33.34-33.38	Teacher	Number four, student number.. mas belakang pojok.
391.	33.44-33.45	Some students	Nomer empat (memberitahu temannya yang disuruh baca oleh guru tadi)
392.	33.49-33.51	A student	“what does a monkey eat?” bananas (murid ini membaca dengan lancar, namun suaranya terlalu cepat, sehingga suaranya kurang begitu jelas)
393.	33.53-34.04	Teacher	Ada apa? Itu kan disitu ada to? (maksudnya dibuku text sudah ada jawabannya) ada leaves, fruits, iyaa, insects, and small frogs. Number five,
394.	34.05-34.06	A student	Twenty six (menyahut)
395.	34.07	Teacher	Mbaa.. (menunjuk seorang siswa)
396.	34.08	A student	Mamam kau..
397.	34.09	A student	Saya? (sambil menunjuk dirinya, padahal bukan dia yang ditunjuk, tapi teman di belakangnya)
398.	34.15-34.19	Teacher	Kan tadi kamu sudaah.. jangan serakah!
399.	34.34-34.43	A student	“Why does Edo think that monkeys are herbivorous?” because.. (suara terlalu kecil, sehingga tidak jelas)
400.	34.43-34.50	Teacher	Ok,, karna dipikir lagi makan kacang, gitu yaa.
401.	34.49-35.00	Bell’s ringing	(suara bell berbunyi)
402.	34.52-35.41	Teacher	Halaman 41, latihan 30. Halaman 42, itu activitynya bisa dilanjutkan. Kemudian halaman 47, dikerjakan. Iyaa, kerjakan itu. Dengerin dulu, woy shht shhtt (menegur sebagian muridnya yang asyik sendiri), yang buku LKS nya cuman ada satu dimeja, silahkan dua-duanya mengerjakan dibuku tulis. Ditulis huruf dan kata-katanya.
403.	35.41-35.42	Some students	Ahahaha (tertawa, mengejek temannya yang hanya membawa satu LKS dimeja)
404.	35.43-35.48	Teacher	Saya sudah ngomong yaa, huruf dan kata-katanya. Silahkan kerjakan.
405.	35.49-35.50	A student	Ini dikerjakan di LKS pak? (sambil menunjuk soal yang ada dibuku)

406.	35.51-35.58	Teacher	(mendatangi meja murid tersebut dan memberikan arahan)
407.	36.00-36.02	A student	Pertanyaannya ditulis?
408.	36.03	Teacher	Nggak usah.
409.	36.02-36.04	A student	Heh, kamu kan punya LKS, (mengingatkan teman duduk disampingnya yang kebingungan)
410.	36.05-36.19	A student	Ooh.. jadinya nggak boleh. Pak, halaman berapa pak? (murid ini tadi asik ngobrol dengan teman duduknya sehingga tidak mendengarkan instruksi dari gurunya)
411.	36.22-36.23	Teacher	Halaman berapa tadi? (bertanya ke semua murid)
412.	36.24-36.26	A student	Halaman 47 sama.. <i>(dalam video ke-5 dapat kita lihat ada murid yang sedang izin ingin keluar kelas dan menunjukkan bahwa setiap siswa yang keluar harus izin terlebih dahulu dengan guru dan salaman dengan guru, dan berlaku juga ketika masuk ke kelas lagi pada menit ke 01.24-01.27)</i>
413.	36.34-36.35	A student	Sek to.. <i>(pada menit ke 01.39-01.48 pada video ke-5, jika seorang murid ingin bertanya, iya lebih memilih untuk maju ke depan kelas dan menanyakannya langsung ke guru)</i>
414.	36.58-36.59	Teacher	Udah sekarang kerjakan.
415.	37.09-37.11	A student	Keysha, key dut.. temenin ke toilet.
416.	37.12	A student	Ngapain?
417.	37.13	A student	Pipis,
418.	37.14-37.15	A student	Ijin dulu kae sana
419.	37.16-37.20	A student	nggak berani ee. Nggak berani, ijin mbaknya.
420.	37.21-37.23	A student	Serahmu. Mbak e bukan guru yaa
421.	37.24-37.31	A student	Ehm, mbaknya kan yang ngomong nanti. Aku takut ee nek sendiri. Ada hantuuu..
422.	38.20-38.21	Teacher	Silahkan kerjakan biar lulus
423.	38.21	A student	(mengangkat tangan)
424.	38.22	Teacher	Kenapa?
425.	38.24-38.27	A student	Ancor itu apa pak? Atau actor itu?
426.	38.29-38.36	Teacher	(guru mendatangi meja murid yang bertanya)
427.	38.37-38.38	A student	Lagi pak nanya lagi pak
428.	40.17-40.19	A student	Pak, (sambil mengangkat tangan) tray (bacaan trey) itu nampan to?
429.	40.20	Teacher	Ha?
430.	40.21-40.25	A student	Trey itu apa? Nampan kan? Trey.
431.	40.25-40.27	Teacher	Train? Train tulisannya?
432.	40.28-40.32	Some students	T,R,A,Y
433.	40.33	Teacher	Nomer berapa?
434.	40.34	Some students	5

435.	40.37	Teacher	Ho'oh (guru mengangguk setuju, dapat dilihat pada video 6 menit 00:41)
436.	40.40-40.44	A student	5 apa? (bertanya pada temannya? Nomer dua?
437.	40.46	A student	C
438.	41.08-41.11	A student	Amazed itu apa kes? Amazed itu apa?
439.	41.40-41.41	A student	Pak, dentist apa pak?
440.	41.42	A student	Dokter gigi (membantu mengartikan)
441.	41.43	A student	Ok
442.	42.11	A student	Pak,
443.	42.12-42.13	A student	Iya aku udah nanya
444.	42.14-42.17	A student	Oh, not jadi. Aaaa mata ku perih
445.	42.22-42.23	A student	Khkhkh ini pak ada corona
446.	42.28-42.29	A student	Acor apa pak acor? (tulisan anchor murid membaca acor)
447.	42.30-42.31	A student	Mana sih acor?
448.	42.44-42.52	A student	Sek to, baru sampek nomer 4. "do you always wake up early in the morning?" "Yes, I always wake up when a rooster....." (membaca soal pada buku text)
449.	43.49-43.53	Teacher	(menyebut nama seorang siswa, namun suara kurang jelas).. sudah selesai belum? Mau tidur?
450.	43.54	A student	Nggak
451.	44.06-44.10	A student	Physics itu apa? Phy cis itu apa?
452.	44.12	A student	Hah?
453.	44.13-44.15	A student	Phy cishs
454.	44.17-44.24	A student	Pak, phy cis.. (sambil tertawa kecil) Pak, pak otnil phy cis apa pak? phycis
455.	44.25-44.26	Teacher	Ha? Nomer berapa?
456.	44.25	A student	Fisika (murid lain mencoba memberitahunya)
457.	44.27-44.28	A student	P, H, Y, C
458.	44.29	Teacher	Nomer berapa?
459.	44.30-44.33	A student	Nomer Sembilan. Apa sih cuk? (menergur temannya)
460.	44.37	A student	Fisika
461.	44.39-44.40	A student	Nggak jadi pak nggak jadi nggak jadi.
462.	50.12-50.21	A student	"let's visit Deswita this afteranoo. She is sick" "It is she hospitalized (membaca tulisannya persis sama)?" "I dun no oo" (membaca dengan medok bahasa jawa). Opo? (merespon temannya yang melihat dia asik membaca sendiri)
463.	51.24-51.25	Teacher	Sudah selesai?
464.	51.25-51.26	Some students	Beluum
465.	52.01-52.03	A student	Pak, farmacy itu apa?
466.	52.03	Teacher	Ha?
467.	52.04-52.05	A student	Farmacy

468.	52.06	A student	Apotek, kan tadi aku udah bilang (seorang murid membantu mengartikan)
469.	54.13-54.14	Teacher	Sudah selesai?
470.	54.15	Some students	Beluum
471.	54.16-54.17	A student	Kurang satu nomer pak
472.	54.17-54.18	Teacher	Kok rame di dalam kelas ya?
473.	57.03-57.05	Teacher	Itu yang belakang udah pada selesai?
474.	57.06	A student	Belum pak
475.	59.58	Teacher	(guru keliling kelas mengecek jawaban siswa)
476.	1.01.17-1.01.27	A student	Pak, bahasa Inggrisnya mengatur letak-letak interior apa pak? Mengatur letak-letak..
477.	1.01.27-1.01.33	Teacher	Mengatur itu bisa arrange, bisa manage, interior yo interior aja.
478.	1.02.00-1.02.03	A student	Eh kalo cowok itu him apa his? (bertanya ke temannya)
479.	1.02.04	A student	He
480.	1.02.05-1.02.06	A student	Alah liat buku tulis wae
481.	1.04.08-1.04.09	A student	Pak, quickly itu apa?
482.	1.04.10-01.04.11	Teacher	Ha? Bayclin?
483.	1.04.13-1.04.15	A student	(tertawa) quickly pak. Quickly.
484.	1.04.16-1.04.17	Teacher	Quickly, dengan cepat
Transcript dilanjutkan dari rekaman Video ke-11			
485.	00.00.24-00.00.27	Teacher	(keliling kelas mengecek jawaban siswa) kamu udah selesai po mba? Kamu udah selesai?
486.	00.00.28-00.00.29	A student	Udah, udah
487.	00.01.14-00.01.17	Teacher	Kenapa mba? Mau tanya apa? Lah barusan angkat tangan.
488.	00.01.18-00.01.19	A student	Minjem tipe-x
489.	00.01.18-00.01.19	Some students	Hahaha (tertawa)
490.	00.01.21-00.01.22	Teacher	Kenapa? nyerah?
491.	00.01.23-00.01.26	A student	Nggap pa-pa, ini ngajak (sambil menunjuk temannya, namun suara kurang jelas)
492.	00.02.30-00.02.32	Teacher	Oke silahkan siap-siap pulang lanjutkan di rumah
493.	00.02.33	Some students	yeaay

494.	00.02.34-00.02.36	Teacher	Kalo ada yang ingin ditanyakan masalah itu kasih tau yaa
495.	00.02.51-00.02.53	A student	Pak, katanya Keisha tahun depan mau bakar-bakar
496.	00.02.54	A student	Nggak pak
497.	00.03.25-00.03.29	Teacher	Kalian masukin buku ke tasnya yaa, pake mulut apa pake tangan?
498.	00.03.30	Some students	Muluut, Tangaan
499.	00.03.31-00.03.32	Teacher	Siapa yang mau pake mulut? (sambil melotot ke arah siswa yang menjawab pake mulut)
500.	00.03.34-00.03.35	A student	Tangan aja pak
Transcript Audio 2			
501.	00.03	Teacher	Ready? (maksudnya siap untuk pulang)
502.	00.04	Some student	Ready
503.	00.13-00.15	A student	We diem we, shht.. (mengingatkan teman-teman kelasnya yang masih ribut)
504.	00.28-00.34	Teacher	Mas, (sambil menunjuk seorang siswa) bukan mas sebelahnya. Udah pernah mimpin doa? Belum kan? Pimpin doa mas.
505.	00.49-01.00	A student	Baik teman-teman sebelum kita pulang, mari kita berdoa menurut agama dan kepercayaan masing-masing, berdoa mulai. Berdoa selesai.
506.	01.01-01.09	Teacher	Makasih ya mas. Ok, I think that's all for today, see you.. next..
507.	01.10	A student	Thursday.. (mengingatkan guru)
508.	01.11-01.14	Teacher	thursday yaa? Oke hari Kamis. See you next, see you yah
509.	01.15-01.16	Some students	See you..

Day 5 - Transcription of Audio & Video in SMP 5 Yogyakarta (05/03/2020)

No.	Minute	Speaker	Transcription
Audio & Video			
1.	00.00-01.47	Teacher & Some students	(pada menit ini ada beberapa murid yang ketahuan memainkan hp di dalam kelas sehingga guru menyita hp nya)
2.	01.48-01.54	Teacher	Sudah? Sudah? (namun beberapa murid masih asik ngobrol dengan temannya) Sudaah? Sudah?
3.	01.55	A student	Sudah
4.	01.57	Teacher	Sudaaah? (dengan nada yang tegas)
5.	01.58-01.59	Some students	Sudaah
6.	02.00-02.42	Teacher	Woi! (memarahi seorang siswa yang masih asik sendiri) first of all I'd like to appreciate, your attitude, kalian hebat, hebat sekali. Hebatnya kenapa? Karna kalian jujur. Ketika hp kalian disita, yaa itu konsekuensi, ya, konsekuensi karna kalian telah melanggar. Tapi luar biasa kalian, kalian mau jujur. Tidak semua anak mau bisa seperti itu. Beberapa kali saya sering ketemu anak seperti itu,

			ayok siapa tadi yang nggak ngerjain tugas? Ayok siapa tadi yang main hp? Semuanya diem. Pernah saya cerita ketika.. apa namanya, saya di kamar mandi sana itu (sambil menunjuk ke suatu arah) digedor-gedor gitu, pernah?
7.	02.43	All students	Belum
8.	02.44-03.37	Teacher	Oo belum yaa, oke sekarang saya cerita. Yang pasti, yang pasti kalian hebat, karna kalian jujur dan kalian bisa jujur. Orang sekarang ini yang dilihat kejujuran, bukan kepintaran. Kamu pintar tapi kalo kamu nggak jujur, waah (sambil geleng-geleng kepala), kamu jadi orang jahat, gitu yaa. Kamu jujur tapi kalo kamu nggak pintar kamu juga jadi orang paham, kenapa paham? Laa kamu dikerjain orang-orang, kamu dibuli orang kamu ditipu orang. Jadi karakter dan otak wajib jalan bareng. Kalo kamu memang tidak mau disita hpnya ya jangan main hp, nunggu selesai kalo mau pulang, jangan ngegame. Sekali lagi saya mau tanya, emang games buruk? Games buruk? Games yang di hp itu buruk?
9.	03.38	Some students	Nggak
10.	03.39-04.13	Teacher	Ah? Nggak, nggak buruk. Saya juga punya game di hp saya. Dulu hp saya juga penuh games, emang game itu buruk? Nggak. Yang buruk siapa? Kaliannya, orang yang pakek hp nya. Kalo kamu nggak bisa ngatur sendiri yaa, pisau buruk nggak? Pinjem pulpen deh (meminjam pulpen ke salah satu siswa), pulpen, mana. Bolpoin ini? (sambil memegangnya) oiya, ini bolpoin buruk atau baik
11.	04.14	Some students	Baik
12.	04.15-04.19	Teacher	Baik kan? Kalo ini kita pake, tapi kalo kamu pake buat nusuk orang gini? (sambil memperagakan gerakan menusuk) baik apa buruk?
13.	04.20	Some students	Buruuk
14.	04.21-04.23	Teacher	Jadi yang buruk pulpennya atau orangnya?
15.	04.23-04.24	Some students	Orangnyaaa
16.	04.24-06.55	Teacher	Samaa.. hp juga sama. Kami guru-guru, itu cuma berharap gini lo, hmm kamu kalian itu tidak terfokus pada hp. Medsolah, gameslah, kenapa? Karna kamu, duniamu itu tidak hanya dihp itu. Saya saaangat setuju dengan SMP 5, ketika hpmu dikumpulkan, kenapa? Karna ketika istirahat kalian

			bisa main sama temen-temen, bersosial, bersosialisasi dengan temen-temen. Kalian bisa lari-lari kejar-kejaran misale, olahraga kan? Kalian misalnya lari ada temen jatuh jduar kalian bisa langsung “eh ayo tolongin” empati kan? Kemanusiaan kan? gitu loh, kenapa hp harus dikumpulkan. Dua kali saya liat kamu seperti ini, saya masih diem di sini, kenapa? Karna saya pengen belajar, kalian itu tau nggak sih mudeng nggak to, mudeng nggak? Nah sekarang udah kejadian seperti ini. Itu yang pertama, jujur, hebat kalian, two thumbs up, weeih itu udah hebat kalian. Nah yang mau saya ceritakan begini, kapan hari itu saya, ehm pintu kamar mandi itu kan nggak bisa ya kalo kamar mandinya tu kebukaa gitu, saya ke kamar mandi masih ada pintunya sih, maksudnya yang dikantor punya kana da kamar mandi tuuh, nah saya tu nggak bisa kalo mau kebelakang di kamar mandi situ, kenapa? Karna rasanya tu banyak yang liatin, ya emang diliat ya, masuk kamar mandi kan banyak ketemu orang. Jadi kalo saya ke kamar mandi, kamar mandi yang di sini (menunjuk ke suatu arah) yang toilet umum, kamar mandi yang di belakang sana deket ruangan kemas (suara tidak begitu jelas karna Bapak terlalu cepat berbicara). Nah, suatu hari ehm saya ke kamar mandi sana (menunjuk arah kamar mandi) kan sudah selesai pelajaran saya ke kamar mandi sana, nah lagi enak-enaknya bertapa gitu kan sambil melamun, ada beberapa orang yaa, pintu itu sambil dibeginiin “wooooy cepet wooy keluar woooy, cepet keluar (sambil memperagakan pintu digedor-gedor seseorang)” yang tadinya mau keluar masok lagi (puff nya), sayang sekali kan.
17.	06.55-06.58	All students	Khkhkhkhkh (tertawa kecil)
18.	06.59-07.43	Teacher	Bisa dilanjut? Khkh (tertawa kecil). Lah itu saya kaget, saya kaget, tapi saya bingung, menurut saya nggak sopan banget ee. Itu beberapa anak seperti itu. Nggak cuma sekali dua kali, kalo saya itung mungkin kira-kira sekitar dua tiga menit gedor-gedor pintu diginiin (sambil memperagakan contoh menggedor pintu), handlenya digini-giniin, sampe saya tu liat, itu kan pernah waktu itu saya ngajarnya di atas to. Jangan-jangan lepas kebuka pintunya waaa, nggak enak banget kan. Terus udah lama-lama berenti, terus saya denger ada yang ngomong gini “weh, jangan-jangan yang di dalem nanti guru lagi”

			hmm kan. Saya diem aja sih, nggak mungkin kan saya teriak-teriak “woi ini aku” lah nggak mungkin kan.
19.	07.44-07.45	Some students	Hahaha (tertawa)
20.	07.46-08.12	Teacher	Naah, terus daah, karna saya lama-lama merasa nggak nyaman, mereka berenti sih memang, tapi karna saya merasa nggak nyaman saya keluar. Saya keluar, bener semua disini, di kamar mandi di sebelah pintu kamar mandi disebelah. Saya cuma tanya ke mereka “siapa tadi yang gedor-gedor pintu?” ternyata diem gini. Saya nggak marah, kalo saya tanya “siapa tadi yang gedor-gedor pintu?” itu marah nggak?
21.	08.13	Some students	Nggak
22.	08.13-10.01	Teacher	Setau saya sih nggak, saya cuma tanya “siapa tadi yang gedor-gedor pintu?” semua diem, nggak ada yang ngaku satupun. Ada satu cewek agak tinggi tu kayaknya dia tu ngeliat saya kayak gini “bukan saya pak, bukan saya” (guru memperagakan orang merinding seperti ketakutan). Terus dia ngeliat ke temennya, satu temennya, beberapa murid itu sekitar ada lima enam anak. Temennya lanjut ngeliat ke dia, yang diliat itu mbaknya itu agak lebih pendek dari saya, agak gemuk gitu, kulitnya agak gelap. Dia bilang “bukan saya” tapi saya diem aja, karna semua ngeliat ke dia kan. “ngapain tadi? Siapa yang gedor-gedor pintu?” semuanya diem. Kalo misalnya ada yang ngaku “saya”, ya paling saya juga cuma akan “jangan diulangi” terus saya mau ngapain coba? Saya hukum? Hukum apa? Suruh lari keliling lapangan gitu? Atau hukum apa? Palingan saya cuma akan ngomong “jangan seperti itu lagi” kenapa? Karna itu tindakannya nggak salah, ya kan cuma itu to? Tapi ternyata nggak ada yang mau ngaku, yaudah saya bingung. Naah itu yang tidak sopan pertama dan goblok itu, keduanya nggak jujur, yang ketiga pintu kamar mandi di sebelah kan kebuka, ada dua cowok keluar dari dalam karna deketan kan, itu langsung masuk buuuk (menirukan suara pintu), dan meninggalkan saya. Saya berenti, kok gitu sih. Jadi ada tiga hal, dua hal, nggak sopan satunya nggak jujur. Saya tidak ingin hal seperti itu terjadi di kelas yang saya ajar. Saya ngajar nya VIII I, B, H, I, VIIA, VIIB, semua sudah saya ceritakan masalah ini. Dan saya tidak..

23.	10.01-10.02	A student	(tiba-tiba seorang siswa bertanya ditengah guru berbicara) kamar mandinya yang disebelah mana?
24.	10.03	Teacher	Ha?
25.	10.04-10.05	A student	Kamar mandinya yang sebelah mana?
26.	10.06-10.08	Some students	Disanaa (sambil menunjuk ke arah kamar mandi).. kan udah di kasih tau
27.	10.09-10.10	A student	Oo aku yo wajar (sambil tertawa kecil)
28.	10.11-10.22	Teacher	Wajar (sambil tertawa kecil) parah. Saya tidak ingin itu terjadi di sini, di kelas 7A, mengerti ya? Mengerti ya?
29.	10.23	Some students	Iyaa
30.	10.23-11.34	Teacher	Jadi bersikaplah sopan, itu juga yang sopan orang-orang itu nggak akan sopan deh, wes ngerti gedor-gedor, orangnya diem aja, pertama kamar mandi ditutup, digedor dibuka nggak bisa, itu berarti kan ada yang pakek to? Digedor-gedor nggak ada yang menjawab berarti kan sudah ada yang punya kan? Ini dingonokke teruus, dingonokke nang ndi to. Nah, jadi saya berharap kalian semua tidak melakukan hal yang konyol, hal yang tidak sopan, jelas? Oke, bener yaa jangan seperti itu yaa. Ehmm yak, saya berharap kalian bisa menjadi anak-anak yang punya karakter yang bagus, itu cita-cita saya, otaknya juga bagus, itu juga cita-cita saya. Jadi kita belajar bareng, biar semuanya apa namanya bisa lulus dari SMP 5 dengan nilai yang baik. Bukan hanya akademis tapi juga karakter, gitu? Oke kita lanjutkan pelajarannya, ada PR?
31.	11.35	Some students	Adaa
32.	11.36-12.37	Teacher	Oh iya, oke. Kita koreksi PR nya. Assessment halaman 47 ya? Tolong tukarkan teman, eh itu yang di belakang tukarkan teman. Tukarkan teman, di sebelahnya boleh, depan belakang juga boleh.
33.	12.38-12.40	A student	(sambil mengangkat tangan) pak, kalo ada yang belum selesai?
34.	12.41-12.42	Teacher	Siapa yang belum selesai?
35.	12.43-12.44	Some students	(mengangkat tangan)
36.	12.45-12.49	Teacher	Termasuk yang belum nulis penjelasan dan segala macem, itu saya anggap belum selesai, siapa yang belum selesai?
37.	12.49-12.50	Some students	Penjelasan? Penjelasan apa pak?
38.	12.51-12.55	Teacher	Saya kemaren kan minta huruf dan kata-katanya, ya kan?

39.	12.54-12.55	A student	Yang ngerjain dibuku aja kan pak?
40.	12.56-13.00	Teacher	Yang mengerjakan dibuku tulis, ya kan? Siapa yang belum selesai?
41.	13.01	Some students	(mengangkat tangan)
42.	13.02-13.12	Teacher	Yang belum selesai silahkan diambil lagi pekerjaannya, kerjakan di luar, selesaikan di luar, jauh dari kelas 7A. Terserah mau dimana, asalkan tidak di kantin.
43.	13.13-13.14	A student	Boleh di ruang kelas pak?
44.	13.15-13.17	Teacher	Ha? Boleh, tapi emang nggak kejauhan ya kamu ke sana?
45.	13.18	Some students	Kan disini ada pak.. Di sini pak.. (sambil menunjuk suatu arah)
46.	13.19	Teacher	Iya-iya
47.	13.20-13.23	A student	(tiba-tiba berdiri sambil menunjuk bangku depan) Pak, saya boleh pindah duduk ke sini?
48.	13.24-13.25	Teacher	Kamu kenapa emang?
49.	13.25-13.26	A student	Kedinginan pak kena kipas
50.	13.27-13.31	Teacher	Oo kedinginan, ya udah. Kamu nggak pa-pa? (bertanya kepada siswa yang tempat duduknya mau ditempati)
51.	13.31	A student	(mengangguk)
52.	13.32	Teacher	Yakin?
53.	13.33	A student	(mengangguk lagi sambil berjalan menuju ke arah bangku belakang)
54.	13.36-13.57	Teacher	Siapa lagi yang belum selesai? Ini ngopo ee jenjenan ngono ee? (melihat muridnya yang sudah keluar mengintip-ngintip di jendela) astaga.. sudah semua selesai? Dah semua dibuka? Ayo kita koreksi. Itu mereka keluar
55.	13.58-13.59	A student	Nggak bawa LKS
56.	14.00-14.04	Teacher	Nggak bawa LKS gimana mereka mau nyusun kata-katanya (sambil melihat ke arah jendela guru memerhatikan para muridnya yang tidak membawa LKS). Tu kaan (melihat murid-muridnya balik ke kelas lagi)
57.	14.05-14.06	A student	Balik lagi hahaha (tertawa)
58.	14.06-14.09	Teacher	Heh diemin diemin diemin itu nggak sopan (melihat salah satu muridnya memanggil temannya lewat jendela)
59.	14.10-14.11	A student	Ichu kamu juga belum selesai to?
60.	14.12-14.13	Teacher	Hei.. wei..
61.	14.14-14.15	A student	Heh LKS nya mana? (seorang siswa di dalam kelas menyahut)

62.	14.15-14.21	Teacher	Shht.. saya sudah ngomong diemin kenapa kamu ikutan. Emang kamu juga nggak punya buku? Nggak ada bukunya?
63.	14.25-14.27	A student	Permisi, mau ngambil LKS pak
64.	14.28-14.29	Some students	Ya ampun Khkhkhk (tertawa kecil)
65.	14.30-14.34	Teacher	7A punya pintu nggak? Kelas 7A punya pintu tidak?
66.	14.35	A student	Punya
67.	14.35	A student	(salah satu murid di dalam kelas menyahut) ketok dulu
68.	14.36-14.40	Teacher	Ada gurunya tidak? Kenapa lewat jendela? Itu nggak sopan,
69.	14.40	A student	Itu bukan saya pak
70.	14.41-14.43	Teacher	iya saya tau.. mana anaknya?
71.	14.45	A student	Stelaa (memanggil temannya yang berbicara lewat jendela tadi)
72.	14.49	A student	(tiba-tiba salah satu murid di dalam kelas mengangkat tangan) pak,
73.	14.51	Teacher	Ha?
74.	14.52	A student	Saya juga belum selesai
75.	14.53	Teacher	Belum selesai apa?
76.	14.54	A student	Ini (menunjuk PR nya yang belum dikerjakan)
77.	14.55	Teacher	Lah kok diem aja?
78.	14.56-14.57	A student	Yah baru liat
79.	14.58	Teacher	Maksudnya?
80.	14.59-15.01	Some students	Dia baru liat PR nya tu lo paak (sambil tertawa kecil, temannya membantu menjelaskan ke guru)
81.	15.11	A student	(seorang siswa yang berbicara di jendela tadi memasuki kelas)
82.	15.12-15.13	Teacher	Kelas 7A punya pintu tidak?
83.	15.14	A student	Punya
84.	15.15	Teacher	Ha?
85.	15.16	A student	Dua (sambil maju mendekati guru)
86.	15.18-15.19	Teacher	Kelas 7A punya pintu nggak?
87.	15.19	A student	Punya (sambil tersenyum)
88.	15.20-15.24	Teacher	Ada gurunya nggak? Lewat pintu ato lewat jendela kalo kamu manggil orang?
89.	15.25	A student	Lewat pintu
90.	15.26-15.33	Teacher	La iya, kenapa lewat jendela? Heeh udah sana lanjutin, eey LKS nya mana?
91.	15.34	A student	Udah pak udah
92.	15.35-15.36	Teacher	Udah? Udah ada?
93.	15.36	A student	Dadah
94.	15.37-15.38	Teacher	Ngopo dadah-dadahin orang yo (berbicara bahasa jawa)

95.	15.39-15.40	Some students	Khkhkhkh (tertawa kecil)
96.	15.42-16.11	Teacher	Nggak usah intap intip, sing ngono (berbicara bahasa jawa namun suara terlalu kecil) oke kita lanjutkan, sudah ditukar yaa. Jadi orang jangan oon, masak keluar nggak bawa LKS lah gimana mau nganunya astagaa.. Nomer satu, “what does your mother do?” itu sama kayak kita kalo mau nanyain “what is your mother?” nanyain pekerjaan. Jadi jawabannya adalah..?
97.	16.12	Some students	B
98.	16.13-18.08	Teacher	Iyaak, kalo jawaban A jelas salah. Yang B “she works for a low firm” mungkin bisa, “she is like my elder sister” itu berarti dia seperti saudara kakak-kakak, “she is a lecturer and blogger” itu juga bisa. “what does your mother do?” apa yang dikerjakan oleh ibumu? Ini B sama D bisa semua ini. Iya ini B sama D bisa semua ini. Kalo liat pertanyaannya, menjawab pertanyaannya, jawabannya yang B, tapi pertanyaan itu pun juga bisa diganti dengan what is your mother? maksudnya intinya sama. Jadi kalo itu jawabannya bisa D. “what does your mother do?” misalnya “she is a lecturer and blogger” juga boleh. Jadi nomer satu jawabannya bisa B bisa D. Ada bacaannya nggak sih? Nggak tau ini, nggak ada bacaannya kok. Yaudah jadinya bisa B dan D. I just want to tell you that what does your mother do is the same as what is your mother. Pertanyaannya sama, intinya sama. Number two, “what does your father do?” ni liat ni “what does your father do?” he is a blablabla, berarti jawaban nomer satu yang D tadi benar. Tapi kalo liat benar-bener pertanyaannya, apa sih yang ibumu lakukan? Oh ibuku bekerja di itu juga bener, makanya tadi nomer satu bisa B bisa D. Nomer dua, “he is a blablabla” jawabannya yang?
99.	18.09	Some students	C
100.	18.10-18.24	Teacher	C. veterinarian. Pets itu kan berarti hewan to? Examines itu me.. memeriksa, memeriksa binatang peliharaan. Veterinarian itu dokter hewan. Dentist itu?
101.	18.24	Some students	Dokter gigi
102.	18.25-19.01	Teacher	Dokter gigi. Surgeon yang B dokter bedah. Pediatrician yang D dokter anak. Pediasure susu, Pediasure, iya. Kalau pekerjaan temenmu cuma

			hurufnya tok tanpa penjelasannya nilai setengah. Number three, “what does your elder sister do?” “she is a news anchor” “where does she work?” “at a..?”
103.	19.03	A student	Television
104.	19.04-19.16	Teacher	Yak, television station, C eh sorry B. Number four, “do you always wake up early in the morning?” “Yes, I always wake up when a rooster..?”
105.	19.17	Some students	crows
106.	19.18-19.19	Teacher	Rooster itu apa sih?
107.	19.20	A student	Ayam jantan
108.	19.21-19.24	Teacher	Ayam berkokok, eh ayam berkokok ayam jantan. Ayam jantan yang mana?
109.	19.25	A student	B
110.	19.26-19.28	Teacher	Yang D ya, meows, gitu yaa (sambil tertawa kecil).
111.	19.29-19.30	Some students	Ha? B, B B, pak
112.	19.31-20.02	Teacher	Iya-iya B tau. A singa, buzzes yang C itu apa sih? Ular ya? Ular atau tawon lebah. Number five, “Randi, Mrs. Wida and her friend are coming here. I will welcome them. Can you help me please?” “Yes, Mom” “Thanks. Serve these cakes and drinks for them. Use this...” menggunakan apa untuk nyuguhi tamu bawa minuman?
113.	20.04	Some students	tray
114.	20.04-20.15	Teacher	Tray, yes tray. Next number six, student number one. Six, student number one.
115.	20.15	A student	(mengangkat tangan)
116.	20.16-20.18	Teacher	Yes. Baca soalnya, baca jawabannya.
117.	20.19-20.26	A student	“where does the dialog take place?” C.
118.	20.27-20.36	Teacher	C. At Ayu’s house. “wow, your house is full of unique objects..” ok, good C. Number seven, student number eight.
119.	20.38	Some students	Nggak masuk
120.	20.39	Teacher	Nine?
121.	20.40	A student	(mengangkat tangan)
122.	20.41	Teacher	Yes
123.	20.42-20.46	A student	“What does Zaky feel seeing the objects?”
124.	20.47-20.56	Teacher	“What does Zaky feel..” yes? Kira-kira jawabannya yang mana? Ada kata-kata “wow” gitu kan. Kalo wow itu apa?
125.	20.56	A student	Amazed

126.	20.57-21.03	Teacher	Amazed, iya yang A. Number eight student number eleven.
127.	21.05-21.10	A student	“what is Ayu’s father like?” D. He is creative
128.	21.11	Teacher	He is?
129.	21.12	A student	Creative
130.	21.13	Teacher	A,b,c,d?
131.	21.14	A student	D
132.	21.14-21.24	Teacher	D. he is creative, yes. “My father made them”. Number nine, student number fifteen.
133.	21.25-21.32	A student	Eh aku. “In what lesson does the dialog probably take place?” B. Eh iya.
134.	21.32-21.41	Teacher	B. Biology. “O.K., today we are going to learn about fleas” What is fleas? “do you know what a flea does in one’s hair?”
135.	21.39-21.41	Some students	Kutu
136.	21.42-21.48	Teacher	Kutu, iyaa. Berarti mungkin buat untuk ngelab opo yo? Nah, dirambut seseorang berarti itu pelajaran tentang?
137.	21.49	Teacher & student	Biology
138.	21.50-21.57	Teacher	B. Ten, student number twenty one
139.	21.59-22.00	A student	Dua satu Taufik (membantu menerjemahkan)
140.	22.01-22.02	Teacher	Siapa? Tuafik.
141.	22.03-22.08	A student	“Why can a flea jump very high?” It has strong back legs, D.
142.	22.09-22.26	Teacher	D, oke, bacaannya high, H, I, G, H, bacaannya high bukan haig, dibetulkan. Number eleven, student number twenty five.
143.	22.28-22.29	A student	(berbicara dengan nada yang terlalu kecil)
144.	22.30-22.34	Teacher	Woi! Yang keras mas, saya belum denger mas, ayoo.
145.	22.35-22.36	A student	What is the...?
146.	22.37-22.39	Teacher	Baca yang lengkap
147.	22.41-22.43	A student	What is the..
148.	22.44-22.47	Some students	Wisnuu.. Wisnu.. (Murid yang lain mengingatkan siswa ini kalau yang di abaca itu salah) Nomer 11
149.	22.48-22.49	A student	“Wisnu say, (say dibaca say seperti bacaan Indonesia)
150.	22.50-22.52	Some students	Say Khkhkh (menertawakan bacaan temannya)
151.	22.52-22.59	Teacher	Nggih mas, Wisnu sai kok mas, iya-ya lanjut-lanjut lanjut..
152.	23.02-23.09	A student	“fleas can jump from one’s hair.. ”(membaca soal dengan pronounciation yang berantakan, sambil

			sese kali bertanya kepada teman duduknya bagaimana cara membacanya, siswa ini membaca dengan nada yang pelan dan suara yang kecil)
153.	23.10-23.20	Teacher	Mas.. Baca yang keras, salah nggak pa-pa, jadi saya tau kalok kamu bacanya salah. Saya bisa dengerin, dan kamu juga bisa ngucapin dengan benar.
154.	23.21-23.22	A student	(namun siswa ini tetap bertanya ke teman duduknya bagaimana cara mengucapkan kata per kata)
155.	23.23	Teacher	Ulangi!
156.	23.24-24.01	A student	“Wisnu says, “Fleas can jump from one’s hair onto other’s <u>quickly</u> ” What is the synonym of the underlined word? A. (masih membaca soal dengan pronunciation yang berantakan, sambil sese kali bertanya kepada teman duduknya bagaimana cara membacanya)
157.	24.02-24.08	Teacher	Ok. Everyone listen to me carefully, and then repeat after me. Wisnu says
158.	24.08-24.09	All students	Wsinu says
159.	24.10	Teacher	Wsinu says
160.	24.11	All students	Wsinu says
161.	24.12	Teacher	Fleas
162.	24.13	All students	Fleas
163.	24.14-24.15	Teacher	can jump
164.	24.15-24.16	All students	can jump
165.	24.17	Teacher	from
166.	24.18	All students	from
167.	24.19-24.20	Teacher	one’s hair
168.	24.20-24.21	All students	one’s hair
169.	24.21-24.22	Teacher	onto
170.	24.22-24.23	All students	onto
172.	24.24-24.25	Teacher	other’s quickly
173.	24.25-24.26	All students	other’s quickly
174.	24.27-24.28	Teacher	What is..
175.	24.28-24.29	All students	What is..
176.	24.30	Teacher	the synonym
177.	24.31	All students	the synonym

178.	24.32	Teacher	of the
179.	24.33-24.34	All students	of the
180.	24.35	Teacher	underline word
181.	24.36-24.37	All students	underline word
182.	24.38	Teacher	A.
183.	24.39	All students	A.
184.	24.39	Teacher	Fast
185.	24.40	All students	Fast
186.	24.41	Teacher	Mas ulangi mas
187.	24.42	A student	(hanya tersenyum)
188.	24.43	A student	(murid yang lain mengingatkan) ulangi!
189.	24.54-25.08	A student	“Wisnu says, “Fleas can jump from one’s hair onto..” (masih membaca soal dengan nada terlalu lambat, pronunciation berantakan, dan sambil sesekali bertanya kepada teman duduknya bagaimana cara membacanya)
190.	25.09-25.12	Teacher	One’s hair, jump, please ulangi!
191.	25.14-25.16	A student	“Wisnu said.. please
192.	25.17-25.21	Teacher	Says.. bukan said mas, said meniko sak bangun, rapi..
193.	25.27-26.02	A student	(bertanya ke teman sebelahnya lagi bagaimana cara membacanya) “fleas can jump for one’s hair onto other’s quickly” (pronunciation masih berantakan dan tidak jelas) What is the synonym of the underlined word? A.
194.	26.03-26.09	Teacher	Iyaak, A. fast. Ketuk pintu dulu yaa, ulangi, tutup dulu. (meminta para murid yang baru saja kembali ke kelas dari mengerjakan PR di luar untuk mengetuk pintu kelas sebelum masuk)
195.	26.10-26.11	Some students	Tadi udah tadi aku udah ketuk pak
196.	26.12-26.13	Teacher	Kok saya belum denger, mana
197.	26.13-26.16	Some students	Hahaha (tertawa) Replay, replay, replay
198.	26.17-26.18	Some students	<i>Tok tok tok</i> (mengetuk pintu dengan keras)
199.	26.19-26.22	Teacher	Silahkan masuuuk.. Woow selamat datang (para murid langsung berjabat tangan dengan guru sebagai bentuk rasa hormat)
200.	26.25-26.28	A student	Selamat datang di Indomaret selamat berbelanja (mengikuti tagline sebuah mini market yang ada di Indonesia)

201.	26.30-26.32	A student	Silahkan, dimulai dari 0 yaa (tagline prtamina di Indonesia)
202.	26.33-26.35	Some students	Itu kan pom bensin Ho'oh kok pom bensin
203.	26.37-26.46	Teacher	Yok lanjut. Yang barusan datang, ehm.. ditukarkan dikoreksi. Nomer.. nomer sebelas jawabannya A betul. Number twelve, student number twenty two
204.	26.48-26.50	Some students	Dua puluh dua Siapa sih? Puput yaa?
205.	26.50	A student	(mengangkat tangan)
206.	26.51	Teacher	Yes
207.	26.57-27.00	A student	"Where is Diana going?" C.
208.	27.01-27.05	Teacher	A campsite, ok. Number thirteen, student number twenty nine.
209.	27.08-27.09	Some students	Dua Sembilan
210.	27.11	Teacher	Siapa 29?
211.	27.12	A student	 ojo too khkh (menegur temannya yang absen 29 dengan bahasa jawa, namun suara di awal tidak jelas)
212.	27.13	Some students	Rachel
213.	27.14	A student	Eh udah tadi (maksudnya sudah bersuara kalo dialah yang absen 29)
214.	27.15	Teacher	Siapa 29?
215.	27.16	A student	(mengangkat tangan)
216.	27.16-27.17	Teacher	Iyak silahkan mbak.
217.	27.18-27.23	A student	"Why do you think Mr. Roy asks Diana to bring a shawl?" B. it is very cold
218.	27.26	Teacher	Apa?
219.	27.27	A student	B
220.	27.28-27.34	Teacher	Ok, B. It is very cold. Ok, next number fourteen, student number one.
221.	27.37-27.42	A student	"What is Mr. Roy like? He is..." A.
222.	27.43-27.48	Teacher	A. Caring, ok, peduli yaa. Fifteen, student number two.
223.	27.49	A student	(mengangkat tangan)
224.	27.50	Teacher	Yes
225.	27.52-28.04	A student	"Berlina: What does yor father usually do in the morning before going to work?" "Dani: He usually _____ the Internet to read recent online news" C. (suara agak kecil, namun pronunciation cukup bagus dan lancar)
226.	28.05-28.09	Teacher	C. browses, ok. Number sixteen, student number sixteen.

227.	28.10-28.15	Some students	Bait, bet, bait (memanggil nama temannya yang absen no 16) Enam belas
228.	28.16-28.34	A student	“Galuh: _____” “Dara: Yes. She works there as a secretaries eh secretary.” D. Does your sister work for a furniture company?
229.	28.35-28.36	Teacher	Yang mana jawabannya?
230.	28.36	A student	D
231.	28.37-29.03	Teacher	D. does your sister work for a furniture company? Yes. She works there as a secretary. Good. Number sixteen, the answer is D. Karna ada jawaban yes, makanya pertanyaannya yang model C atau D. Pertanyaannya modelnya seperti itu. Di depannya diapa namanya diawali dengan do atau does. Number seventeen student number twenty three.
232.	29.05	A student	(mengangkat tangan)
233.	29.06	Teacher	Yes
234.	29.07-29.12	A student	“Deswitas’s father workplace is in front of?” A. (salah pronunciation mau bilang A menjadi “Ei” malah “I”)
235.	29.15-29.16	Teacher & student	Hah? Apa?
236.	29.16	A student	A, I
237.	29.19-29.30	Teacher	Bacaannya ‘Ei’, ‘Ei’ iyaa, kalo ‘I’ itu E. “Deswitas’s father workplace is in front of a hospital”
238.	29.31-29.33	Some students	No.. Bukan Hospital pak Pharmacy pak
239.	29.32-29.44	Teacher	Ha? Berarti yang D. a pharmacy. Number eighteen, student number twenty five.
240.	29.45-29.48	Some students	Dua lima Hahaha (beberapa siswa tertawa karna murid yang absen dua lima sudah dipanggil tadi, namun dipanggil lagi)
241.	29.49-29.50	Teacher	(melihat murid yang absen 25) Oh sudah, oh iya twenty four.
242.	29.51-29.57	Some students	Dua empat Twenty four Siapa? Fany
243.	30.01-30.12	A student	“What are Aldo and Lina going to do soon?” D.
244.	30.13-30.17	Teacher	B or B? khkh B or D? eh salah D or B?
245.	30.17	A student	D
246.	30.18-30.59	Teacher	D, ok. Meet Mr. Alvian, bener? “What are Aldo and Lina going to do soon?” “Let’s visit Deswita this afternoon. She is sick” “Is she hospitalized?” “I

			don't know" "Why don't we ask Mr. Alvian, her father? I often see him in front of Sehati Pharmacy." "What does he do?" "He is a parking attendant. He parks and arranges customers' motorcycles and cars" "Well, how can we recognize him?" "He always wears an orange vest" "What are Aldo and Lina going to do soon?" Jawabannya yang? D. meet Mr. Alvian. Bukan visit dulu kan nggak tau (mengoreksi jawaban siswa yang salah)
247.	31.00	A student	Iya iya
248.	31.00-31.02	Teacher	Makanya dia nyari dulu, iya kan?
249.	31.03	A student	yaa
250.	31.03-31.05	Teacher	Nineteen, student number four.
251.	31.08	Some students	Nomer empat
252.	31.09	Teacher	Five
253.	31.09	A student	Wadduh (dia kaget karna absen dia adalah nomer 5)
254.	31.10-31.12	Teacher & some students	Hahaha (tertawa) waduh
255.	31.15-31.21	A student	"What does Mr. Alvian look like?" B. He wir..
256.	31.22-31.23	Some students	Wears (beberapa murid mengoreksi pronunciation temannya tadi yang salah) He wir haha (tertawa)
257.	31.24-31.26	A student	He wears a vest
258.	31.27-31.31	Teacher	Ok, he wears, bacanya wears yaa, ulangi mas, he wears.
259.	31.32-31.33	A student	He wears a vest
260.	31.34-31.37	Teacher	Yaa, he wears a vest, B. Number twenty, student number thirty.
261.	31.40-31.42	Some students	Tiga puluh Nomer dua puluh
262.	31.43	A student	Nomer, nomer? (siswa absen 30 ini bertanya sekarang nomer berapa)
263.	31.44-31.45	Some students	Nomer dua puluh
264.	31.53-32.04	A student	"Why is Mr. Alvian's job beneficial for others?" (teman duduk siswa ini membantunya dalam mengucapkan kosakata yang dibacakan terlihat dalam video 3 menit 09.20) D. (mengucapkan alphabet dalam bahasa Indonesia)
265.	32.05-32.06	Somes students	D (memperbaiki ke salahan pengucapan huruf D dalam bahasa Inggris menjadi "Di")
266.	32.07	A student	Oo D (membacanya "Di")
267.	32.08-32.19	Some students	B (bi) D (di)

			A (i)
268.	32.21-32.23	Teacher	Jawabannya yang mana? A,b,c,d?
269.	32.23	A student	D
270.	32.24-32.41	Teacher	Kita liat dari D ya, “He makes the place comfortable” tempat, tempat apa? Nggak dijelaskan tempatnya. Dari bacaan kan nggak dijelaskan tempatnya juga to. C. He makes the place beautiful, what place? Nggak ada tempatnya, pekerjaannya apa sih?
271.	32.41-32.42	Some students	Tukang parkir
272.	32.42-32.54	Teacher	Tukang parkir kan. “He makes vehicles clean” kan nggak mungkin dong tukang parkir ngebersihin, berarti jobnya yang A. He keeps vehicles safe. Betul kalikan 5.
273.	33.01-33.05	A student	19 x 5 berapa, eeh 19 x 5 berapa?
274.	33.06	A student	95
275.	35.44-35.47	Teacher	Eehm tolong hpnya dibagi, ada kamus kan di hp mu?
276.	35.47	Some students	Adaa
277.	35.48-35.56	Teacher	Ada, tolong hpnya dibagi. Latihan halaman 49, dikerjakan, boleh buka kamus.
278.	35.57-35.58	A student	Latihana berapa?
279.	35.59-36.00	Teacher	Halaman 49.
280.	36.10	All students	(satu persatu siswa ke depan kelas mengambil hp nya masing-masing ter;iat dalam video 5 menit ke 00:25)
281.	36.15-36.17	A student	Hp nya siapa ini? Ini hpnya siapa yaa?
282.	36.26-36.41	Teacher	Semua duduk, semuaa duduk (guru melihat siswa salaing berebut mengambil satu persatu). Saya nyuruh apa tadi? Hpnya dibagi, bukan hpnya diambil (seorang siswa langsung mengambil kotak hp dan membagikannya satu persatu ke temannya). Kerjakan halaman 49, sambil mengerjakan nilainya akan saya masukkan.
283.	36.42	A student	Buku ne ndi? (bertanya ke teman duduknya)
284.	36.54-36.57	A student	Nomer satu suruh ngapain e? nomor satu suruh ngapain e? (bertanya ke temannya)
285.	36.58	A student	Suruh mbaca
286.	36.59	A student	Terus?
287.	37.01	A student	Diartiin
288.	37.02	A student	Hah?
289.	37.03-37.05	A student	Baca, pertanyaannya dibaca
290.	37.05	A student	Apah?
291.	37.07	A student	Dibaca cuk!
292.	37.08-37.09	A student	Terus disuruh ngapain?
293.	37.10-37.11	A student	Terus ngisi ini (sambil menunjuk buku)

294.	37.11-37.12	A student	Lah terus kenapa nomer satu di sini?
295.	37.13	A student	Ya nggak tauu
296.	37.33-37.47	Teacher	Sudah? Semua bisa duduk? Ehm sebentar saya mau tanyak, yang PR halaman dua puluh dua nilainya sudah belum saya masukkan ya? Ho'oh yang latihan PR LKS halaman dua puluh dua
297.	37.48-37.49	A student	Uuh jelek banget aku (maksudnya nilainya jelek)
298.	37.50	Teacher	Sudah dikerjakan belum?
299.	37.51-37.52	Some students	Udaah..
300.	37.53	Teacher	Sudah dikoreksi?
301.	37.54	Some students	Udah
302.	37.55-37.56	Teacher	Nilainya belum saya masukkan berarti.
303.	37.57	Some students	Kayaknya belum Iya
304.	37.58	Teacher	Tapi sudah dinilai kan?
305.	37.59	Some students	Udah
306.	38.00-38.01	Teacher	Saya masukkan nilai yang halaman 22 dulu yaa.
307.	38.03-38.04	A student	Berarti langsung lanjut yang ini?
308.	38.04	Teacher	Iya
309.	38.05-38.06	A student	Ini yang digarap halaman berapa? (bertanya ke temannya)
310.	38.09	A student	49
311.	38.06-38.07	Teacher	Ada yang belum mengerjakan halaman 22?
312.	38.09-38.10	A student	Yang cuman nyalin itu kan pak?
313.	38.11	Teacher	Gimana?
314.	38.12-38.13	A student	Nyalin 3x itu to?
315.	38.14-38.23	Teacher	Oiya, Oiya bener. Saya masukkan nilainya yaa. Halaman 22, nomer satu.
316.	38.24-38.28	Some students	Il, il nilai mu piro il? (memanggil temannya yang absen satu) Yang halaman 22
317.	38.31-38.32	Teacher	Saya tanyak nilai bukan salahnya
318.	38.33	A student	Hah (mengejek temannya)
319.	38.36	A student	Nine
320.	38.38-38.50	Teacher	Nine? Ninety. Number two. Number two. Number two.
321.	38.51	A student	(mengangkat tangan)
322.	38.52	Teacher	Yes
323.	38.55	A student	Seventy five
324.	38.56-38.58	Teacher	Seventy five, thank you. Number three.
325.	38.59	A student	Eighty
326.	39.00-39.04	Teacher	Eighty. Four. Number four

327.	39.05-39.06	A student	Nggak masok
328.	39.08	Teacher	Five
329.	39.09	A student	Seventy five
330.	39.12	Teacher	Six
331.	39.12	A student	Eighty
332.	39.15	Teacher	Seven
333.	39.16	A student	Eighty
334.	39.17	Teacher	Seven
335.	39.18	A student	Eighty
336.	39.18-39.20	Teacher	Eighty. Eight.
337.	39.21	A student	Nggak masuk
338.	39.22	Teacher	Nine
339.	39.23	A student	Fifty
340.	39.26	Teacher	Siapa?
341.	39.27	A student	Fifty
342.	39.28-39.31	Teacher	Fifty. Ten
343.	39.32	A student	Seventy
344.	39.37	Teacher	Eleven
345.	39.38	A student	Seventy five
346.	39.41	Teacher	Twelve
347.	39.42	A student	Eighty
348.	39.46	Teacher	Thirteen
349.	39.47-39.50	A student	Fifty, apa sih? Lima puluh, fifty, iya kan? (bertanya ke temannya)
350.	39.50-39.54	Teacher	Fifty. Fourteen?
351.	39.55	A student	Ninety
352.	39.56-39.58	Teacher	Ninety. Fifteen
353.	40.00	A student	Eighty five
354.	40.03-40.08	Teacher	Sixteen.. Sixteen.. Sixteen..
356.	40.09-40.10	Some students	Heh sixteen.. (siswa yang dipanggil malah ngelamun)
357.	40.11	A student	Eighty (sambil tersenyum)
358.	40.12-40.16	Teacher	Seventeen. Seventeen.
359.	40.18	A student	Seventy
360.	40.20	Teacher	Eighteen
361.	40.21-40.22	A student	Eighty five
362.	40.25	Teacher	Nineteen
363.	40.26	A student	Eighty
364.	40.27-40.29	Teacher	Eighty. Twenty
365.	40.33	A student	Sixty five
366.	40.34	Teacher	Seventy five?
367.	40.35	A student	Sixty five
368.	40.36-40.37	Teacher	Sixty five. Twenty one
369.	40.38	A student	Eighty
370.	40.39	Teacher	Excuse me?

371.	40.40	A student	Eighty
372.	40.40	Teacher	Hah?
373.	40.41	A student	Eighty
374.	40.42-40.44	Teacher	Eighty. Twenty two
375.	40.45-40.47	A student	Lupa bawa LKS nya, lupa bawa LKS nya. (siswa ini sebelumnya sudah izin ke guru dan meminta maaf karna lupa membawa LKS)
376.	40.47-40.49	Teacher	Oo iyaa, lupa. Twenty three
377.	40.50	A student	Eighty
378.	40.53-40.55	Teacher	Twenty four.. twenty four..
379.	40.57-40.58	A student	Dua empat, woi (memanggil temannya yang absen 24)
380.	41.00	A student	Seventy
381.	41.00-41.02	Teacher	Seventy. Twenty five
382.	41.06-41.09	A student	Eighty. Eighty. Eighty. (karna gurunya kurang dengar sehingga diulang)
383.	41.10-41.11	Teacher	Eighty. Twenty six
384.	41.12-41.13	A student	Eighty five
385.	41.14-41.25	Teacher	Twenty seven. Twenty seven. Twenty seven, which one? Excuse me, who is student number twenty seven?
386.	41.25	A student	(mengangkat tangan)
387.	41.26-41.28	Teacher	Yes, yes. Your grade?
388.	41.29	A student	Seventy five
389.	41.30-41.32	Teacher	Seventy five, thank you. Twenty eight
390.	41.34	A student	Fifty
391.	41.36	Teacher	Twenty nine
392.	41.38	A student	Ninety
393.	41.40	Teacher	Thirty
394.	41.42	A student	Eight Eighty
395.	41.56	Teacher	Thirty one
396.	41.57	A student	Eighty five
397.	42.00-42.08	Teacher	Thirty two, oh tau. LKS halaman 47. Number one.
398.	42.13	A student	Halaman berapa?
399.	42.14-42.22	Teacher	Empat puluh tujuh. Number one. Eighty five?
400.	42.22	A student	(mengangguk setuju)
401.	42.23-42.24	Teacher	Number two
402.	42.25-42.26	A student	Seventy five
403.	42.28-42.35	Teacher	Number three.. number three.. hah? Number three..
404.	42.36	A student	(mengangkat tangan)
405.	42.37	Teacher	Yes
406.	42.41-42.42	A student	Ninety five
407.	42.43-42.46	Teacher	Ninety five. Number five
408.	42.47	A student	Seventy
409.	42.50	Teacher	Six

410.	42.51	A student	Seventy
411.	42.53-43.01	Teacher	Seven. Nine? Nine?
412.	43.05-43.06	A student	Ninety five
413.	43.08-43.10	Teacher	Ten.. Ten?
414.	43.11-43.12	Some students	Pal, pal (menyebut nama seorang siswa)
415.	43.14	Teacher	Eleven
416.	43.15-43.16	A student	One hundred
417.	43.19	Teacher	Thirteen
418.	43.20	A student	Eighty five
419.	43.21-43.25	Teacher	Eighty five. Fourteen
420.	43.26-43.27	A student	Seventy
421.	43.29	Teacher	Fifteen
422.	43.30	A student	Kok aku nggak? (merasa dirinya belum dipanggil)
423.	43.31	A student	Ninety five
424.	43.33	Teacher	Sixteen
425.	43.34-43.35	A student	Kok saya tidak pak?
426.	43.35	A student	Thirty
427.	43.36	Teacher	Yes?
428.	43.36	A student	Thirty? (seorang siswa menyahut seakan tidak percaya kalau temannya dapat nilai 30)
429.	43.37	Teacher	Thirty?
430.	43.38-43.39	A student	E eh, ho'oh to? (bertanya ke temannya)
431.	43.39	A student	Apa sih kamu? (bertanya ke temannya tsb sebenarnya nilainya berapa)
432.	43.40-43.41	A student	Tiga tiga, eh tiga puluh.
433.	43.43	Teacher	Kok iso?
434.	43.43	A student	Thirty
435.	43.44-43.46	Teacher	Iya, kok bisa jadi dapat segitu?
436.	43.48-43.49	A student	Kemaren silang indah (sambil tersenyum)
437.	43.50	Teacher	Hah?
438.	43.51	A student	Silang indah
439.	43.52-43.57	Some students	Silang indah pak (membantu menjelaskan ke guru) Silang indah ngarang pak Silang indah itu
440.	44.00	Teacher	Seventeen
441.	44.03	A student	Eighty
442.	44.06	Teacher	Eighteen
443.	44.08	A student	Ninety
444.	44.10	Teacher	Nineteen?
445.	44.10	A student	Ninety
446.	44.12	Teacher	Twenty.. twenty?
447.	44.16	A student	(suara terlalu kecil)
448.	44.18-44.23	Teacher	Twenty one? Twenty one, yes.
449.	44.23-44.24	A student	(mengangkat tangan) eighty

450.	44.25-44.28	Teacher	Eighty. Twenty two, nggak ada. Twenty three?
451.	44.29	A student	Pak, saya belum pak (suara anak ini terlalu kecil hingga guru tidak menggubrisnya)
452.	44.29	A student	Eighty
453.	44.30-44.32	Teacher	Eighty. Twenty four?
454.	44.37	A student	Eighty
455.	44.39-44.40	Teacher	Twenty five?
456.	44.41-44.42	A student	Eighty fifth
457.	44.42	Teacher	Hah? (terkejut)
458.	44.43	Some students	Hah? Hahaha (tertawa)
459.	44.44-44.46	Teacher	Eighty five, ha.. ulangi!
460.	44.47	A student	Eighty five
461.	44.48-44.50	Teacher	Yes. Twenty six?
462.	44.51-44.52	A student	Ninety five
463.	44.54	Teacher	Twenty seven
464.	44.55	A student	Ninety
465.	44.56	Teacher	Yes?
466.	44.57	A student	Ninety
467.	44.58-44.59	Teacher	Ninety. Twenty eight?
468.	45.00	A student	Eighty
469.	45.03	Teacher	Twenty nine
470.	45.04-45.05	A student	Eighty five
471.	45.06	Teacher	Thirty
472.	45.07-45.08	A student	Eighty
473.	45.09	Teacher	Yes?
474.	45.10	A student	Eighty
475.	45.11	Teacher	Ha?
476.	45.11	A student	Eighty
477.	45.12-45.14	Teacher	Eighty. Thirty one?
478.	45.16	A student	Eighty
479.	45.17-45.23	Teacher	Eight, thank you. Ada yang belum saya masukkan nilainya di yang hadir hari ini? Kamu mbak?
480.	45.24	A student	(sambil mengangkat tangan) saya.
481.	45.25-45.26	Teacher	Oiya, nomer berapa mba?
482.	45.27	A student	Tiga belas
483.	45.28-45.29	Teacher	Oh tiga belas, halaman?
484.	45.30-45.31	A student	Empat sembilan, empat puluh sembilan
485.	45.31-45.32	Teacher	Halaman empat puluh..
486.	45.32-45.34	A student	Eh empat sembilan, empat puluh tujuh, is gimana sih.
487.	45.34-45.35	Teacher	Empat puluh tujuh nomer tiga belas?
488.	45.36	A student	Iya
489.	45.37	Teacher	Berapa nilainya?
490.	45.38	A student	Sembilan puluh

491.	45.39	Teacher	Sembilan puluh
492.	45.39-45.40	A student	Wes.. bahasa Indonesia, mantap
493.	45.41-45.42	Teacher	Nomer dua belas nggak ada ya?
494.	45.43	A student	(mengangkat tangan)
495.	45.43-45.44	Teacher	Oh 12 kamu?
496.	45.45	A student	Halaman 22
497.	45.46-45.50	Teacher	Oh halaman yang 22 nomer 12 ya?
498.	45.50	A student	(mengangguk setuju)
499.	45.51	Teacher	Berapa nilainya?
500.	45.52	A student	Tiga puluh
501.	45.53-45.55	Teacher	Tiga puluh? Yang halaman 47?
502.	45.56	A student	85
503.	45.57-46.15	Teacher	85, oke, terima kasih. Silahkan kalian kerjakan Mid-term testnya. Nomer 8, 9, 10 kerjakan dibuku tulis.
504.	46.16	Some students	Hah? Yeay
505.	46.19-46.23	Teacher	Oh.. berarti.. hmm.. sorry saya salah, sebentar..
506.	46.23-46.25	A student	Semuanya suruh ngerjain dibuku (menyahut)
507.	46.27-46.28	Teacher	Semuanya dikerjakan dibuku tulis berarti yaa?
508.	46.28-46.31	Some students	Iyaa Tapi udah ngerjain yang disini pak (sambil menunjuk buku) Buku tulis biar rapi
509.	46.32-46.37	Teacher	Iya ya ya ya, semuanya dikerjakan dibuku tulis, maaf maaf. Kalo buat essay mbok cukup po disitu? (maksudnya di LKS)
510.	46.38	A student	Cukup pak
511.	46.39-46.40	Teacher	Ya kalo cukup ya terserah
512.	47.53-47.55	A student	Nomer satu itu apaan e? woi (bertanya ke temannya)
513.	47.56-47.57	A student	Cuman suruh mbaca
514.	47.58	A student	Oh
515.	48.11-48.13	A student	Luar biasa itu bahasa Inggrisnya apa? (bertanya ke temannya)
516.	48.16-48.18	A student	Apa ya? Nggak tauuu
517.	49.34-49.36	A student	Excited itu tulisannya gimana?
518.	49.37	A student	Apa?
519.	49.40	A student	Ee .. ee'
520.	49.42	A student	Exi?
521.	49.55-49.58	A student	Cited.. Ex, cited (membantu temannya menjawab)
522.	50.32-50.34	A student	Nephew (salah dalam pronounciationnya) tu cewek apa cowok?
523.	50.36	A student	Apa?
524.	50.38	A student	Nephew
525.	50.42	A student	Cowok to?
526.	51.30-51.32	A student	Nephew apa cuk nephew?
527.	51.39	A student	Kayak keponakan itu loo

528.	51.40-51.41	A student	Ya tau, cewek apa cowok?
529.	51.42	A student	Cowok
530.	51.43	A student	Eh iya poo?
531.	51.44	A student	Cewek keknya
532.	51.46	A student	Ayok cari yok (nyari di kamus)
533.	51.50-51.51	A student	This book..
534.	51.52-51.53	A student	With kan? With.. iya kan? (mengira-ngira jawaban yang cocok dengan pertanyaan)
535.	51.54-51.58	A student	Bought, bought tu loo.. dibeli..
536.	51.59	A student	Hah?
537.	52.00-52.03	A student	Kan this book bought with my parent
538.	52.04-52.06	A student	Bought, b,o,u,g,h,t ya ya.
539.	52.29-52.30	A student	Nephew cewek apa cowok?
540.	52.31-52.34	A student	Nggak tau, di situ (dikamus) nggak ada
541.	52.34	A student	Pak,
542.	52.35	Teacher	Iya
543.	52.35-52.36	A student	nephew tu buat cewek apa cowok?
544.	52.42-52.46	Teacher	Nephew (guru memperbaiki pronunciation siswa yang salah). Nephew ya, keponaan cowok
545.	53.46-53.49	A student	Penasaran itu apa ee? Penasaran.. (beratanya ke temannya yang membawa kamus)
546.	53.54-53.57	A student	Curious, curious, cu rious
547.	55.42-55.44	A student	Lapar itu apa ya, lapar?
548.	55.46	A student	Hungry
549.	59.09-59.11	A student	Antonimnya traditional apa?
550.	59.11	A student	Modern
551.	59.26-59.27	A student	Ini apa yang Desi suka maksudnya apa? (membaca soal pada LKS)
552.	59.32	A student	Mana?
553.	59.33-59.34	A student	Yang A, apa..
554.	59.35-59.44	A student	Look like lo, keliatannya kayak apa dia (membantu menerjemahkan kalimat dalam bahasa Inggris ke bahasa Indonesia yang ditanyakan temannya). Tiggi to? Pretty tall
555.	01.00.11-01.00.15	Teacher	(melihat beberapa siswanya selfie bersama di kelas) wei wei wei kamu taq suruh ngapain nanti taq ambil hpnya
556.	01.05.50	Teacher	Sudah selesai?
557.	01.05.51	Some students	Beluum
558.	01.05.52-01.05.53	A student	Dari tadi sinyalnya susah
559.	01.05.54-01.05.55	Teacher	Hah? Buka aplikasi apa?
560.	01.05.56-01.05.57	A student	Download kamus

561.	01.05.58-01.06.00	Teacher	Loh saya kan sudah nyuruh download kamus kan? (guru sudah menyuruh siswa mendownload kamus dari jauh-jauh hari sebelumnya)
562.	01.06.01	A student	Iya ini download (sambil menunjukkan hpnya)
563.	01.06.02-01.06.03	Teacher	Kok baru sekarang?
564.	01.06.04-01.06.05	A student	Yaa dari tadi udah (membela diri)
565.	01.06.06	Teacher	(guru memukul kepalanya sendiri pertanda kecewa dengan siswa tersebut)
566.	01.06.09-01.06.11	A student	Pak, ini pak kurang dua (maksudnya jawabannya tinggal dua yang belum dijawab)
567.	01.06.13-01.06.31	Teacher	Kalok caranya kayak gitu ya susah kalo kamu nggak ada jaringan. Dari awal saya masuk kelas ini, saya kan ngomong to, download kamus dihp mu! Carik di playstore! Kan ada banyak jenis kamus di sana, download itu. Bukan pakek yang model itu!
568.	01.06.31	A student	Saya udah download pak
569.	01.06.32	Teacher	Kapan?
570.	01.06.33-01.06.35	A student	Tadi, tapi nggak mulai..
571.	01.06.35-01.06.56	Teacher	Saya ngomong dari pertama kali saya masuk kelas ini, bukan tadi. Kalo ngasih tau kalian itu susah banget e cah, hadeeeh.. Silahkan kalian lanjutkan di rumah, ehm kita ketemu lagi hari senin ya berarti?
572.	01.06.57	Some students	Rabu pak
573.	01.06.57-01.07.06	Teacher	Hari rabu, kita ketemu lagi hari rabu, kita koreksi hari rabu, itu yang pertama, yang kedua jaga kesehatan, karna kalian tanggal 23 akan Mid-test.
574.	01.07.07	Some students	Hah?
575.	01.07.09-01.07.18	Teacher	Ingat, kalo ada pelajaran yang kalian ra mudeng, silahkan tanya! Ok? Silahkan tanya, jelas?
576.	01.07.22-01.07.23	A student	Boleh lewat hp nggak?
577.	01.07.24-01.10.16	Teacher	Boleh silahkan. Gitu yaa. Ada pertanyaan sebelum saya meninggalkan kelas? Jadi inget yaa, belajar jadi anak yang sopan santun, yang kedua belajar jadi anak yang jujur, pinter tok tu ndak ngaruh. Megerti? Nah sekarang tolong hp nya dikumpulkan dari belakang ke depan, hp nya dikumpulkan, hp yang tadi Bu Wid mengatakan untuk disita, silahkan bawa ke kantor ke mejanya Bu Wid. Saya tunggu, hpnya dikumpulkan dulu. Yang nggak disita

			dikumpulin, yang disita dikumpulin. Dimatiin dulu aja. Hp nya yang disita tolong taruh di depan sini. Hp yang disita sama Bu Wid tadi tolong taruh sebelah sini (sambil menunjuk meja didepan). Biar saya aja yang bawa ke tempatya Bu Wid. Yang disita ditaruh meja depan tu, saya aja nanti yang bawa, taruh yaa depan situ. Berapa tadi yang disita? Semua duduk, yang disita tadi yang di belakang angkat tangan kalian yang di belakang. Satu, dua, tiga, empat, lima, enam, tujuh, delapan, sembilan, sepuluh, sebelas, dua belas, tiga belas. (mulai menghitung jumlah hp yang terkumpul) Satu, dua, tiga, empat, lima, enam, tujuh, delapan, sembilan, sepuluh, ini kurang satu,
578.	01.10.17-01.10.18	Some students	Udah ada di sana pak
579.	01.10.19	Teacher	Hah?
580.	01.10.20-01.10.21	A student	Udah ada di tempat Bu Wid
581.	01.10.25-01.10.28	Teacher	Ok students, see you yaa. Bye bye
582.	01.10.29	Some students	Bye..
583.	01.10.29	Teacher	Belajar yang bener ya
584.	01.10.30	Some students	Iya paak
585.	01.10.32-01.10.33	Teacher	Ini dibawa kemana? BK?
586.	01.10.33	A student	Iya
587.	01.10.34	Teacher	Oke

Day 3 - Transcription of Audio & Video in SMP 8 Yogyakarta (19/02/2020)

No.	Minute	Speaker	Transcription
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Audio & Video			
1.	00.02-00.22	Teacher	Ini yang saya amati malahan. Kelas lain ada yang cuman satu minggu. Ini malah ditumpuk di bawah.. Ini jadi maunya gimana? Ketua kelasnya mana? Bisa mengorganisir teman-temannya tidak? Kenapa sampe nggak ditulis?
2.	00.23-00.28	A student	 (diam & tidak menjawab)
3.	00.29-00.30	Teacher	Kenapaa?
4.	00.33-00.34	A student	Yang piket soalnya pak
5.	00.34-00.47	Teacher	Lo yang piket kenapa juga nggak sadar? Ini lo yang saya perhatikan malah 7B ini, kelas lain itu saya nasehati, itu malah bisa konsisten perhatiannya
6.	00.48-01.02	School Employee	 (pengumuman yang disampaikan melalui saluran suara di kelas oleh pegawai sekolah)
7.	01.03-01.22	Teacher	Ini suruh masang, nggak ditumpuk, dilipet. Ketua kelasmu wes marahi dibuat seperti ini, karena instruksinya daripada subuh masang, biar bisa dilipet, ini nggak dilipet ditumpuk-tumpukkan. (Guru menasehati siswa karena keadaan kelas yang belum bersih dan rapi)
8.	01.24-01.28	Teacher	Iki piye piye piyeee?
9.	01.31-01.40	Teacher	Nanti nek saya sampaikan laporannya ke orangtua kalian nanti ada yang protes, nggak mau anaknya dikata-katakan seperti itu.
10.	01.41-01.44	Teacher	Tapi faktanya ya seperti ini.
11.	01.46	Teacher	Baik..
12.	01.49-01.50	Teacher	Who is missing today?
13.	01.51-01.52	A student	Risa
14.	01.53-01.54	Teacher	Maria Risa
15.	01.56-02.15	Teacher	Okey, we are waiting for time to sing the anthem Indonesia Raya, wait for the instruction, and if we have finished the literacy activity, you can submit the task
16.	02.16-02.41	School Employee	 (masih terdengar suara pengumuman yang disampaikan melalui saluran suara di kelas oleh pegawai sekolah)
17.	02.48-04.18	-	 (suara bell berbunyi tanda untuk menyanyikan lagu kebangsaan Indonesia Raya, semua siswa di kelas diminta untuk berdiri dan bernyanyi)
18.	04.20-08.48	All students & Teacher	 (semua anggota kelas bersama-sama menyanyikan lagu kebangsaan Indoensia Raya, baik siswa maupun guru)

19.	08.49-08.50	Teacher	Okey sit down.
20.	09.02-09.32	Teacher	Okey yaa.. Perhatikan hari ini mungkin darurat listrik, karena banyak bagian yang listriknya mati, sehingga kekuatan listrik yang di ruang ini sudah sebagian diambil untuk ruangan yang lain. Banyak AC ndak bisa di pake ini sebagian, tadi dipesen tapi mungkin kurang korek kuping, suruh buku jendelanya.
21.	09.33-09.35	Some students	 (suara jendela yang dibuka oleh beberapa siswa)
22.	09.36-09.46	Teacher	Tadi udah Pak Fahmi teriak-teriak di sini, tapi yo kadang-kadang kwiki kwiki, teriak pun ora krungu.
23.	09.48-09.50	Teacher	Memang mungkin ndak biasa ndak rajin..
24.	09.53-10.25	Teacher	Termasuk yang buku kemajuan kelas, di hari selasa, hari rabu nggak ada yang ngurusi. Karena kalian terbiasa orang gandhiel (suara tidak jelas). Yaaa? Coba tolong ya urusan kalian di rumah nggak usah dibawa-bawa ke sekolah, mungkin kalian itu keluarga orang kayaa, keluarga pejabat, nggak usah dibawa ke sekolah karna sekolah tempat mendidik kalian. Dididik disiplin.
25.	10.26-10.31	Another Teacher	 (dating guru yang lain memanggil ketua kelas)
26.	10.32-10.46	Teacher	Jadi kalian dididik biar disiplin, biar bisa mandiri, biar bisa bertanggung jawab. Ketika seperti ini, nanti lempar-lemparan saja.
27.	10.48-11.04	Teacher	Kalian itu sudah berulang kali saya ingatkan. Memang kalo dilihat, dari tiga empat tahun yang lalu ke sekarang itu bukannya beda, kebalek, kebaleek.
28.	11.06-11.11	Teacher	Jadi bukannya beda lagi, kayaknya tu terbalek arahnya
29.	11.12-11.39	Teacher	Anak yang dulu itu cepet kok sekali diingatkan itu adaptasinya cepet, dan yo begitu bisa konsisten. Lah sekarang itu seklai dua kali diingatkan hasilnya yo nggak ada. Besok diulang-ulang lagi. Sudah kemampuan yo maaaf, kemampuannya yo memang betul berkurang, karakternya jauh kuraang. Seperti ini.
30.	11.40-11.43	Teacher	Coba yang hari ini piket silahkan maju terlebih dahulu.
31.	11.46-11.52	Teacher	Bu Ijalel sudah pernah diingatkan, sampe dimarahi, tapi dampaknya yoo ndak ada ee.
32.	11.53	Teacher	Yaa?

34.	11.54-12.14	Teacher	Maaf saya guru bahasa Inggris banyak ngomong, itu mengingatkan kalian memasukkan nilai-nilai moral, karakter. Kalo kalian kemampuannya kurang, cobalah karaktermu tunjukkan yang baik, moralitasnya yang baik.
35.	12.15-12.17	Teacher	Ini piket apa yang dikerjakan tadi? (sambil menunjuk salah satu siswa yang maju di depan)
36.	12.18	A student	Belum piket. (Bicara dengan tegas)
37.	12.19-13.03	Teacher	Naa belum pikeet, ya kan? Podo wae, kalian itu piket itu didik untuk tanggung jawab untuk disiplin. Bukan tujuan sekolah mempekerjaan anak-anak. Bukan. Ini sekolah itu lingkungan pendidikan. Kalo di sekolah di kelas begini, wes saya yakin di rumah jauh lebih parah kalian. Sambil midipi (bahasa yang digunakan tidak jelas) jadi orangtuamu itu jadi pembantumu. Ini banyak orang tua yang seperti itu. Anak dinasehati malah mbalek, orangtuanya ibunya dimarah-marahi. Kelihatan tercermin kalian kebiasaan kebalik.
38.	13.04-13.06	Teacher	Ini piket apa yang dilakukan? (sambil menunjuk siswa yang lain yang berdiri di depan kelas)
39.	13.06-13.08	A student	Tadi pagi nyapu sama buang sampah.
40.	13.08-13.11	Teacher	Nyapu sama buang sampah, yang disapu bagian mana?
41.	13.11	A student	Semua (sambil menunjuk lokasi yang dia sapu)
42.	13.12-13.28	Teacher	Semua, la itu sampah masih banyak itu ada opo? Jagung di bawah meja wooo, bukan jagung itu kancil di bawah meja. Ini bekas tusukan makanan, kertas lo. Nyapunya gimana gitu lo?
43.	13.32-13.41	Teacher	Tu sampah di bawah meja banyak itu. Ini lo, koe iki di kelas begini, di rumah yakin jauh lebih parah.
44.	13.43-13.45	Teacher	Ini kamu pike tapa yang dilakukan? (sambil menunjuk siswa yang lain)
45.	13.46	A student	Belum
46.	13.47-13.50	Teacher	Belum pikeet, kenapa?
47.	13.51-13.53	A student	 (suara kecil dan berbicara tidak jelas)
48.	13.54	Teacher	Apaa?

49.	13.55	A student	 (suara kecil dan berbicara tidak jelas)
50.	13.56-14.11	Teacher	Loh kalo kotornya sekarang, kamu nunggu sampe pulang? Iyaa? Kalo pagi ini misalnya kamu ke toilet kok kotorannya mawut-mawut nunggu sampe pulang nanti? Iya?
51.	14.13-14.24	Teacher	Wes tak fotonya, ben orangtuamu mengerti mengingatkan, yaa? Maaf saya video saja yaa.
52.	14.59-15.01	Teacher	Lah kamu piket apa yang dilakukan? (menunjuk siswa lainnya)
53.	15.02	A student	Belum (suara kecil sambil menggelengkan kepala)
54.	15.03-15.27	Teacher	Belum, ya koyo ngene iki, koe ki nek memang merasa punya tugas piket usahakan datang lebih pagiii. Ini yang bermasalah anaknya ato orangtuanyaa? Tapi saya amati memang sekarang itu komplit ya anaknya gitu, yo orangtuanya itu yo kadang parah, hmm.
55.	15.28-15.57	Teacher	Nanti ini sebagai bahan saya sampaikan ke orangtuamu. Nyatanya yang (suara tidak jelas) nggak siap buku, literasi, saya sampaikan ke orang tua kalian. Rak ya ada, meskipun penggunaannya nggak maksimal. Mungkin kalo tidak saya sampaikan berdasarkan bukti, orangtuamu ki yo sue meneeng wae anak ee (suara tidak jelas) yaa? Hmmm. Ini piket apa yang dilakukan?
56.	15.58	A student	Buang sampah
57.	15.59-16.00	Teacher	Buang sampah darimana?
58.	16.00-16.01	A student	Dari sini ke sana.
59.	16.02-16.06	Teacher	Dari sini ke sana, sampah siapa? Itu sampah banyak tu
60.	16.06-16.07	A student	Ini tadi disapu, (suara terlalu kecil)
61.	16.08-16.17	Teacher	La koe ki nek nyapu tu dimastiin nggak diliat nggak hasil nyapunya? Ini kotoran banyak lo. Nyapunya iki piye itu lo?
62.	16.21-16.37	Teacher	Ini jangan-jangan kalian karena otaknya sudah banyak urusan online, jadi mungkin nyapu yo online. Ini faktual, nanti nggak ada penyakit online. Nggak adaa.
63.	16.39-17.00	Teacher	Sekarang tu daya tahan anak-anak jaoh dibandingkan kakak-kakakmu dulu. Kadang satu kelas ada 12 anak nggak masok, sakiit. Kemaren ada yang 15 siswa nggak masok. La

			koe ki, kelasmu ber AC, ruangan ditutup, kotorannya itu coba dibersihkan.
64.	17.03-17.19	Teacher	Kalok tahun yang lalu itu bersih, ada parfum, ada berkala itu kalo siang sebelum pulang disemprot obat nyamok itu. La sekarang nek disapu yo koyok ngene.
65.	17.26-17.27	Teacher	Oke, please sit down.
66.	17.32-17.58	Teacher	Ini lo, bukan hanya saya, guru-guru yang lain itu, baru tahun ini nganggap semua banyak cerita hal yaa. Kemampuan anaknya itu jaoh. Diajak ngobrol bahasa Indonesia saja nggak pahaam, yaa? Dinasehatii, kayaknya saat itu melotot, setelah itu yo ndak paham.
67.	18.01-18.41	Teacher	Karena itu dasar kalian nanti kalo kedisiplinan semaunya sendiri, yo ini dampaknya sudah kelihatan, hasil belajarnya nggak maksimal. Semester dua ini kita tinggal mengulangi semester 1. Semseter 1 sudah diberikan semua kecuali yang bagian lirik lagu. Kenapa belum? Karena memang yo lambat. Kalo tahun sebelumnya dua tahun yang lalu, tahun yang lalu, kok selesai semua karena ini (sambel menunjuk kepala) daya paham anak-anak cepet, nangkepnya cepet, dinasehati adaptasinya cepet, la sekarang angel.
68.	18.43-18.46	Teacher	Yaa? Angel ini aja dipaksakan duluu.
69.	18.48-19.43	Teacher	Okeey. Wes, coba dilihat besok(suara tidak jelas) nya bagaimana. Koe itu di kelaas, diganti dibagi kelompok-kelompok petugaas, ada yang pikeet, dan tugas yang lain-lain. Coba koe nganggep dirimu itu disertai tanggung jawab, jangan seenaknyaa. Yang tidak piket juga jangan mentang-mentang tidak piket terus semaunya sendiri buang sampah. Itu kelakuan, karakter individu kalian. Jangan dengan sengaja sampah dilempar, buang, buang ditempat yang sudah ditentukan ngono lo. Kadang-kadang satuu sudah bertugas berat yang lain cuek, sudah bersih dikasih sampah lagi.
70.	19.45-20.01	Teacher	Jadi karaktermu itu piye mau bertumbuh dengan baik?. Kenapa? Dampaknya ini kedisiplinanmu dalam berbagai waktu. Waktu bermain, waktu istirahat, waktu belajar, akhirnya campuraduk.

71.	20.03-20.21	Teacher	Campur aduk, artinya yang kalah opo? Waktu belajar. Kalo nggak main yo wes tidur, baru main, pelajaran di sekolah wes tertinggal. Ini betul-betul ini dalam titik grafik terendah tahun ini, yaa?
72.	20.23-20.52	Teacher	Jadi tiga tahun ini yang dulu kelas sembilan juga sudah sangat merasakan dampak input dari siswa. Kenapa? Sudah mulai susah dinasehati, yaa.. yang setara kelas delapan udah, mulai menurun, ya yang kelas tujuh yo begini. Justru saya memberitahukan begini, cobalah kamu bisa merubah kebiasaanmu menjadi lebih baik. Biar bisa mengangkat kemampuan kalian ini.
73.	20.56-21.02	Teacher	Sekarang tu yo bingung yang mau diangkat apa? Kemampuannya yo susah, karakternya juga susah.
74.	21.05-21.11	Teacher	Saya ngajar bahasa Inggris jadi porsinya kecil, karena dandani karaktermu ini lo.
75.	21.15-21.59	Teacher	Dandani karaktermu, di luar yo kelakuannya sak dewe dewee. guyoon, lompat-lompat akhirnya celakaa. Yang sing nanggung siapa to? Dirimu sendiri. Wes lakukan di lingkungan sekolah opo, koe ki sebenarnya suruh apa? Nggak usah jail, jaili temen-temennyya. Yang kemaren terjadi, ada siswa yang cewek lagi ganti, habis olahraga itu pintunya diudel-udel cowok sampe lengan kanannya kena gagang pintu itu. Sambil masuk UKS nangis-nangis. Itu karna jail isengnya anak-anak. Karaktermu.
76.	22.01-22.44	Teacher	Tapi nek orangtuanya nggak terima, laah piye? Untuk piyee? Tugasmu yang utama belajar melaksanakan tugas itu, koe piket itu sebenarnya koe yo belajar, yaa? Belajar, kalian menghargai waktu, disiplin, tanggung jawab, mandiri. Jangan dikira piket itu bukan belajar, belajar itu, belajar hidup bermasyarakat, koe berkelompok, tanggung jawaab, yaa.. untuk orang lain. Susahke ngomong dewe, yaa?
77.	22.45	Teacher	Okee..
78.	22.48-22.50	Teacher	Ada yang belum mengumpulkan hp silahkan siapaa?
79.	22.54-22.56	Teacher	Sebelum mengumpulkan hp..

80.	23.01-23.04	Teacher	Spidol ini ada dua, putih-putih nggak ada isinya.
81.	23.08-23.10	Teacher	Ketua kelasnya, spidol kelas mana??
82.	23.11-23.12	A student	 (not responding, hanya melihat saja)
83.	23.13	Teacher	Hmm?
84.	23.15-23.18	Teacher	Ya mbok koe plotak plototi yo angel
85.	23.19	A student	Hari ini (suara tidak jelas) aku. (siswa sambil melihat dan membela ketua kelas)
86.	23.20	Teacher	Ya?
87.	23.21-23.26	A student	Pak, kemaren kan Ilham nggak masok, nah yang wakilnya itu tak suru ngisi katanya nanti-nanti tapi sampe sekarang nggak diisi pak.
88.	23.26-23.27	Teacher	Nah, yaa kan?
89.	23.27-23.32	A student	Kan wakilnya ada dua pak, yang satu kemaren saya suruh nggarap ke sana, yang satunya diem aja pak.
90.	23.33-23.52	Teacher	Nah dah kan, ini dampaknya, nggak usah usah nggak usah ngomong dampakmu sak gelem e dewe itu seperti ini. Tuh, kanggo spidol ditekan sampek jebol papan tulisanya nggak bisa untuk menulis. Ini dampakmu iki sak dewe dewe. Dinasehati angel, ini lo (sambil mengangkat & menunjuk spidol).
91.	23.56-24.08	Teacher	Apalagi pas hari ini, darurat listrik, kita nggak bisa pakai proyektor, saya bawa laptop juga, kenapa? Tadi dicobaa, AC nyala wes jegleg kabeh, waah..
92.	24.11-24.25	Teacher	Spidol untuk menulis yo koyok gini, ya kan? Nek koe ki iso mikiir.. nggak usah duduk ngengono, wes dampaknya kan sudah muncul to? Koe ki nggak siap untuk belajar.
93.	24.27	Teacher	Okey..
94.	24.29-24.39	Teacher	Now we will have a review on the materials in the first semester, okey. Do you still remember about descriptive text?
95.	24.40-24.42	All students	(not responding)
96.	24.43-24.50	Teacher	Do you still remember about descriptive text, yes? Raska, what is a descriptive text?
97.	24.51-24.55	A student	 (not responding)
98.	24.55-24.57	Teacher	What is descriptive text?
99.	25.00-25.11	Teacher	Naa, ya kan? Wes diajari berbulan-bulan, catetan dibukumu adaa, ilang.

100.	25.14-25.15	Teacher	Okeey..
101.	25.19-25.22	Teacher	Dimas, what is a descriptive text?
102.	25.23-25.26	A student	 (not responding)
103.	25.27-25.35	Teacher	Inilah, kalo ilang. Yasin, what is a descriptive text?
104.	25.35-25.40	A student	Eee.. (suara terlalu kecil sehingga tidak jelas)
105.	25.41-25.43	Teacher	Speak louder please.. !
106.	25.44-25.46	A student	 (not responding)
107.	25.47-25.58	Teacher	Seperti waktu reading pronunciation kemaren lo, buareng suaranya sampe menggetarkan jendela. What is a descriptive text, Yasin?
108.	25.59-26.02	A student	 (not responding just giggling)
109.	26.03-26.05	Teacher	Okeey..
110.	26.10-26.12	Teacher	Bismaa, what is a descriptive text?
111.	26.15-26.29	Teacher	Yo kaget yo malah ngelamun, mikir sopooo? Jangan-jangan Bisma malah mikir Bunga Citra Lestari ini, yaa.. Kok malah ngelamun lo?
112.	26.31-26.33	Teacher	Okeey, Kelvin, what is a descriptive text?
113.	26.34-26.36	A student	 (not responding)
114.	26.37	Teacher	Naah..
115.	26.40-26.42	Teacher	Sudah pernah diajarin Kelvin descriptive text?
116.	26.43	A student	Sudah
117.	26.44-26.47	Teacher	Sudaah.. hanya sekali ato berkali-kali?
118.	26.48	A student	Berkali-kali
119.	26.49-26.54	Teacher	Berkali-kali.. hasilnya sekarang jadi tau opo jadi malah nggak tau?
120.	26.54-26.55	A student	Belum tau.
121.	26.55-26.57	Teacher	Oo, belum tauu..
122.	26.55-26.57	All students	Hahaha (tertawa)
123.	26.57-26.58	A student	Ee maksudku lupa.
124.	26.59-27.08	Teacher	Iyaa, lo iya kan? Iyaa.. eehm.. coba Dio, what is a descriptive text?
125.	27.09-27.10	A student	Nggak tau
126.	27.10-27.11	Teacher	Nggak tauu
127.	27.20-27.22	Teacher	Ajeeng, what is a descriptive text?
128.	27.25-27.39	A student	Descriptive itu artinya kan deskripsi. Terus teks deskripsi itu teks yang menggambarkan suatu ee, text who is imaged something happened.
129.	27.40-27.43	Teacher	Who is imaged something happened, okeey..
130.	27.46-27.49	Teacher	Igee, what is a descriptive text?
131.	27.50	A student	 (not responding)

132.	27.51-27.59	Teacher	Naa.. ya kan? Inilah sebenarnya dampak dari yaa kebiasaan kalian..
133.	28.05-28.11	Teacher	Descriptive text is a text which tells.. which tells?
134.	28.12-28.14	All students	 (not responding)
135.	28.15-28.17	Teacher	Yang bercerita tentang apa?
136.	28.18	All students	 (not responding)
137.	28.19	Teacher	About?
138.	28.20	A student	Benda (dengan suara kecil)
139.	28.21-28.22	Teacher	Benda yang bagaimana?
140.	28.23-28.24	A student	Yang sedang (dengan suara kecil)
141.	28.25-28.29	Teacher	Oo yang sedang, waduuuh..
142.	28.31-28.47	Teacher	Oke oke oke.. Ya saya beri kalian kesempatan.. okee, open your book Bright.. on page one hundred thirty two.
143.	28.55-29.01	Teacher	Halaman seratus tiga puluh dua ke belakang itu banyak bercerita tentang descriptive text
144.	29.06-29.28	Teacher	Nanti kalian saya minta maju ngomong pakek bahasa Inggris.. yaa, apa yang dibicarakan, menjawab pertanyaan berikut ya. Nanti silahkan kalo dibuku nggak komplit, gunakan hp mu, internet-internetmu, untuk searching mencari jawabannya.
145.	29.29-29.30	Teacher	Okey.. coba..
145.	29.34-29.36	Teacher	What is a .. (sambil menulis dipapan tulis)
146.	29.48-29.50	Teacher	Ni, what is a descriptive text?
147.	30.07-30.37	Teacher	What is the function of a descriptive text? Ini maksudnya social function yaa, fungsi sosialnya, karena setiap tes nanti ada fungsi sosial. Karena semester satu sudah semua, nggak tau dibuku catetanmu masih tersisa atau tidak? Mungkin bukumu hanyut kena banjir, mungkin sudah dijual ke pasar dagang angkringan, nggak tau, yaa..
148.	30.42-31.12	Teacher	What are the structures of naaa.. What are the structures of a descriptive text? Apa itu struktur, susunan, isi dalam text descriptive? Karena nanti tiap text itu ada susunannya. Okey number four.
149.	31.18-31.19	Teacher	What does .. (sambil menulis dipapan tulis)
150.	31.21	Teacher	Each.. (sambil menulis dipapan tulis)
151.	31.25-31.26	Teacher	Structres.. (sambil menulis dipapan tulis)
152.	31.28	Teacher	Of.. (sambil menulis dipapan tulis)
153.	31.29-31.31	Teacher	A descriptive text..

154.	31.34-31.35	Teacher	Tell about?
155.	31.39-32.23	Teacher	What does each structures, apa yang tiap-tiap struktur, naah nanti kalo ada dua, maksudnya tiap-tiap ini satu persatu. Yang satu, tell about apaa, struktur yang kedua tell about apaaa. Semester satu sudah komplit, cuman hari ini kalian latihan speak English, yang lalu you practice pronunciation. Nah diharapkan pronunciation sudah siap, then you practice speak English. You express your idea in English. Okeey, and number five.. (sambil menulis dipapan tulis).
156.	32.27-32.30	Teacher	What is the.. (sambil menulis dipapan tulis)
157.	32.32-32.33	Teacher	Language.. (sambil menulis dipapan tulis)
158.	32.37-32.38	Teacher	Features.. (sambil menulis dipapan tulis)
159.	32.40-32.44	Teacher	In a descriptive text. Okeey..
160.	32.46-33.06	Teacher	Apa itu language features, maksudnya tata bahasa yang digunakan dalam teks descriptive. Kalo bukumu masih selamat sampek sekarang, pasti adaa. Cuman hanya kalian nanti latihan ngomong bahasa Inggris.
161.	33.08-33.32	Teacher	Naah, dibuku Bright, ada sebagian kecil.. kalian pengen mencari yang lebih banyak silahkan diambil hpnyaa. Koneksi ke internet, saya kasih waktu 20 menit. You try to find the answers of the five questions, okeey? Okee, now.
162.	34.38-34.52	Teacher	Naah sebentar, tapii ini sekaligus melatih kalian memfungsikan hp internetmuu, itu untuk tujuan pembelajaran yaa, bukan untuk seneng-senang saja.
163.	34.54-35.00	Teacher	Okeey, you have twenty minutes to find the answers of these five questions.
164.	35.08-35.19	Teacher	Latihan mencari sendiri, jangan mengandalkan temennyya. Biar nanti kalo di rumah bisa menggunakan peralatan untuk belajar.
165.	36.09-36.19	Teacher	Naah, sambil belajar kan kelihatan to kalian yang biasa menggunakan hp untuk seneng-senang, angel mencari materi.
166.	36.20-43.17	All students	(semua siswa mengerjakan tugas yang diberikan guru)
167.	43.18-43.20	Teacher	Are you have finish?
168.	46.11-46.25	Teacher	Nah yang jawabannya sudah ketemu prepare your words, siapkan kata-katamu bahasa

			Inggris, yaa, untuk bercerita di depan kelas nanti, latihan ngomong bahasa Inggris.
169.	46.47-46.48	Teacher	Okey ten more minutes. (guru mengecek satu persatu jawaban siswa sambil mengunjungi meja setiap siswa)
170.	50.22-50.24	Teacher	Okey five minutes. (guru mengecek satu persatu jawaban siswa sambil mengunjungi meja setiap siswa)
171.	51.27-51.28	Teacher	Three minutes. (guru mengecek satu persatu jawaban siswa sambil mengunjungi meja setiap siswa)
172.	53.37-53.38	Teacher	Twenty minutes. (guru mengecek satu persatu jawaban siswa sambil mengunjungi meja setiap siswa)
173.	53.46-53.59	Teacher	You practice speaking in full English, okeey. So I give you questions in English. So you express your idea in English.
174.	54.01	Teacher	Yaa..
175.	54.06-54.52	Teacher	Ketika saya amati dari hp mu yang muncul itu tidak sama satu dengan yang lain. Kenapaa? Dari internet itu satu pertanyaan saja, yang ingin memberitahu kalian itu buanyak sekali, yaa.. Inilah ya, gampangnya kalo kalian sudah ngerti fungsi internet dihp mu untuk membantu belajar. Diinternet itu kamu hanya menyodorkan satu pertanyaan, ato tulis di google descriptive text, langsung muncul banyak guru disitu, guru gratisan, yaa. Kalian mau milih yang manaa?
176.	54.54-55.51	Teacher	Tadi saya liat, ada yang sudah persiis, ndak terlalu banyak, tetapi sudah mencakup ini.. tu ada yang puanjaang malah anaknya baca saja malah bingung, ra doong, yaa. Ini kalian tu tinggal memilih.. ya pembelajaran yang ditawarkan guru-guru yang diinternet itu. Nah kalian tinggal pilih, mungkin kalo tidak hari ini saya suruh begini, kalian yo nggak akan terkenak, yaa.. dan kalo kalian sudah tau ternyata nyari diinternet gampang, besok kalo sudah naik ke tingkat berikutnya, kalian persiapan di rumah, di kelas kalian itu terkena temenmu coba kita nyari jawaban padahal sudah ada. Okeey, one minute fifty.
177.	56.59-57.31	Teacher	Okeey, coba sekarang hpnya di tutuup, hpnya dulu, yaa. Yaa nggak dikumpulkan nggak apa-apa, ditutp dulu. Nggak usah mbawa ke

			depan dulu. Okey now please your attention, we have a pronunciation checklist. Your attention maksudnya perhatian, kalian liat kesini.. Okey listen and repeat after me. Describe.
178.	57.32-57.33	All students	Describe.
179.	57.33	Teacher	Describe.
180.	57.34	All students	Describe.
181.	57.35	Teacher	Descriptive.
182.	57.36-57.37	All students	Descriptive.
183.	57.38	Teacher	Descriptive.
184.	57.39	All students	Descriptive.
185.	57.40-57.41	Teacher	Description.
186.	57.42-57.43	All students	Description.
187.	57.43	Teacher	Description.
188.	57.44-57.45	All students	Description.
189.	57.45-57.46	Teacher	Identify.
190.	57.47-57.48	All students	Identify.
191.	57.49-57.50	Teacher	Identify.
192.	57.51-57.52	All students	Identify.
193.	57.53-57.54	Teacher	Identifies.
194.	57.55-57.57	All students	Identifies.
195.	57.57-57.58	Teacher	Identifies.
196.	57.59-58.00	All students	Identifies.
197.	58.01-58.02	Teacher	Identification.
198.	58.03-58.05	All students	Identification.
199.	58.05-58.06	Teacher	Identification.
200.	58.07-58.09	All students	Identification.
201.	58.10	Teacher	Function.
202.	58.11-58.12	All students	Function.
203.	58.12	Teacher	Function.
204.	58.13	All students	Function.
205.	58.14	Teacher	Structures.
206.	58.15	All students	Structures.
207.	58.16-58.17	Teacher	Structures.
208.	58.18	All students	Structures.
209.	58.19	Teacher	Language.
210.	58.20	All students	Language.
211.	58.21	Teacher	Language.
212.	58.22	All students	Language.

213.	58.23	Teacher	Features
214.	58.24-58.25	All students	Features
215.	58.26	Teacher	Features
216.	58.27	All students	Features
217.	58.28-58.29	Teacher	Okey yaa, cobaa
218.	58.34-59.25	Teacher	I believe that all of you have got these answers, have found the answers. Nanti kalian tinggal ngomong, paling ngomong enam kalimat kalian, yaa. So you speak English by answering these five questions. Dengan menjawab lima pertanyaan ini saja kalian mencoba memberikan informasi tentang descriptive text. Nomor satu itu paling satu kalimat, dua satu kalimat, tiga ini satu kalimat, yaa.. empat ini karena nomor tiga ada dua, berarti empat ini dua kalimaat, lima satu kalimaat. Kalian ngomong enam kalimat saja wes rampung, yaa. Temenmu kelas laen jawab ini nggak sampe satu menit rampung.
219.	59.27-59.32	Teacher	Ada yang sambil bengong aja hanya enam puluh lima detik rampung.
220.	59.35-59.56	Teacher	Nggak tau kalo kalian nanti ada yang bengongnya 30 menit, ngomongnya hanya satu detik, yaa. Okeey, now please volunteer is being to answer the questions, please speak English. Any volunteer please?
221.	59.59-01.00.02	Teacher	Silahkan sukarelawan yang mau majuu.
222.	01.00.05-01.00.09	Teacher	Ini hanya mengulangi teori semester satuu.
223.	01.00.15-01.00.19	Teacher	Kemaren serius semua saja (suara tidak terlalu jelas). Volunteer please..!
224.	01.00.23-01.00.28	Teacher	Nah, saya beri waktu dua menit untuk menyiapkan kata-kataa and finished..
225.	01.00.29-01.02.20	Teacher	 (students practice their speaking skill on her/his own self before presenting the answer in front of the class)
226.	01.02.21	Teacher	Okeey
227.	01.02.24-01.02.27	Teacher	Now please close all of your books
228.	01.02.35-01.02.37	Teacher	Closee.. all of your books.
229.	01.02.45-01.02.46	Teacher	Okeey.

230.	01.02.47- 01.04.24	Teacher	Sebenarnya kalian itu nek agak dipaksa itu potensinya kurang, hmm. Cuman sementara ini nggak pernah dipaksa, sehingga yo karep ne sak dewe-dewee, yaa. Kalian nanti bicara tidak harus sama dengan temennya. Silahkan ngomong, what you know, what you can, say, it's up to you. Karena mungkin untuk mencape satu maksud yang sama, belum tentu jalan yang ditempuh samaa. Yaah, dalam pribahasa ada apa itu yang roma-roma tu, banyak jalan menuju roma. Nggak usah adoh-adoh. Banyak jalan menuju Malioboro, yaa. Malioboro ee ke tugu belok kiri nyampe Malioboro, yaa. Malioboro asalnya (suara tidak begitu jelas) naik, sampe Malioboro, yaa. Ada yang lewat Bantul, muter lagiii, sampe Malioboro, ya ini terserah, yaaa. Inii, what is a descriptive text?, sudah dibukumu adaa, catetan adaa, diinternet adaa. What is the function?, kalo diinternet ada yang mengatakan social function, boleh. The social function of a descriptive text, boleh. Structures.. ada yang mengatakan generic structures sama sajaa, yaa. Okey,
231.	01.04.26- 01.04.27	Teacher	Six now, any volunteer?
232.	01.04.29- 01.04.31	Teacher	Sekarang, sudah ada orang yang mau maju?
233.	01.04.34	Teacher	Sebisanyaa
234.	01.04.36- 01.04.38	All students	 (not responding)
235.	01.04.38- 01.04.45	Teacher	Kalian tinggal (suara tidak terlalu jelas) untuk melapor..... (suara tidak terlalu jelas). Udaah? saya hitung sampe 10 yaa. Kalo ndak ada yo terpaksa.
236.	01.04.47- 01.04.56	Teacher	One, two, three, four, five, six. Seven, eight, nine, ten. Okeey..
237.	01.05.05- 01.05.08	Teacher	Okeey, the book of literacy (guru mengambil buku siswa secara acak, dan yang terpilih namanya dibuka tsb maju ke depan)
238.	01.05.11	Teacher	Yaa..
239.	01.05.15	Teacher	Okeey
240.	01.05.21- 01.05.26	Teacher	Naah, ini kita memanggil anak yang pemberani sekarang yaa
241.	01.05.25- 01.05.27	A student	Bravo, bravo. (tiba-tiba menyahut)

242.	01.05.29-01.05.33	Teacher	Brave, Bravo. Okey please..
243.	01.05.41-01.06.11	A student	Descriptive text is a text which describe a particular person, place or things. The function of descriptive text is to describe a particular person, place or thing in specific. The structure
244.	01.06.13-01.06.23	A student	The structures of descriptive text is identification and description.
245.	01.06.26-01.06.28	A student	Its characters are
246.	01.06.29-01.06.32	Teacher	Langsung saja, identification opoo?
247.	01.06.34-01.06.38	A student	Identification is identifies ..
248.	01.06.42-01.06.48	A student	A things to be described. Description is to describe
249.	01.07.01-01.07.27	A student	A .. charac characteristic of the person or things to be described. Language feature of descriptive text is use simple present tense, use adjective, compound noun, and use action verb.
250.	01.07.28-01.07.29	Teacher	Okey finished?
251.	01.07.30	A student	 (nodding)
252.	01.07.30-01.07.32	Teacher	Okey thank you, sit down.
252.	01.07.31-01.07.35	All students	<i>Prok prok prok</i> (clapping)
253.	01.07.37-01.07.45	Teacher	Ternyata Bravo sukses, nggak pingsan. Nggak pingsan, nggak batok. Okey the next students to be volunteer?
254.	01.07.46	A student	No.
255.	01.07.47	Teacher	No?
256.	01.07.49-01.07.50	Teacher	Okeey.
257.	01.07.53-01.07.54	Teacher	Gantii..
258.	01.08.12-01.08.17	Teacher	Yayaya, yang merasa bukunya siapa ini? Bukunya masih baruu, bagus.
259.	01.08.19-01.08.20	A student	Masih baruu (menyahun dengan nada mengejek si pemilik buku)
260.	01.08.22-01.08.25	Teacher	Okeey, kaget kalo saya sebut namanya.
261.	01.08.27-01.08.30	Teacher	Hwaha (expresi kaget). Linaa, please.

262.	01.08.35-01.08.38	Teacher	You only speak about six sentences
263.	01.08.41-01.09.10	A student	Descriptive text is .. is text which says what, what a person or thing is like. The function of descriptive text to describe Place, person, of specifically. What are the struct the structures of the structure of
264.	01.09.11-01.09.12	Teacher	Structures (mengoreksi dan membetulkan pronunciation siswa tersebut)
265.	01.09.12-01.10.45	A student	Structures of descriptive text. Identification and description. Identification contains about introduc introduction a person, place or (suara tidak jelas). Description contains about descript contains about description What is the language features of descriptive text (membaca pertanyaan yang ada dipapan tulis). It use the adjective, ... simple present tense, lupa pak. (siswa terlalu lama diam karna lupa dengan apa yang telah dipelajarinya).
266.	01.10.46-01.10.49	Teacher	Okeey, thank you please sit down.
267.	01.10.49-01.10.52	Some students	<i>Prok prok prok</i> (tepuk tangan)
268.	01.10.50-01.11.36	Teacher	 (suara tidak terlalu jelas) yaa. Kan nggak sama to? Yang pertama yang kedua. Tadi yang mengatakan descriptive text tells what a person, or thing, or place is like. Seperti apa tooo orang, benda, tempat, yaa. Yang pertama tadi agak beda, tapi maksudnya samaa. The function of a descriptive text is to describe a particular, particular tu opo to?
269.	01.11.37-01.11.38	Some students	Tertentu.
270.	01.11.39-01.13.21	Teacher	Tertentu, khusus, ditentukan dulu, dipilih salah satu yaa particular person, thing or place. Jadi kalo orang yo pilih satu tentukan duluu. Nanti ditambahi spesifik ya spesifik itu secara khusus ditentukan ituu. The structures of a descriptive text are identification and description. Identification, identifies yaa what a person, thing or animal to be described, ato will be described, wes silahkan yang penting kalian latihan mengungkapkan ide dalam bahasa Inggris.

			Description tadi apa tuu is or contains yaa, opo tadi, about.. hmm.. ada describe parts, qualities, characteristics, okeey. The language features of a descriptive text is the use of simple present tense, sudah to simple present tense? Wes berulang-ulang, sampek klotok. Kalian sekarang menghilang sampe klotok yaa. The adjective, yo sudaah, noun, sudaah, noun phrase, sudaah, yaa. Yang ada tambahan action verb, what is action verb?
271.	01.13.22-01.13.23	All students	 (not responding)
272.	01.13.24-01.	Teacher	Verb, kata kerja, action maksudnya apa?
273.	01.13.27	Some students	Tindakan
274.	01.13.28-01.13.58	Teacher	Yaa kata kerja yang menunjukkan suatu tindakan. Nggak meneng wae. Karna nanti ada istilah active verb kata kerja yang statis, diam nggak melakukan apa-apa, tindakannya nggak keliatan. Kemudian action verb kata kerja yang melakukan yang menunjukkan adanya suatu tindakan, yaa. Okeey, the next students volunteer please?
275.	01.14.00-01.14.40	Teacher	Siapa yang suka rela? Nggak ada to? Cobalah gurumu itu mengandalkanmu, ora gelem yowes, yo sampe sore nggak ada yang mauu. Anak sekarang ini betah sekali kalo diam. Buktinya kalo ngegame tu nggak sambil jerat jerit nggak sambil lari-lari too? Iya, ke toilet saja bisa 10 jam, naa ini. Meneeng wae sekarang ini. Okeey.. (sambil mengambil kembali salah satu buku siswa yang ada di atas meja untuk disuruh maju ke depan) bukunya buku modern otomatiis yaa, bisa digeseer... (sambil memegang buku yang sampulnya sudah koyak)
276.	01.14.41-01.14.44	All students	Hahahaha (tertawa)
277.	01.14.45-01.15.14	Teacher	Laa koe ki nek due buku nee punya terjangkit corona (suara tidak terlalu jelas). Baru tahun ini lo saya anak nya kok tanda tangan buku literasi jebool, yaa. Ada yang malah sampulnya saja hilang. Padahal tahun-tahun sebelumnya yo sama bukunya, tapi awet yo. Sekarang itu kok malah terlalu action verb tadi

278.	01.15.14-01.15.15	Some students	Hahahha (tertawa)
279.	01.15.16-01.15.24	Teacher	Yang nulis membaca saja aksinya luar biasa sampek jebol. Okeey, siapa yang merasa ini bukunya?
280.	01.15.24-01.15.25	A student	Ajeng (menyahut dengan suara kecil)
281.	01.15.27	Teacher	Yaa?
282.	01.15.27-01.15.28	A student	Saya pak (dengan suara kecil)
283.	01.15.30-01.15.32	Teacher	Oke Sujeeng.. wes
284.	01.15.43-01.15.47	A student	So, descriptive text is a text which is
285.	01.15.47-01.15.48	Some students	Which is (mengejek bahasa yang digunakan temannya)
286.	01.15.49-01.16.01	A student	Which describe something like a animal, person or thing. What is the function of a descript
287.	01.16.01-01.16.04	Teacher	Wes nggak usah membaca perta pertanyaannya, langsung ngomong
288.	01.16.04-01.17.08	A student	The function of descriptive text is describe things, person or animal spesifically. The structure of descriptive text, first is identification, second is description. Its structures of descriptive text tell about ee first identifies something to be describes and second describes person, thing or animal. The language (salah pengucapan) features of descriptive text is the use simple present tense and use the adjective. I think that's all, thank you
289.	01.17.09-01.17.11	Teacher	Okeey, sit down.
290.	01.17.09-01.17.14	Some students	<i>Prok prok prook</i> (tepuk tangan)
291.	01.17.15-01.17.35	Teacher	Coba yang selanjutnya nggak usah ditunjuk-tunjuuk. Khawatirnya kalian nanti sudah persiapan waktunya habiis nggak dapet giliran, pulang ngadu ke orang tua mu marah-marah. Sudah persiapan kok ndak maju-majuu. Please any volunteer?
292.	01.17.39-01.17.44	Teacher	Naa, ya kan terpaksaa, mengambeel buku.
293.	01.17.49-01.17.50	Teacher	Okeey,

294.	01.17.53-01.17.56	Teacher	Naa, tau saya orangnya ini
295.	01.18.01-01.18.03	Teacher	Berawalan dengan huruf M
296.	01.18.09	Teacher	Yaa?
297.	01.18.10	Some students	Rasya (tiba-tiba menyahut)
298.	01.18.17	Teacher	Marya Karlin
299.	01.18.18-01.18.21	All students	Hahahaha (tertawa terbahak-bahak)
300.	01.18.28-01.18.32	Teacher	Jadi yang berawalan M itu harus selalu Muhammad nggak tooo?
301.	01.18.55-01.18.59	A student	A descriptive text is a text
302.	01.19.00-01.19.01	All students	Hahhaha (menertawakan temannya)
303.	01.19.01-01.19.02	Teacher	Speak louder, pelan-pelan
304.	01.19.03-01.19.41	A student	A text which describe particular place, person or thing. The function of descriptive text is describe a person ... things .. a place. (suara terlalu kecil)
305.	01.19.42-01.19.48	Some students	Khkhkhkh (can not stop giggling)
306.	01.19.49-01.19.56	A student	The Struct ... structur..
307.	01.19.57	Teacher	Structure (mengoreksi kesalahan pronunciation siswa)
308.	01.19.58-01.20.23	A student	Structure of descriptive text is ... identification .. and .. description. Identification
309.	01.20.24-01.20.25	Some students	Hahahha (tertawa)
310.	01.20.31-01.21.07	A student	Contains ... intro.. duction, introduction of suara tidak jelas) a place. Description is des
311.	01.21.08-01.21.10	All students	Hahhaha (menertawakan tingkah temannya yang diikuti guru)
312.	01.21.15	-	 (suara bel berbunyi, menandakan pelajaran telah berakhir)
313.	01.21.32-01.21.42	A student	The language .. features of descriptive text is
314.	01.21.46-01.21.52	Teacher	Naah, atas doa dari temannya (suara tidak jelas) yaa.
315.	01.21.53-01.21.55	All students	Hahhaha (tertawa)

316.	01.21.55-01.22.05	Teacher	Karlin bicara pelan-pelan, tapi saya mendengar temennya itu pada mendoakan. Ya Allah terus Karlin, Ya Allah (suara tidak jelas). Karna (suara tidak jelas) nunggu bel yaa
317.	01.22.05-01.22.10	All students	Hahhaha (tertawa)
318.	01.22.10-01.22.34	Teacher	Mending (suara tidak jelas). Koe kayak petinju mau KO lawannya yaa. Sebelum bel bunyi, kwthhh, wuiiiieeh. Itu karna lega, karna (suara tidak jelas karna suara tertawa anak-anak mendominasi). Okey thank you please sit down.
319.	01.22.42-01.22.44	Teacher	Kayak mau menyayi aja
320.	01.22.52-01.23.44	Teacher	Iyaa. Dah ya tadi kalian melihat tentang descriptive text. Mungkin dicatetanmu ada, jadi coba saya balik in general secara umum memahami apa itu descriptive text, dan besok akan kita mulai mengisi yaa, bagian identification itu opoo?. Nah dibukumu itu sudah ada sebenarnya, yaaa. Inii, dan saya sekaligus melatih kalian ini memanfaatkan piranti canggihmu, hp internet itu untuk membantu belajar. Coba sekarang jujur apakah ada sebelumnya yang sempat mempelajari descriptive text sebelum hari ini? Dari hp internet, ada nggak?
321.	01.23.45	Some students	 (not responding)
322.	01.23.46-01.23.48	Teacher	Yo nggak ada to?
323.	01.23.48	A student	Tadi malem
324.	01.23.49-01.24.10	Teacher	Oo tadi malem. Sempat buka?. Besok kalo kalian naik tingkat berikutnya ada jenis-jenis text, kalian di rumah bisa mempersiapkan lebih jauh tu. Sehingga ketika gurunya menjelaskan, nyuruh siswa berpendapat, kalian sudah tau sudah siap. Yaa Kelvin yaa.
325.	01.24.11	A student	Siap pak
326.	01.24.11	Some student	Ngehehe (giggling)
327.	01.24.11-01.24.12	Teacher	Kelvin kecewa nggak?

328.	01.24.13	A student	Nggak
329.	01.24.15- 01.24.16	Teacher	Kecewa?
330.	01.24.17	A student	Nggak
331.	01.24.18- 01.24.21	Teacher	Saya kira belum mendapat kesempatan maju Kelvin kecewa
332.	01.24.22	A student	Nggak Pak.
333.	01.24.23	Teacher	Nggak?
334.	01.24.29- 01.24.37	Teacher	Aa, tolong nanti hpnya dikumpulkan lagi and we continue tomorrow
335.	01.24.37- 01.24.38	Some studentes	Yees
336.	01.24.38- 01.24.55	Teacher	Still about descriptive text. Kalian mungkin saya suruh keluar ngomong bahasa Inggris rekam tiga menit, okeey. I think that's all for today. Thank for your attention, see you.
337.	01.24.56- 01.25.03	All students	See you. Thank you Mr Ibnuu.

Day 4 - Transcription of Audio & Video in SMP 8 Yogyakarta (20/02/2020)

No.	Minute	Speaker	Transcription
Audio Part 1			
1.	05.17-05.19	All students	Greeting to our teacher, good morning Mr. Ibnu
2.	05.20	Teacher	Good Morning students please sit down
3.	05.30	Teacher	Who is missing today?
4.	05.32	A student	Rasya
5.	05.34	Teacher	We only missing one?
6.	05.35	Some students	Hahaha (laughing)
7.	05.45	Teacher	Gara-gara hujan atau gara-gara temannya?
8.	05.46-06.06	Students	 (silent)
9.	06.06-06.45	Teacher	Ok, before I start today, maybe you have something to consult or you have question? Remember that the next March, the twelfth of March you will have test, a second mid-semester test, and you should prepare yourself to study, to consult to your teacher whenever you have a thing. Now is there any question? Ada pertanyaan? Davin ada yang ingin ditanyakan?
10.	06.46	A student	 (silent)

11.	06.47-06.48	Teacher	Sudah paham tentang Descriptive text ya?
12.	06.49	A student	 (silent)
13.	06.50-06.53	Teacher	Oke, siap ya ngomong.
14.	06.54-06.57	Teacher	Ehmm, Kelvin ada yang mau ditanyakan?
15.	06.58-06.59	A student	Eee.. Nggak
16.	07.00-07.03	Teacher	Sudah paham dengan descriptive text?
17.	07.04	A student	Insyaallah paham
18.	07.05-07.09	Teacher	Siap untuk menyampaikan informasi tentang descriptive text ya?
19.	07.10	A student	Nggak..
20.	07.11	All students	Hahahaha (laughing)
21.	07.11-07.12	Teacher	Loooooh... piyee..
22.	07.13-07.19	All students	 (silent)
23.	07.20-07.36	Teacher	Bagas, coba akan kita cek dua siswa maju, kemudian tutup buku semua, close all of your books, still about descriptive text, two or four students?
24.	07.40-07.41	Teacher	Two or four students?
25.	07.43	Some students	Two
26.	07.44-07.52	Teacher	Two? Ok..... Please student numbeeer twenty. Ada ndak?
27.	07.59-09.02	A student	Descriptive text is a text which say what a person work in his life. The function of descriptive text is report, describe a person, place and thing. The structure of descriptive text is identification and description. Identification is identifies a person or a place to be describe. Description is describe marks, polities, and characteristics of a person, place, or things which is described. Language features use adjectives, use simple present tense, and action verb.
28.	09.04-09.11	Teacher	Okeey... sebelumnya mengatkan identifitis apa artinya? Mungkin identifies yang bener ya.
29.	09.11	Student	(Nodding)
30.	09.12-09.14	Teacher	Okey thank you, please sit down.

31.	09.17-09.35	Teacher	Group one, two, three, four, please one group prepare one member to speak. Okey you made up your friend from group one? Okey now please close your eyes, say one name of your friend in group one.
32.	09.36	A student	Kelvin
33.	09.37-09.53	All students	Hahaha, haduuh.. (nervous and laughing)
34.	09.54	A student	Identification
35.	09.55-09.56	All students	Hahahaha (laughing)
36.	09.57-09.59	Teacher	Shhhhhht..... start from description text
37.	10.00-10.03	A student	Start from deskripsi text
38.	10.04-10.06	All students	Hahahaha (laughing)
39.	10.07	A student	Identification
40.	10.08-10.09	All students	Hahaha (laughing), descriptive text...
41.	10.10	A student	Descriptive text....
42.	10.11-10.15	All students	Hahahaha (laughing)
43.	10.16-10.18	Teacher	Tanganmu ada tatonya po?
44.	10.18-10.19	All students	Hahahaha (laughing)
45.	10.20-10.21	Teacher	Kok pakek tato?
46.	10.22-10.26	All students	Hahahaha (laughing)
47.	10.27-10.29	Teacher	A descriptive text is
48.	10.30-10.34	A student	A descriptive.. a deskripsi text is
49.	10.35-10.36	Some students	Hahaha (laughing)
50.	10.37-10.40	A student	Huh.. astagfirullah lupa pak
51.	10.41-10.44	Teacher	A descriptive text is
52.	10.45-11.05	A student	A deskripsi text is a a Is a people, animal, and a, and fluence
53.	11.07	Teacher	Place.
54.	11.08	A student	Place.

55.	11.09	Teacher	Okey
56.	11.10-11.12	A student	Naah.. terus
57.	11.13	Teacher	The function...
58.	11.16-11.18	Teacher	The function of ..
59.	11.19-11.20	A student	The function of ..
60.	11.21-11.22	Teacher	Descriptive text
61.	11.23-11.25	Some students	Eheheheh.... (giggling)
62.	11.26-11.34	A student	The function.. a deskripsi text..... lupa aku pak hehe
63.	11.35-11.37	Teacher	Wes... wes... sit down.
64.	11.45	Teacher	Kelviin.....
65.	11.46	A student	Iya pak?
66.	11.47-11.49	Teacher	Do you know your friends in group four?
67.	11.49	Teacher	Bisma
68.	11.50-11.57	All students	Hahhahaha (laughing)
69.	11.58-11.59	A student	Carlin
70.	12.08-12.10	Teacher	Do you know your friends in group four?
71.	12.11-12.12	A student	Carlin
72.	12.13-12.15	Some students	Hahhahaha (laughing)
73.	12.16	Teacher	Kelviin.....
74.	12.17	A student	Iya?
75.	12.18-12.22	Teacher	Do you know the name of your friends in group four?
76.	12.22-12.23	A student	Yes, I know
77.	12.24-12.25	Some students	Hahahaha (laughing at Kelvin)
78.	12.25-12.26	A student	Kan aku tauuu...
79.	12.26-12.28	Teacher	Now please close your eyes
80.	12.29	A student	Udah
81.	12.31-12.36	Teacher	Then say one name of your friends in group four!

82.	12.37	A student	Carlin
83.	12.38	Teacher	Hehe (giggling) okey..
84.	12.39-12.50	Some students	Haha (laughing and noisy)
85.	12.51-12.55	Teacher	Ok, please be quite and listen to Carlin
86.	12.59-13.40	A student	Des... a descriptive text.. is a text which used to describe a particular things, place or person. The function is describe a.... particular things, place or person.
87.	13.45-13.46	A student	The structure
88.	13.47	Teacher	Ehmmm....
89.	13.49-13.55	A student	is ident... fi...
90.	13.57-13.58	Teacher	fication..
91.	13.58-14.01	All students	Hhahahha (laughing)
92.	14.02-14.04	A student	and description
93.	14.05-14.11	All students	Hahhahah (laughing)
94.	14.13-14.39	A student	Identification is... identifies.... things to be describe. Description is hmmm..... is lupa
95.	14.40-14.41	All student	Hahhaha (laughing)
96.	14.41-14.42	Teacher	describes
97.	14.43-15.02	A student	describes ... things .. parts... character
98.	15.04-15.05	Teacher	characteristic
99.	15.06-15.07	A student	characteristic
100.	15.09-15.10	Teacher	The language features
101.	15.11-15.12	A student	The language features
102.	15.22	Teacher	is
103.	15.23	A student	 (silent)
104.	15.24-15.25	Teacher	the use of ...
105.	15.26-15.28	A student	of (silent)

106.	15.30-15.34	Teacher	sim... ? sim...?
107.	15.35-15.36	A student	ple ...
108.	15.38-16.00	Teacher	simple present tense, and? and? .. and? Adjectives noun
109.	16.01	A student	noun
110.	16.03-16.15	Teacher	act act.. tion..? action? verb. Ok thank you.
111.	16.25-16.29	Teacher	Ok Carlin ... Do you know your friends in group two?
112.	16.30	A student	Yes
113.	16.31-16.39	Teacher	Yes. Close your eyes please ... ! Say one name of your friends in group two!
114.	16.40	A student	Radit.
115.	16.41-16.55	All students	(noisy and laughing)
116.	16.56-18.27	A student	Descriptive text is a text which describe particular person, place or things. The function of descriptive text is to describe things, place or a person. The structure of descriptive text is a identify ... a identification and description. Identification is .. apa ya? Identify things, place, or persons. Description is describe quality, characteristics of place, things or person. Language features .. use noun, use action verb, use simple present tense.
117.	18.28-20.32	Teacher	Ok. Dengar, and the next I'll give you about twenty minutes to have an outdoor activity, you speak, in pair, when you are speaking your partner will record your speaking activity and you must submit the video of your speaking activity related to the descriptive text. And you are speaking, first please introduce yourself, give an identity, okey, read then say about yourself. "Good morning friends, I am Kelvin from class seven B. I want to tell you about descriptive text. Descriptive text is The social function/ the function of descriptive text is The structure of descriptive text are

			identification and description Identification identify description describes The language features of a descriptive text is” And after you have finished. Close “I think that’s all thank you”. Can you get to it?”
118.	20.33	All students	Yes
119.	20.35-21.12	Teacher	Ok, now you can prepare everything for your outdoor activity, your hand phone your gadget please, just in pair. Ok there are thirty one, thirty one students, yes? Ok, maybe one pair consist of three students, oke? Diambil salah satu, jadi tiga. But, don’t disturb your friend who is speaking. Ok? ok
120.	21.14-21.19	Teacher	Now, what time is it now? It is ten past?
121.	21.21-21.23	Some students	Ten ...
122.	21.24-21.30	Teacher	Okey, and you need about twenty minutes, so what time will you be in the class?
123.	21.32-21.33	Teacher	Half past...?
124.	21.33-21.34	A student & Teacher	Half past ten (equally)
125.	21.35-21.41	Teacher	Okey, now please take the device, the gadget
126.	21.42-41.36	All students	(noisy) (students are doing the outdoor activity to practice their speaking skill about Descriptive Text outside the class, attached in a video)
127.	41.37-41.38	Teacher	Okey, now sit down
128.	41.39-42.01	All students	(preparing for the study)
129.	42.02-42.05	Teacher	Have you all recording your speaking activity?
130.	42.06-42.07	All students	 (silent)
131.	42.08-42.11	Teacher	Yes? Semua sudah merekam ya?
132.	42.11	Some students	Yaa ...
133.	42.12-42.18	Teacher	Ya, nanti coba disampaikan ya infomasinya, wes ..
134.	42.20-42.27	Teacher	Okey, now please open your book Bright on page one hundred thirty two

135.	42.47-43.11	Teacher	Nah, sambil diperhatikan, kalau kalian belajar sambil searching diinternet, yang diinternet itu orang yang ingin membantu banyak sekali. Oleh sebab itu, kira-kira ada istilah-istilah yang berbeda yang disampaikan.
136.	43.12-43.25	Teacher	In your book Bright, the writer says "Description". Jadi ada istilah Description, ada istilah Descriptive text itu maksudnya yang ditulis di sampingnya.
137.	43.27-43.33	Teacher	Okey, now Kelvin, what is a descriptive text?
138.	43.34-43.56	A student	Deskripsi text eh descriptive text yaaakh, descriptive text is, descriptive text is a plant, eh kok plant, animal, people, and plant, plant tu sama to yo, plants, plants
139.	43.57-43.58	A student	Which plantation
140.	43.59-44.00	A student	Plant, plant fusion
141.	44.00	A student	Naaaah ...
142.	44.01	A student	Plants fashion
143.	44.02-44.05	Some students	Hahhaha (laughing)
144.	44.06-44.11	Teacher	Ini Kelvin dapet jawabannya dari mbah google atau mbah Wiryono?
145.	44.11-44.12	A student	Mbah google
146.	44.13-44.16	Teacher	Mbah google .. kok kemana-mana Mbah Wiryono .. ?
147.	44.18-44.23	Teacher	Okey..... Yasin, what is descriptive text?
148.	44.24-44.29	A student	Discuss a particular of place or,
149.	44.30-44.31	Teacher	What is descriptive text?
150.	44.32-44.39	A student	Tells about a place (speak unclearly)
151.	44.40-45.05	Teacher	Okey.. ya dari searching ada bunyi beda. A descriptive text is a text which tells, what a person, a thing, a place described.
156.	45.06-45.45	Teacher	A descriptive text is a text which describes a particular person, thing, or place. Okey .. Jadi descriptive text adalah text yang menggambarkan ato memberitahukan ya. Jadi, tells what a person, thing, place is like. Memberitahukan seperti apa tampilan a person, berarti orangnya berapa?

157.	45.46	Some students	 (speak unclearly)
158.	45.47	Teacher	Orangnya?
159.	45.48-45.49	All students	 (silent)
160.	45.50-45.53 45.51	Teacher A student	“a”.. “a” itu satu tooo ... Satuu ..
161.	45.54-45.57	Teacher	Artikel “a” menunjukkan bendanya tung?
162.	45.57-45.58	Some students	Gaaal ..
163.	45.58-46.04	Teacher	Kalo diikuti orang berarti nanti kalo diartikan se? orang..
164.	46.04	Some students	Oraang ...
165.	46.05-46.07	Teacher	Kalo benda, se? buah
166.	46.07	Some students	Buaah ...
167.	46.07-46.08	Teacher	Kalo binatang se? ekoor..
168.	46.09-46.10	Some students	Seekoor ...
169.	46.11-46.15	Teacher	Meskipun tidak ada ekornya, hayooo..
170.	46.16-46.32	Teacher	Ada yang mengatakan descriptive text is a text which or that describe a particular person, thing, or place. Particulat itu opo to?
171.	46.33	Some students	Tertentu ...
172.	46.34-46.37	Teacher	Tertentu .. khusus ..
173.	46.39-47.14	Teacher	Naah.. social function or the function is to describe, sebenarnya nanti mirip yaa.. dengan maksudnya is to describe a particular person, thing, or place. Nah, ada kata-kata particular, berarti menentukan, that’s why either structures, either structures are identification and description.
174.	47.15-47.22	Teacher	Yaaak... Raska.. Identification itu opo to?
175.	47.23-47.26	A student	Eehhm.. Aduh...
176.	47.27-47.31	Teacher	Aduh, kenapa saya gg apa-apa kok aduh? Identification apa?
177.	47.32-47.43	A student	Emm.. Identifies emmh ngaak quality or the character characteris .. kebalek
178.	47.44	Teacher	Hah?
179.	47.45-47.46	A student	Kebalek, emmh
180.	47.47-47.48	Teacher Some students	Kebaleek... haduuwuh Kebaleek...

181.	47.49-47.57	Teacher	Nanti kamu naik becak, naik becaknya kebalak lah piye? (giggling)
182.	47.58-48.03	Teacher	Naah, coba Ardhi..., identification itu maksudnya apa?
183.	48.04-48.06	A student	Identifies the things to be described
184.	48.07-48.12	Teacher	Woo.. nek bahasa Inggrisnya hafal. Maksudnya identifikasi itu apa?
185.	48.13-48.17	A student	Eee...
186.	48.18-48.32	A teacher	Loo... Kadang kalau dibaca berbahasa Inggris bisa ngomong tapi nggak paham. Yang dibaca berbahasa Indonesia paham, tapi nggak bisa ngomong bahasa Inggrisnya. Ya kan?
187.	48.33	Some students	Iya
188.	48.34-48.42	Teacher	Okeey.. Siapa yang mau saya samperin ini ya? Cowok terus, yang cewek giliran di sini yaa.
189.	48.47-48.52	Teacher	Okeey.. Identifikasi itu maksudnya apa to? Men
190.	48.53-48.54	A student	 (silent)
191.	48.55-48.56	Teacher	Memperkenalkan...
192.	48.57-49.09	A student	 (speak unclearly)
193.	49.10-49.49	Teacher	Mengidentifikasi itu sebenarnya memastikan .. ya, menentukan sesuatu .. ya, berdasarkan ciri-ciri khusus. That's why in the identification, makanya tadi ada kata "particular" itu tertentu khusus, nah strukturnya identification ya. Dipastikan berapa? Satu ... Nah, dalam identification nanti, akan muncul sebuah..?
194.	49.52-49.53	A student	Sebuah nggak tau
195.	49.54	Some students	Hahahaha (laughing)
196.	49.54-50.14	Teacher	Sebuah nggak tau, kok tau sebuah tapi nggak tau. Dalam identification nanti kalau orang yo siapa? benda yo apa? Tempat yo apa nama tempat itu, dimana. Jadi Era dalam Identification akan muncul sebuah?
197.	50.15-50.17	A student	 (hesitate and silent)
198.	50.18-50.23	Teacher	Sebuah kebingungan ya. Akan muncul sebuah? (sambil menunjuk salah satu murid)

199.	50.24-50.27	A student	(menggelengkan kepala tidak tahu)
200.	50.28-50.29	Teacher	Sebuah buah-buahan
201.	50.30	All students	Hahhaha ... (laughing)
202.	50.31-50.37	Teacher	Ya kalo yang digambarkan buah-buahan, lah buahnya buah opo?
203.	50.38-50.40	A student	(menyahut dengan menggunakan bahasa jawa)
204.	50.40-50.41	A student	(merespon jawaban temannya tadi dengan tertawa) Hahhah
205.	50.42-50.43	Teacher	Akan muncul sebuah? (sambil menunjuk siswa yang berbeda)
206.	50.44	A student	Objek (berbicara dengan suara yang sangat kecil)
207.	50.44-50.47	Teacher	Objek. Apanya dari objek?
208.	50.48	A student	 (diam dan tidak menjawab)
209.	50.49-50.51	Teacher	Kalo buah kan buah macem-macem
210.	50.54-50.56	Teacher	Hmm.. akan muncul sebuah? (sambil menunjuk siswa yang lain)
211.	50.57	A student	 (diam dan tidak menjawab)
212.	50.58-51.01	Teacher	Nggak tau, ewes. Muncul sebuah? (sambil menunjuk siswa yang lain lagi)
213.	51.02	A student	 (diam dan tidak menjawab)
214.	51.03-51.08	Teacher	Wadduh, wes, nek buku mu itu dibaca nggak? (menanyakan semua siswa)
215.	51.09-51.12	Teacher	Dalam identification itu ada apa to dibuku?
216.	51.14	Teacher	Yaaak..
217.	51.17-51.26	Teacher	I got a surprise this morning. Jadi, dalam identification bisa satu kalimat, bisa satu paragraph, yaa.
218.	51.27-51.36	Teacher	My uncle visited my house and brought me a bolster with the head of Shaun the Sheep. Nah ini yang diceritakan apa yang identification?
219.	51.37	Some students A student	 (hanya diam) Bolster
220.	51.38-51.41	Teacher	Haa? Bolster atau Shaun the Sheep?
221.	51.42-51.43	Some students	Shoun the Sheep
222.	51.44	A student	Bolster
223.	51.45	Teacher	Ya?
224.	51.46	A student	Bolster

225.	51.47-51.49	Teacher	Bolster ... Bolster itu nama apa?
226.	51.51	A student	 (say a word unclearly)
227.	51.52-51.53	Teacher	Nama ben..da
228.	51.53	Some student	Daa..
229.	51.54-51.56	Some students	Hahha (laughing)
230.	51.57-52.04	Teacher	Ya to? Identifies nya Bolster atau Shaun of the Sheep di sini?
231.	52.04	Some students	Bolster (another said) Shaun the Sheep
232.	52.06	Teacher	Haa?
233.	52.07	Some student	Khehehe (giggling)
234.	52.08	Teacher	Apa?
235.	52.09-52.12	All student	(silent and also some are speaking unclearly)
236.	52.13-52.15	Teacher	Dalam identification itu tentang apa? (sambil menunjuk salah satu siswa)
237.	52.15-52.17	A student	 (hanya diam)
238.	52.18-52.20	Teacher	Duuh, malah nggak tau ee sudah diberitahu tah.
Video part 11			
239.	08.38-08.48	Teacher	Pada identification itu sebenarnya yang dimunculkan yang utama itu Bolster/ Shaun the Sheep?
240.	08.49-08.50	All students	Bolsteer ..
241.	08.51-09.00	Teacher	Dak, Bolster adalah salah satu nama dari benda. Makanya dalam identification nanti akan muncul sebuah?
242.	09.01	A student	Benda
243.	09.02-09.05	Teacher	Benda, hayoo apanya dari benda?
244.	09.06-09.07	A student	 (diam dan tidak menjawab)
245.	09.08-09.12	Teacher	Akan muncul sebuah nama.
246.	09.14-09.29	Teacher	Kalau kamu (sambil menunjuk seorang siswa), I have many friends in class seven B. Temenmu kan banyak, mau yang mau digambarkan siapa? Ambil salah sa tuu..
247.	09.30-09.45	Teacher	Jangan double, nanti Kelvin dan Raska yang digambarkan kan susah nanti. Ya besar, ya kecil, ya kuat ya lemah ya ganteng yaa lebih ganteng
248.	09.45-09.46	Some students	Khkhkhkh (giggling)

249.	09.47-10.00	Teacher	Okeyy.. choose one object, so .. in the identification there will be a name of the object that will be described.
Video part 12			
250.	00.01-00.20	Teacher	Satu kalimat bisa mungkin, lebih dari satu kalimat bisa, bahkan satu paragraf juga bisa. Tapi intinya nanti pada identification nemem- menyebutkan sebuah nama dari mungkin orang, benda atau tempat.
251.	00.21-00.30	Teacher	Okeyy.. The first identification (sambil menulis dipapan tulis) keey.
252.	00.35-00.45	Teacher	Saya tanya.. Faras, what does the identification tell about?
253.	00.46-00.48	A student	 (diam dan tidak menjawab)
254.	00.49-00.54	Teacher	What does identification tell about?
255.	00.57-00.58	A student	Eem...
256.	00.59-01.11	Teacher	Naah ni bukti kalian tadi ngomong direkam itu iso ngomongh tapi kurang memahi yang diomongkan tanpa jelas, iya kan?
257.	01.13-01.18	Teacher	Bismaa.. What does the identification tell about?
258.	01.19-01.25	A student	 (menoleh ke bawah dan ke samping kebingungan)
259.	01.26-01.28	Teacher	Ooo.. Lah piyee?
260.	01.31-01.34	Teacher	Laah.. dibuku mu iki ada nggak to ituu..?
261.	01.35	A student	Ad daa..
262.	01.36-01.41	Teacher	Ad daa halaman 132, jalani suruh bukaa..
263.	01.42-01.51	Teacher All students	Identification identifies the thing to be described
264.	01.53-01.56	Teacher	Terus buka buku yang dilihat itu apa?
265.	01.59	A student	Satu-satu
266.	02.01-02.07	Teacher	Khawtirnya nanti Bisma itu kayaknya melihat saya tapi membayangkan Bunga Citra Lestari
267.	02.07-02.09	Some students	Khkhkh (giggling)
268.	02.10-02.13	Teacher	Nggak nyangkut ya? Hmm
269.	02.15-03.01	Teacher	Dikaitkan dengan descriptive text, keey the structures are identification and description. The identification identifies thing kalo benda, kalo orang ya person, kalo tempat ya place to be described. Itu diinternet kemaren ada yang that will be described, boleh. Jadi intinya

			identification itu menentukan salah satu objek, satu orang, satu benda, satu tempat yang akan digambarkan untuk terlebih dahulu.
270.	03.02-03.09	Teacher	And the second structure is description
Audio Part 2			
271.	02.04-02.20	Teacher	Okeey.. cobaa.. yang cewek yang mau jawab siapa ngacung yaaa? What does the description tell about..? Raise your hand, the girls..
272.	02.21-02.22	Female students	 (diam tak bersuara)
273.	02.23-02.26	Teacher	Kok nggak ada yang ngacung kenapa?
274.	02.27	Male students	Khkhkhkh (giggling)
275.	02.28-02.37	Teacher	Temennya asing semua po? Ooooh.. kok kayaknya serius sekali
276.	02.40-02.50	Teacher	Ada yang masih sedang berdoa po? (para siswa menghindari kontak mata dengan guru dan menatap ke bawah). Religius sekali... . What does the description tell about? (sambil menunjuk salah satu siswa)
277.	02.51-03.02	A student	Describes character, part, and quality of thing to be described.
278.	03.03-03.09	Teacher	Wokee.. the description tells about?
279.	03.10-03.11	Some students	Parts
280.	03.12-03.14	Teacher	Parts. Parts itu opo to?
281.	03.15	Some students	Bagian-bagian
282.	03.16-03.18	Teacher	Bagian-bagiannya..
283.	03.19-03.25	Teacher	Kalo membicarakan part berarti kitaa membicarakan jenis kata apa?
284.	03.26-03.27	All students	 (diam tak bersuara)
285.	03.27-03.28	Teacher	Jenis kata?
286.	03.29-03.34	Some students	Adjective (namun menjawab dengan ragu-ragu dan tidak yakin diikuti dengan nada yang rendah)
287.	03.35-03.39	Teacher	Misalnya gini gambar (sambil menggambar dan menulis sesuatu dipapan tulis)
289.	03.47-03.51	Teacher	Part, bagian-bagiannya ada apa saja?
290.	03.52	A student	Telingaa
291.	03.53-03.54	Teacher	Oo.. telinga bahasa inggrisnya apa?
292.	03.55-03.56	Some students	Ears..

293.	03.56-03.57	Teacher	Ears...
294.	03.57-03.59	A student	Trunk, trunk..
295.	03.59	Teacher	What else?
296.	04.00	A student	Trunk
297.	04.01-04.02	Teacher	Trunk (sambil menulis di papan tulis), oke good
298.	04.06-04.07	Teacher	Hmm.. what else?
299.	04.08-09	All students	 (some students are silent, some are saying a word unclearly)
300.	04.10	Teacher	What else?
301.	04.14	A student	Four legs
302.	04.15	Teacher	Okeey (sambil menulis kata "legs" dipapan tulis)
303.	04.16-04.17	A student	And four legs..
304.	04.18-04.45	Teacher	Naah.. coba .. there are four words here. Ada empat kata.. when we talk about parts of this animal (sambil menunjuk tulisan "elephant" dipapan tulis), ya kita membicarakan empat contoh ya, empat kata, bagian dari binatang ini, berarti dalam parts itu kita membicarakan jenis kata?
305.	04.46	A student	Benda (dengan suara yang samar-samar)
306.	04.47-04.48	Teacher	Menggunakan jenis kata?
307.	04.49-04.50	Teacher Some students	Bendaaa... (speak at the same time)
308.	04.51-05.08	Teacher	Noun.. Makanya jelas terkait dengan language features Nya itu.. yaa.. Dalam language features kan ada apaa? The use of.. noun... the use of ad?
309.	05.09	A student	Adverb
310.	05.10	Teacher	Ad??
311.	05.11-05.12	Some students	Adjective
312.	05.13-05.29	Teacher	Adjective to, kok adverb loo.. (sambil tertawa kecil). Adjective.. Nah.. mungkin di sini (sambil menunjuk dan menulis dipapan tulis), ears dikembangkan lagi.. naah.. mungkin ears bentuknya bagaimana?
313.	05.29	A student	Speak unclearly
314.	05.30-05.34	Teacher	Okeey.. kuping gajah itu bentuknya besar atau melebar?
315.	05.35-05.38	Some students	Melebar..
316.	05.39—05.53	Teacher	Hmm.. ya ini, kalian tau nanti adjectivenya apa, hmm..

			Khawatirnya kalian ada yang belum tau, belum pernah ngeliat gajah.
317.	05.54	All students	 (ngomong sendiri dan ada yang memperhatikan)
318.	05.56	Teacher	Ada yang belum pernah ngeliat gajah? Yaa, ada yang belum tau gajah?
319.	05.57	Some students	(mengangkat tangan)
320.	05.58-06.05	Teacher	Loo.. iyaan? Bisma saja belum pernah ngeliat gajah. Naah.. Kelvin pernah liat gajah?
321.	06.05	A student	Pernah
322.	06.06-06.08	Teacher	Pernah, coba kelvin..
323.	06.09	A student	Iyaa?
324.	06.10-06.11	Teacher	Gajah dimana yang pernah dilihat?
325.	06.12-06.14	A student	Dii.. taman sena ee kok taman,
326.	06.15-06.17	All students	Hahahaha (tertawa)
327.	06.18	A student	Kebun binatang
328.	06.19-06.20	Teacher	Gembiro Loko?
329.	06.20	A student	Iya.
330.	06.21-06.25	Teacher	Oo.. coba Kelvin, gajah itu yang besar apanya?
331.	06.26-06.28	Some students	Hmmnaa.. hahaha (tertawa)
332.	06.28	A student	Astagfirullah (sambil tertawa kecil)
333.	06.29-06.30	Some students	Hahhaha (tertawa)
334.	06.31-06.34	A student	Astagfirullah pikiran kita tersambung
335.	06.35	Some students	Hahhaha (tertawa)
336.	06.36-06.37	Teacher	Apanya kelvin?
337.	06.37-06.42	A student	Apanya tu? Apa tu ukuran tubuhnya sama telinganya
338.	06.43-06.45	Teacher	Weei.. kakinya kecil gitu?
339.	06.46	All students	Hahha (tertawa)
340.	06.47-06.48	A student	Kakinya besar lah (siswa yang lain menyaut)
341.	06.48-06.50	A student	Kakinya besar jugalah, seimbang pak.
342.	06.51-06.57	Teacher	Ooo.. Hmmm.. coba kalo Yasin, gajah itu yang besar apa?
343.	06.57-06.59	All students	Khkhkhk (giggling)
344.	06.59-07.00	A student	 (speak unclearly)
345.	07.02-07.20	Teacher	Kalian kalo gajah aja belum pernah liat, mau menggambarkan gajah kan keleru.. Dalam cerita itu ada dua orang buta yang diajak mengunjungi gadjah.. nah orang

			buta ndaknya tangannya gerayang-gerayang
346.	07.20-07.21	Some students	Hahhaha (tertawa)
347.	07.21-07.26	Teacher	Berarti pendapat tentang gajah kan lain-lain, karena yang dipegang kan beda.. (sambil tertawa kecil)
348.	07.26-07.28	All students	Haa.. hahhaha beeeeh (tertawa)
349.	07.32-07.36	Teacher	Makanya harus bisa melihat ini. Gajah yang besar apanya Yasin? (sambil menunjuk Yasin)
350.	07.37-07.38	A student	Kaki..
351.	07.39-07.40	Teacher	Ooh.. Kaki..
352.	07.41-07.42	A student	Lutut (siswa yang lain menyahut)
353.	07.42	Teacher	Telinga
354.	07.43	A student	Sama ekor
355.	07.44-07.46	All students and Teacher	Hehehe (tertawa kecil)
356.	07.47-07.51	Teacher	Okeey.. Kalo menurut Iget gajah yang besar apanya?
357.	07.53	A student	 (speak unclearly)
358.	07.55	All students	Hahhaha (tertawa)
359.	07.57-07.58	Some students	Badannya pak, ee' nya
400.	07.59	A student	Iyaa too (menyahut)
401.	08.00-08.03	Teacher	Badannya, kakinya, telinganya besar semua ya?
402.	08.04	A student	Besar kandangnya (menyahut)
403.	08.04-08.06	Teacher	Okeey... hmm..
404.	08.09-08.13	Teacher	Kok saya liat di Gembiro Loko itu gajah yang besar itu kandangnya
405.	08.14-08.23	Some students	 (tertawa sambil berbicara dan heboh sendiri dengan temannya)
	08.21-08.23	A student	Rambutnya besar kan badannya besar pak?
406.	08.24-08.29	Teacher	Ooiyaaa.. itu tandanya gajahnya ... (speak unclearly)
407.	08.30-08.32	Some students	Khkhkhkh (giggling)
408.	08.32-03.38	Teacher	Hmm, okeey... Nah kalok agak dibelokkan kalian setia sekali ya?
409.	08.38-08.39	Male students	Hahahha (tertawa)
410.	08.39-08.44	Teacher	Ngomongnya bebas, sampe ada yang mengamati ee' gajah.
411.	08.45-08.46	All students	Hahhaha (tertawa)
412.	08.47-08.49	A student	 (speak Javanese language)

413.	08.51-09.08	Teacher	Pikirannya bebas. Okeey, so first when we talk about part, we talk about noun. Kemudian kita menggambarkan telinganya ears, dlam menggambarkan itu kita menggunakan kata?
414.	09.09	Some students	Adjective..
415.	09.10-09.20	Teacher	Kata sifat, adjective yaah. Nah, nanti ada perpaduan menggabungkan adjective and noun disebut apa?
416.	09.21	A student	Adjective Noun (berbicara dengan suara kecil)
417.	09.22-09.23	A student	Eem noun phrase.
418.	09.23-09.26	Teacher	Noun yang di depannya ada adjectivenya disebut noun?
419.	09.26-09.27	All students	Noun phrase..
420.	09.28-09.30	Teacher	Noun phrase.. ada yang menjawab nggak tadi?
421.	09.31-09.32	Some students	Tu dua.. Adaa..
422.	09.33-09.40 09.39-09.40	Teacher A student	Sebenarnya sudah diajari, hanya memang ya itulah manusia tempatnya lupa.. Lupaa..
423.	09.42-10.08	Teacher	Kayak punya semester 1 diulang-ulang sampe ngelotok. Pas semester 2 ngelotok beneran malah, nggak nempel. Okeey.. Nah disini nanti ada yang disebut characteristics, ada yang disebut qualities,
424.	10.12-10.16	Teacher	Ini.. berarti kalian menggambarkan dengan..
425.	10.16-10.18	All students	Identities ..
426.	10.20-10.36 10.34-10.36	Teacher All students	To predict features, the use of noun, adjectives, noun phrase. Yang dikemas dalam simple present tense.. Present tense..
427.	10.38-10.42	Teacher	Ada yang menambahkan penggunaan action verb
428.	10.42-10.43	All students	Verb..
429.	10.44-10.45	Teacher	Apa action verb itu?
430.	10.46-10.47	All students	 (tidak menjawab)
431.	10.47-10.48	Teacher	Apa action verb?
432.	10.49-10.51	Some students	Kata kerja yang menentukan tindakan.
433.	10.52-11.08	Teacher	Kata kerja yang membutuhkan suatu tindakan, contohnya aktif, karna nanti ada kata kerja yang pasif. Jadi aktif, pasif atau

			 (speak unclearly) yaaa. Tidak menunjukkan suatu aksi..
434.	11.09-11.18	Teacher	Seperti kalian ini lo, kalo suruh mikir ngomong, suruh ngomong mikir.
435.	11.19	All students	Hehhehe (tertawa liris)
436.	11.19-11.33	Teacher	Naa.. ya kan? Kalo suruh studied mikir malah tereret tet tet tet.. Naah, suruh speak te te te tet.. malah hmm deeh..
437.	11.35-11.50	Teacher	Suruh njawab angkat tangan saja malah mikir.. Kalian terlalu, pertimbangannya terlalu rinci. Jangan-jangan kalo saya angkat tangan nanti ketekku sobek.. hiyaa..
438.	11.49-11.50	All students	Khkhkhkh (giggling)
439.	11.51-11.53	Teacher	Terlalu mendalami gerakanya
440.	11.54	All students	Hahahaha (tertawa)
441.	11.55-11.57	Teacher	Jangan-jangan tanganku pegel, ya kan?
442.	11.58-11.59	A student	Nanti sakit pinggang (menyahun)
443.	12.00-12.24	Teacher	Hmm yaaa.. Kalian itu mikirnya terlalu lama, yaa? Okee.. so the example of the text in, in your book is 132. Hmm, and the next at the description, dalam bagian description, apa disitu?
444.	12.25	All students	 (tidak menjawab)
445.	12.25-12.31	Teacher	The new bolster is made of soft fabric. Apa soft fabric?
446.	12.33-12.34	A student (at the same time)	Bahan yang lembab Pabrik yang lembut
447.	12.35	A student	Facbric ki opo? Hahha (menyahun temannya)
448.	12.36-12.37	Teacher	Kok pabrik yang lembut?
449.	12.38	A student	Hahahha (tertawa terbahak-bahak)
450.	12.38-12.39	Teacher	What is fabric?
451.	12.40-12.41	A student	 (speak unclearly) material.
452.	12.42-12.46	Teacher	Waah.. wes ngawur iki. Menjawab malah lagi mikir..
453.	12.47-12.48	Teacher	Yasin, what is fabric?
454.	12.49	A student	 (menggelengkan kepala tidak tahu)
455.	12.50-12.52	Teacher	Ooo nggak tau.. haddeh..

456.	12.58-13.05	Teacher	Okeey coba yang pojok. Hati-hati nanti kena colokan setrum. What is the meaning of fabric? (sambil menunjuk salah satu siswa)
457.	13.06	A student	Fabric tu..
458.	13.10	A student	Bahan
459.	13.11-13.14	Teacher	Oo bahan.. bahan dari apa?
460.	13.14-13.15	A student	Kalok di sini dari umbul
461.	13.16-13.18	Teacher	Dari umbul haha.. haduh.. (sambil tersenyum kecil)
462.	13.21-13.29	Teacher	Ini khawatirnya kalian ituuuu nggak ngerti tapi asal mendengar kemiripannya fabric pabrik..
463.	13.30-13.31	A student	Aa..haaha..
464.	13.32-13.33	Teacher	Spidol spaidel
465.	13.34-13.35	Some students	Hahah (tertawa)
466.	13.35-13.45	Teacher	Itu opooo.. yaa? Jadi pastikan vocabulary kalian. Coba dikamus saja fabric itu apa?
467.	13.47	A student	Tenunan
468.	13.48-13.53	Teacher	Tenunan.. tenunan atau se? se?
467.	13.54	A student	Se..
468.	13.54-13.56	A student	Seratus persen hanya rock n roll (siswa yang lain menyahut)
469.	13.56-13.58	All students	Hhahaha (tertawa)
470.	13.58-13.59	Teacher	Jawab apa tadi?
471.	13.59	A student	Nggak apa-apa pak
472.	14.00-14.18	Teacher	Loo.. iyakan? Koe iki nek agak dibelokkan wes kemana-mana. Twar tar twar.. tapi ketika serius lah yo ini anak sekarang itu saya ya agak bingung ngajarnya. Kalok diajak serius.. malah stress.
473.	14.21-14.25	Teacher	Di tekaaan, tambah stress.
474.	14.25-14.26	A student	Kelvin juga stress (menyahut)
475.	14.26-14.28	Some students	Khkhkh (giggling)
476.	14.29-14.43	Teacher	Dilonggari? Ambyar.. yaa.. okee bisa dihitung serat, serat yang lembut maksudnya. Yang ditenun itu opo to?
477.	14.44	A student	Kain..
478.	14.45	Teacher	Yo serat to
479.	14.46-14.47	A student	Mosok kain ditenun? ngawur

480	14.50-15.10	Teacher	(merespon jawaban murid yang menjawab kain tadi) Apa yang ditenun? Yaa kain itu sudah jadi yaa.. Okey.. so, on the description the new bolster is made of the soft fabric. Nah, fabric itu kata benda, soft kata? Sifat..
481.	15.09-15.10	Some students	Sifat..
482.	15.11-15.12	Teacher	Fungsi kata sifat untuk apa to?
483.	15.12-15.13	Some students	Penjelas
484.	15.14	Teacher	Ha?
485.	15.15	A student	Penjelas
486.	15.16-15.17	Teacher	Penjelas apa?
487.	15.17-15.18	Teacher	Kata benda..
488.	15.19-15.58	Teacher	Wes dari awal yaa.. Kata sifat itu untuk menggambarkan, membatasi.. yaa.. atau juga menjelaskan kata bendaa. It is soft and fluffy like woolen fabric. Yaa, cobaa, ni kalian coba kalo membaca text ituu juga betul-betul vocabularynya dipahami. Nah, pada identification and description, tensis yang digunakan apa ini?
489.	15.59-16.00	A student	Simple present..
490.	16.01-16.04	Teacher	Simple present, kok tau simple present dari mana ini?
491.	16.05-16.13	All students	 (speak unclearly)
492.	16.14-16.22	Teacher	Hadeeh.. cobaa, Bismaa, pada description menggunakan tensis apa? (sambil menatap dan menunjuk Bisma)
493.	16.22-16.23	A student	Simple present
494.	16.23-16.25	Teacher	Simple present kok tau darimana?
495.	16.25-16.26	A student	Dari ciri-cirinya
497.	16.27-16.29	Teacher	Dari ciri-ciri yang mana?
498.	16.30-16.31	A student	Nggak tau pak, hehe (tertawa kecil)
499.	16.32-16.37	Teacher	Nggaj tau hehe (sambil meniru cara siswa tsb berbicara). Ooo ini yaa.
500.	16.38-16.41	Teacher	Tensis yang digunakan apa? (sambil menunjuk siswa yang lain)
501.	16.42	A student	Henghenghe (siswa yang lain tertawa kecil)
502.	16.43-47	A student	(kebingungan sambil melihat bukunya)
503.	16.48	Teacher	Apa?
504.	16.49	A student	Simple eheh (giggling)

505.	16.50-16.53	All students	Ehheheheh (tertawa)
506.	16.54-16.59	Teacher	Coba sebutkan bagian mana yang menunjukkan simple present tense?
507.	17.00-17.03	Teacher	Kata-kata apa yang menunjukkan simple present tense?
508.	17.11-17.12	A student	Heheh nggak tau (sambil tertawa)
509.	17.12-17.23	Teacher	Laa.. iya kan? Nggak tau.. tang tang tang tang .. tapi bingung. Kok nggak ada? Kalo nggak ada kok kamu malah bisa menjawab simple present tense dari mana?
510.	17.24-17.28	A student	Soalnya (speak unclearly)
511.	17.29-17.40	Teacher	La iya ini kan contohnyaa, perwujudan dari teori yang kamu rekam ituu. Nah, description di sini menggunakan simple present tense kan?
512.	17.40-41	A student	Iyaa
513.	17.41-17.46	Teacher	Iyaa, sekarang tunjukkan kata-kata mana yang menunjukkan simple present tense?
514.	17.47-17.51	A student	 (diam sambil membaca bukunya untuk menjawab pertanyaan dari guru)
515.	17.53	Teacher	Cobaa
516.	17.55-17.59	A student	It is soft and flupii (incorrect pronunciation)
517.	18.00-18.01	Some students	Hahaha (tertawa)
518.	18.02	A student	Fluffy (membetulkan pronunciationnya yang salah)
519.	18.06-18.10	Teacher	Yang menunjukkan simple present tense itu kata yang mana?
520.	18.11-18.17	A student	 (mencari kata yang menunjukkan simple present tense dibuku paket)
521.	18.18-18.19	A student	Nggak tau pak (dengan suara kecil)
522.	18.19-18.35	Teacher	Hoo, nggak tau kan? Nggak tauu.. Makanya diharapkan kalian tauu. Saya tau, kalian ketika bicara di luar direkam tadi mungkin banyak yang bisa ngomong, tapi hafal saja. Sebenarnya nggak tau ngomong opoo?
523.	18.36-18.45	Teacher	Kamu ngafal ke. Saya paham kan? Siswa yang mendapatkan ilham saja bingung, apalagi yang nggak dapet ilham.

524.	18.47-18.53	Teacher	Yaa? Okee coba, kata apa yang menunjukkan penggunaan simple present tense? (sambil menunjuk siswa lain)
525.	18.54-18.56	A student	 (tidak menjawab dan kebingungan sambil menoleh ke temannya)
526.	18.57-18.59	Teacher	Yakin ya pada description menggunakan simple present tense?
527.	19.00	A student	 (suara tidak terdengar)
528.	19.01-19.04	Teacher	Coba kata apa yang menunjukkan simple present tense?
529.	19.05-19.08	A student	 (diam dan tidak menjawab)
530.	19.09-19.30	Teacher	Naah ya kan? Makanya ini ketika anak-anak dices, soalnya pilihan ganda cepet menjawab, tapi ora nggurong milih A kenapa, milih B kenapa. Artinya apa to? Feeling, perasaan saja. Ya Bisma ya?
531.	19.31	A student	Iya pak.
532.	19.32-19.33	Teacher	Ya Bisma masih punya perasaan to?
533.	19.34	A student	Punya
534.	19.35-19.41	Teacher	Iyaa, menurut perasaan Bisma, bagian description kata apa yang menunjukkan simple present tense?
535.	19.42-19.43	A student	 (diam tidak menjawab)
536.	19.44	Teacher	Yaa?
537.	19.46	Teacher	Noun?
538.	19.56-20.01	Teacher	Ada yang tau, yang menunjukkan penggunaan simple present tense apa disitu?
539.	20.01-20.04	Some students	 (memberikan jawaban yang berbeda-beda)
540.	20.05	Teacher	Penggunaan to be
541.	20.07-20.08	Some students	Is....
542.	20.09-20.14	Teacher	Kata kerja yang ditambahi has. Has itu loo.
543.	20.16-20.19	Teacher	Haduuuh, la piyee yaa..
544.	20.22-20.25	Teacher	Ige, tambah paham opo tambah mumet?
545.	20.27-20.39	Teacher	Ige, paham ya? Okey paham. Cobaa, saya mengajar dua jam kok (suara audio tidak begitu jelas) gitu yaa.
546.	20.41-21.04	Teacher	Cobaa, kalian pelajari lagi.. kalo kalian seperti kemaren, menggunakan internet di sana apa-apa ada. Tapi, tolong dibatasi,

			jangan apa-apa kamu buka kamu lihat, ya Karlin ya?
547.	21.05-21.08	Teacher	Iyaa.. karna diinternet (suara tidak jelas) kalimat kan?
548.	21.09	A student	Adaa
549.	21.10-21.13	Teacher	Aadaa.. kok Bisma saja ada kok.
550.	21.17-21.26	Teacher	Diinternet mau nyari orang yang namanya Bisma ada, yang namanya Alya Saputra yo ada.
551.	21.37	Teacher	Kenapa?
552.	21.39	A student	Mau beresin
553.	21.42-21.44	Teacher	Yaa. Kelvin yaa?
554.	21.44	A student	Iya paak.
555.	21.45-21.46	Teacher	Jangan lupa diambil lagi
556.	21.46-21.47	A student	Siap pak.
557.	21.48-21.51	Teacher	Terus kita kembalikan biar ada contoh.
558.	21.54-21.56	Teacher	Kelvin sudah mendengar bunyi bel belum?
559.	21.56	A student	Yes.
560.	21.58-22.00	Teacher	Gimana rasanya mendengar suara bel tadi?
561.	22.01	A student	Bahagia pak.
562.	22.02-22.04	Teacher	Bahagia, yang membuat bahagia apa?
563.	22.05	A student	Sudah selesai.
564.	22.06-22.11	Teacher	Oo sudah selesai, Oo dalam hati Kelvin cepatlah berakhir
565.	22.12-22.18	All students	Hahahaha (tertawa)
566.	22.21-22.24	Teacher	Kok rasanya saya ada yang mengamati?
567.	22.27-22.29	A student	Mau tanya flashdisk yang kemaren pak
568.	22.35-22.40	Teacher	Kalo mau tanya flashdisk ya ke ruang guru to, ngambil diruang guru
569.	22.42-22.46	A student	Kamu ini, nyuruh-nyuruh (sambil menunjuk temannya). Yang nyuruh tadi siapa?
570.	22.46-22.47	A student	Yang punya flashdisk sopo?
571.	22.48	A student	Aku.
572.	22.56-23.10	Teacher	Okee don't forget to study at home, because the next month you will have about thirty meetings to prepare your test on March. Okey thanks for your attention and see you
573.	23.10-23.17	All students	See you, thank you Mr. Ibnu.

Day 5 - Transcription of Audio & Video in SMP 8 Yogyakarta (26/02/20)

No.	Minute	Speaker	Transcription
Audio & Video			
1.	00.39-00.48	All students	Greeting to our teacher, Good Morning Mr. Ibnu..
2.	00.48-00.50	Teacher	Ok Good Morning students, please sit down!
3.	01.13-01.14	Teacher	Who is missing today?
4.	01.15-01.16	Some students	Dimaas..
5.	01.18	Teacher	Dimas
6.	01.20	A student	Sakit (menyahut)
7.	01.22-01.25	Teacher	Number ten. Do you know the reason why?
8.	01.26-01.27	Some students	Sakit, sick.
9.	01.27	Teacher	Sick?
10.	01.33-03.09	Teacher	Ya tolong saya ingatkan apalagi musim sekarang musim begini, tolong jaga kesehatan. Polaaa belajar, istirahat, makan, bermain, tolong diatur, yaa. Karna saya amati yang tahun ini spesial, ada satu kelas kadang 10 sepuluh anak nggak masok. Ada satu kelas 12 anak nggak masok karna sakiit. Ada yang nggak masok 4, hanya gantian kayak kelompok ronda saja. Hari keempat besok masok, eh gantian 4 yang lain nggak masook. Kalo terbiasa diamati agak aneh yang tahun ini, jadi coba kalian jagaa kesehatan. Apalagi sebentar lagi kalian akan tes tengah semester. Kurangi bermain yang kurang yang mendukung, ngegame, yaa. Ni, karna anak-anak kadang-kadang ngegame itu sehari nggak kerasa. Tau-tau belajar sepuluh menit mumet, ni yaa. Okeey.. dan jangan terlalu gampang alasan lupa, nanti lupa beneran, termasuk yang mungkin gampang sakit, dari dokter pulang bawa obat lupa nggak diminum. Naah, okeey.
11.	03.13	Teacher	Dari? (salah seorang siswa tiba-tiba baru masuk kelas, kemudian menyalami guru, lalu mencari tempat duduknya)
12.	03.13	A student	Dari beli pulpen
13.	03.14-03.22	Teacher	Oo beli pulpeen. Untung tidak lupa kembali ke dalam kelas, yaa. Okeey.
14.	03.26-03.27	Teacher	Sudah masok to Bismaa
15.	03.28-03.30	Some students	Hahaha (tertawa)

16.	03.31-04.27	Teacher	Lo saya katakana tadi anak sekarang itu cenderung lupa opo-opo alesan ne, keluaar. Tadi ada yang terlamabaat jam ke enol. Lupa kalo ada jadwal jam ke enol. Ada yang terlambat paraah, bangun kesiangan, cuma alesannya lupa, yaa. Itu nanti lupa itu dampaknya kemana-mana. Sakit ke dokter lupa minum obat. Batook dikasih obat sirup, minum, lupa membaca aturan minum. Seharusnya kocok dulu baru diminum. Lah koe minum obat lupa kocok. Akhirnya ke sekolah jalan kaki, di trotoar berhenti ngocok obat (sambil mempergakan gerakan badan yang bergoyang) yang sudah diperut, yaa?
17.	04.28	Some students	Hahaha (tertawa)
18.	04.29-04.57	Teacher	Ya. Itu masih mending di trotoar nggak ganggu orang lain. Tapi naik gojek, drivernya kan kasian. Ngocok obat (sambil mempergakan gerakan badan yang bergoyang). Lah kalo yang naik Raska mungkin nggak terlalu dampak ya goyongannya itu. Kalo yang naik Bisma la yo kasian drivernya. Okeey, yak. Yaa..
19.	04.59-05.22	Teacher	Okey. Last week, you recorded speaking activity outdoor. Yaa, kemaren merekam di luar. Coba ngafal ke memahami teori berkaitan dengan descriptive text, hasilnya manaa?
20.	05.23-05.27	All students A student	 (not responding) Kemaren..
21.	05.28-05.33	Teacher	Sudah dikumpulkan yaa? Okeey. Apakah ada yang belum mengumpulkan?
22.	05.35-05.36	A student	Rasya (sambil angkat tangan)
23.	05.36-07.08	Teacher	Oo. Nah, kalian perlu tau, temenmu kelas lain sekarang sudah saya press, dulu masi enak ya. Kelas laen saat itu juga ditegur langsung dikumpulkan. Ini dalam rangka apa? Saya mulai menyaring anak-anak yang kebanyakan alasan, yang malas, dan sebagainya. Nah, kemaren kan saya gitu. Selesai rekaman masuk ke kelas diproses disatukan, lah kok ada tiga anak alesannya yang mengerikan, yaa. Videonya dihapus, piye meneh? yaa. Karna saya mengamati anak-anak itu ada yang jagak ke, kurang tiba-tiba diberi waktu, oo besok ngulang, la bener kan? Setelah di press, itu yang biasanya ngajak ke. Karna ketika keluar kelaas, yang lain mulai bicara merekam, tiga anak itu malah jagungan (speak Javanese language). Saya liat

			juga sudah mulai merekam juga akhir-akhir menjelang temen selesi. Tapi ketika mau dikumpulkan alesannya malah dihapus videonya. (suara tidak jelas), lo kenapa dihapus? Karena hpnya penuh dengan gambar loo. Lah nek logikamu itu jalan baik.. yang dipentingkan videonya yang dihapus video opo gambar ee?
24.	07.09	Some students	Gambarnya..
25.	07.09-07.36	Teacher	Gambarnya ngono lo. Makanya udah mulai keliatan anak yang hobinya banyak alesaan, sekarang mulai terjaring. Khawatirnya pola pikirmu begitu, nanti kantong celanamu itu remuk kertas yaa ulangan, dilipet-lipet masukin kantong, lah kok kasih dikasih duit banyak waktu kantongnya remuk duitnya aja yang dibuang
26.	07.37-07.38	Some students	Haha (tertawa)
27.	07.40-07.53	Teacher	Jadi anak sekarang itu gitu, yaa. Naa, mungkin sejak hari senen kemaren, disarankan apa? AC tidak dinyalakan. Memang nggak dinyalakan sejak senen?
28.	07.54	Some students	Iya pak.
29.	07.55-07.57	Teacher	Iya? Terus kerasa panas nggak?
30.	07.58	Some students	Iyaa
31.	07.59-08.02	Teacher	Terus kalo kamu kreatif, mikir e kreatif, apa yang dilakukan?
32.	08.03	Some students	Buka jendela
33.	08.04-08.05	Teacher	Sudah dibuka?
34.	08.05-08.06	Some students	Belum
35.	08.08-08.12	Teacher	Ini loo. Yang sini udah dibuka semua? (sambil menunjuk jendela-jendela yang berada di sebelah kiri)
36.	08.12-08.13	Some students	Beluum
37.	08.14-08.21	Teacher	Loo, ini.. Koe tu piye sih, coba dibukaa! Mosok koe sambil ngengatos..
38.	08.24-08.28	Teacher	Ndak kreatifitas anak-anak sekarang mungkin beginii
39.	08.37-09.36	Teacher	Yaa, masi lumayan kelas ini tidak terlalu panaas. Masih kena sinaar. Kalo yang kelas atas itu kalo

			sudah jam segini, apalagi jam 9 itu, langsung kena sinar matahari panasnya luar biasa. Tapi yo anak-anak nek nggak dielengke nggak disuruh itu loo klotok .. Wes AC nggak dinyalakan, kena panas dari luar malah ditutup rapet, puanaas bener. Jadi heran ini anak-anak itu mungkin pikirannya nggak terlalu nyambung di kelas. Keringet baunya luar biasa, kok anak-anak itu enjoy begitu. Nyoba harum bentar keringeet, opo kalian itu jangan-jangan kalian di rumah ada yang memang sudah minumannya campur parfum laundry itu po piye ya? Jadi keringetnya berasa harum.
40.	09.36	Some students	Khkhkhe (giggling)
41.	09.38-10.10	Teacher	Saya saja nggak kuat ngambu e keringetmu itu. Yo anak-anak kalo nggak disuruh buka jendela itu nggak dibuka itu. Padahal panasnya luar biasa. Okeey, yak, tapi karna memang penggunaan listrik fokuus untuk yang TRP kitaa. Tadinya mau saya tampilkan video kalian yaa, tapi pas lagi sedang digunakan ya. Tapi nanti kan bisa ato besook untuk videonya, yaa. Okey.
42.	10.12-10.25	Teacher	Now we will start studying English, okey. Ee last week, you recorded what you know related to descriptive text. What is a descriptive text? (sambil menunjuk salah satu siswi)
43.	10.25-10.39	A student	Descriptive text is a text which describe person, place..... (suara terlalu kecil)
44.	10.40-10.55	Teacher	Descriptive text is a text which says what a person, a thing, or a place is like. What is the social function of a descriptive text? (sambil menunjuk siswi yang lain)
45.	10.56-11.00	A student	To describe people, things and place specifically
46.	11.01-11.16	Teacher	Specifically. To describe people, thing or place specifically. What is the meaning of specifically? Spesifik itu opo, yo spesifik itu opo?
47.	11.17-11.22	A student	(not responding)
48.	11.23-11.25	Teacher	Apa maksud ee spesifik?
49.	11.26-11.28	A student	(not responding)
50.	11.29-11.48	Teacher	Naaah, ya kan? Khawtirnya kalian nanti pidato membuat istilah yang wuh keren-keren tapi ra ngerti. Saudara-saudara.. kita harus berkorporasiii, negoisasii, koperasii, desiminasi dan reboisasii bersama..

51.	11.47	Some students	Haha (tertawaa)
52.	11.49-11.54	Teacher	Opoo ituu, yaa. Spesifik itu apaa? (sambil menunjuk siswi yang lain)
53.	11.55	A student	Rinci..
54.	11.56-11.59	Teacher	Oo rinci.. spesifik itu apaa? (menunjukus siswi yang lain lagi)
55.	12.00-12.03	A student	 (diam, tidak merespon)
56.	12.04-12.16	Teacher	Makanya ada istilah nanti... identification.. Nah, ada yang mengatakan particular. Apa itu particular? (sambil menunjuk seorang siswi)
57.	12.16	A student	Tertentu
58.	12.17-13.33	Teacher	Tertentu, khusus, yaa. Nanti ada spesifik, ada general, general itu secara umum, spesifik secara? Khusus, ya. Diharapkan kalian itu bisa ngomong dan ngerti, paham yang kamu omongkan. Anak-anak itu piyee too? Kalo yang dibaca dihafalkan buku berbahasa Inggris, bisa ngomong Inggris. Tapi ora ngedoong. Yang dibaca berbahasa Indonesia doong maksudnya, tapi ra iso ngomong. Diharapkan you combine, you can speak and you know what you are telling about. Ok, so the social function of a descriptive text is to describe a particular person, thing or place, or to describe person, thing or place specifically. Ok, now what are the sos the des (guru tiba-tiba lupa apa yang mau dikatakan) the generic structures of descriptive text? (sambil menunjuk salah satu siswa)
59.	13.34-13.35	A student	Identification and description
60.	13.36-13.44	Teacher	Identification and description. What is identification about? (menunjuk siswa yang lain)
61.	13.47-13.51	A student	Identifies of a things, place, or person will be describe (suara tidak terlalu jelas)
62.	13.51-13.54	Teacher	Identify thing, place or person..
63.	13.55	A student	Will be describe
64.	13.56-14.05	Teacher	Will be describe.. What is description about? (menunjuk siswa yang lain)
65.	14.06-14.12	A student	Describe.. characteristics.. quality..
66.	14.14-14.16	Teacher	Describes.. characteristics
67.	14.16	A student	Part
68.	14.17-14.18	Teacher	Ok parts
69.	14.19	A student	Qualities
70.	14.20-14.21	Teacher	Qualities

71.	14.22	A student	Characteristics
72.	14.23-14.40	Teacher	Characteristics. Ok, ada istilah parts, characteristics, qualities, naah. Kalo membicarakan parts berarti kita bicara tentang jenis kata? (menunjuk seorang siswi)
73.	14.41	A student	Benda
74.	14.42-14.50	Teacher	Kata benda. Kalo characteristics dan qualities bicara tentang kata? (menunjuk seorang siswi)
75.	14.50	A student	 (diam)
76.	14.51	Teacher	Kata?
77.	14.52	A student	Adjective (dengan suara kecil)
78.	14.53-15.01	Teacher	Adjective.. Nah, jadi nanti ada noun, adjective. Nah, kalo noun adjective digabungkan menjadi? (menunjuk siswa lain)
79.	15.02-15.03	A student	Apa itu?
80.	15.03-15.05	Teacher	Ya apa? Makanya saya tanya
81.	15.06-15.07	A student	Anuu, anu pak, itu tu
82.	15.08	Teacher	Menjadi?
		A student	Jamak (seorang siswa tiba-tiba menyahut)
83.	15.09	A student	Jamaq ki piye
84.	15.10-15.11	Some students	Hahaha (tertawa)
85.	15.13-15.14	A student	Ah.. Astagfirullahalazim..
86.	15.15	Teacher	Adduh..
87.	15.16	A student	Action
88.	15.17-15.18	Some students	Eh noun... activity one... (beberapa murid mencoba mengganggu konsentrasi Kelvin)
89.	15.20-15.27	Teacher	Cobaa.. Kelvin kok ngomongnya tambah bingung, dieem! (Memberi peringatan kepada anak-anak yang mengganggu Kelvin) Wong Yasin aja diem kok (Memuji Yasin yang duduk di samping Kelvin)
90.	15.28-15.29	Some students	Hmmhahaha (tertawa)
91.	15.29-15.35	Teacher	Kamu malah ajak ngomong tambah bingung Kelvin itu kelemahannyaa. Diberitahu malah tambah bingung. Ini lagi mau focus to Kelvin?
92.	15.36	A student	Nggak
93.	15.37-15.40	Teacher	Kalo adjective digabung dengan noun menjadi? (bertanya ke Kelvin sekali lagi)
94.	15.41-15.42	A student	Noun adjective

95.	15.42-15.43	Teacher	Noun adjective (sambil tertawa dan mengacungkan jempol, padahal jawabannya salah)
96.	15.42-15.44	All students	Hahaha (tertawa)
97.	15.45-15.46	Teacher	Jadi apa Yasin?
98.	15.47	A student	 (diam, tidak merespon)
99.	15.48-15.51	Teacher	Noun, digabung dengan adjective, jadi?
100.	15.52-15.54	A student	 (diam, tidak merespon)
101.	15.55	Teacher	Jadi?
102.	15.56-15.59	A student	 (pandangan mata melihat ke sana kemari seperti kebingungan)
103.	16.00	Teacher	Jadi apa Bismaa?
104.	16.03-16.04	A student	Kat kata keterangan
105.	16.05-16.22	Teacher	Kata keterangan (sambil tertawa kecil). Ni keterangan sehat po piyeee? Jaan.. ada noun, berarti satu kata benda. Kalo kata benda itu ditambahi adjective menjadi apaa? (sambil menunjuk salah satu siswa)
106.	16.23	A student	Noun phrase (berbicara dengan suara kecil)
107.	16.24-16.27	Teacher	Noun phrase.. ya, Kelvin tau yaa.
108.	16.27	A student	Iya pak
109.	16.31	Teacher	Kalo noun ditambahi adjective menjadi? (sambil menunjuk Kelvin)
110.	16.31-16.47	Teacher	Noun phrase.. Sudah diajari too noun phrase.. Ok, now what is the language features of a descriptive text? Okeey. What is the language features (sambil menunjuk salah satu siswa).
111.	16.48-16.55	A student	Eee... (terlalu lama menjawab)
112.	16.56-17.00	Teacher	Eee.. kelamaan. Hanya ee, mboh pak.
113.	17.00	Some students	Khkhkhkh (giggling)
114.	17.01-17.03	Teacher	Wees.. What is the language features? (menunjuk siswi yang lain)
115.	17.04-17.05	A student	Simple present tense
116.	17.06-17.07	Teacher	Simple present tense
117.	17.08-17.09	A student	Action verb
118.	17.09-17.10	Teacher	Action verb
119.	17.11	A student	Noun
120.	17.12	Teacher	Noun
121.	17.12-17.13	A student	Sama adjective
122.	17.14-17.23	Teacher	Sama adjective. Ada yang menambahkan apaa? opo kemaren? Specific?

123.	17.23-17.24	A student	Participant
124.	17.25-17.27	Teacher	Maksudnya opo to specific participant?
125.	17.28-17.29	All students	 (tidak menjawab)
126.	17.30-17.35	Teacher	Opo itu? Specific tadi sudah adaa. Participant ki sopo yang dimaksud?
127.	17.36	All students	 (tidak menjawab)
128.	17.37-18.15	Teacher	La ya obyeknya ituu . Obyek spesifik. Makanya ada identification, yaa. Pada identification itu sebenarnya menentukan, memastikan satu obyek yang akan digambarkan. Makanya pastikan spesifik di obyeknyaa. Kalo itu orang ya siapa namanya. 7B siswanya hari ini 31. Biasanya ditentukan secara spesifik dengan apa?
129.	18.16	All students	 (tidak menjawab)
130.	18.17-18.19	Teacher	Yang tid (disini bapak guru salah berucap) bisa membedakan dengan yang lain namanya?
131.	18.20-18.21	All students	 (tidak menjawab)
132.	18.22-18.27	Teacher	Ya? Masing-masing punya namaa. Apakah ada yang namanya persis?
133.	18.28	All students	 (tidak menjawab)
134.	18.29	Teacher	Ada?
135.	18.29-18.30	Some students	Nggak
136.	18.31	Teacher	Ada?
137.	18.32	A student	Nggak
138.	18.33-18.45	Teacher	Ngaak adaa. Nanti, itu nama itu membedakan spesifik. Nanti kalo ada yang memanggil, kelas 7B keluar, yang keluar siapa?
139.	18.46	A student	Kelas 7B
140.	18.47-18.56	Teacher	Oo.. Keluar semua.. ya su'su'an yaa.. Ada yang masih suka iseng make pintunya (sambil memperagakan gaya sesorang mendorong-dorong pintu kelas), waaa.. ada to 7B?
141.	18.57	A student	Waa ada khkhkh (sambil tertawa kecil)
142.	18.58-19.09	Teacher	Iyaa.. temen mau lewat, makin pintunya ditarek-tarek ditutuup, yaa. Ini, kalo disebut Yasin keluar! Yang keluar berapa siswa?
143.	19.10	A student	Satuuu
144.	19.10-19.47	Teacher	Iya satu spesifik yang keluar khkh (sambil tertawa kecil). Masak sekelas, Yasin keluar! Wuue.. keluar bareng, ya. Ini, kalo benda di kelas 7B banyak benda, meja, kursi, papan tulis, spidol, haaa. Nama bendanya apa. Tempat juga ada namanya yaa. Bahkan benda tadi ada yang

			spesifik, benda bisa lompat yaa (sambil menunjuk sebuah pulpen yang jatuh. Divideo terlihat salah seorang siswi sedang memainkan sebuah pulpen sampai pulpen itu terjatuh ke lantai). (Guru mengambil pulpen yang terjatuh tersebut) Wah, bendanya ajaib to?
145.	19.48-19.49	Some students	Hahaha (tertawa)
146.	19.50-19.57	Teacher	Padahal saya di sana, kenapa kok tarikan maghnetnya ke sini. Aneh to? Aneeh, luar biasaa (sambil memasukkan pulpen siswi tersebut ke kantong bajunya)
147.	19.58-20.00	All students	Hahahaha (tertawa)
148.	20.01-20.07	Teacher	Saya anggap benda ajaib ini yaa (sambil memegang pulpen siswi tersebut). Saya moga-moga bisa jadi guru yang ajaib jugaa.
149.	20.07-20.08	Some students	Amiiin..
150.	20.09-20.18	Teacher	Okee, yaa. So, in the identification yaa, there will be a? (sambil menunjuk salah satu siswi)
151.	20.19-20.20	A student	 (tidak menjawab)
152.	20.21-20.25	Teacher	a..?
153.	20.26-20.30	Teacher	In the identification there will be a? (sambil menunjuk siswi yang lain)
154.	20.31	A student	 (tidak menjawab)
155.	20.32	Teacher	a..?
156.	20.33-20.35	A student	 (tidak menjawab)
156.	20.36-20.48	Teacher	In the identification we identify specific object to be describe. The students specifically diverse from the..?
157.	20.49-20.50	Some students Teacher	Names.. Names..
158.	20.50-20.58	Teacher	Things in the classroom, diverse from names.. place.. So, in the identification there will be a? (sambil menunjuk salah satu siswi)
159.	20.59	A student	Identify..
160.	21.00-21.05	Some students	Hahaha (menertawakan ekspresi guru yang kesal dan kecewa dengan jawaban siswa tersebut)
161.	21.06-21.08	Teacher	In the identification there will be a? (menunjuk siswi lainnya)
162.	21.09-21.10	A student	 (suara kecil dan tidak terlalu jelas)

163.	21.11-21.12	Teacher	Malah nanyaa..
164.	21.13-21.14	A student	Aku lupa kemaren
165.	21.14-21.22	Teacher	Wee.. lalalalala.. lupaa. Duh, saya ngajak ngobrol dicuekkkin, sakit hatiku..
166.	21.23-21.24	All students	Ahahahha (tertawa)
167.	21.25-21.29	Teacher	Yaak, in the identification there will be a? (menunjuk siswi yang sama)
168.	21.30-21.35	A student	a.. a.. ee nggak tau khkhkh (tertawa kecil)
169.	21.36-21.42	Teacher	Haduuuh.. In the identification there will be a? (menunjuk siswa yang lain)
170.	21.42-21.43	A student	Noticement (suara tidak terlalu jelas)
171.	21.44-21.50	Teacher	Haduuuh, hmm.. (sambil mengusap wajah tanda kecewa) In the identification there will be a? (menunjuk siswa yang lainnya)
172.	21.51	A student	 (tidak menjawab)
173.	21.52	Teacher	a..?
174.	21.53-21.54	A student	a name (meyahut dengan suara kecil)
175.	21.56-21.58	Teacher	there will be a? (menunjuk siswa yang lain lagi)
176.	21.59-22.00	A student	 (tidak menjawab)
177.	22.01-22.03	Teacher	a..? Mbok yang keras. a..?
178.	22.03	A student	Khkhkh (tertawa kecil)
179.	22.04-22.13	Teacher	Khkhkh (meniru cara siswi tersebut tertawa). Ngomong atau ketawa piye yaa? There will be a name. Woo, tenan too (meniru gaya anak yang tidak bisa menjawab tadi karna menyalahkan temannya).
180.	22.14-22.17	All students	Ahahahahaha (tertawa)
181.	22.15-22.21	Teacher	Coba tadi jawabnya yang benar-benar. Temennya jadi korban to?
182.	22.21-22.23	Some students	Khkhkhkh (tertawa kecil)
183.	22.24-22.28		Okeey. Coba tadi pas (suara tidak jelas) ee diem diem diem, wee tenan too.. (sambil mempergakan tingkah siswanya yang menyalahkan temannya tadi)
184.	22.29	All students	Hahaha (tertawa)
185.	22.29-22.45	Teacher	Tadi itu jawabnya baeek.. wes, yak.. oke oke okee. Coba apakah ada yang masih mau ditanyakan terkait descriptive text?
186.	22.46	All students	 (tidak merespon)
187.	22.47-23.27	Teacher	Silahkan yang mau bertanya. So, descriptive text is a text which says what a person, thing or place is like. The social function of a descriptive

			text is to describe a particular person, thing or place. The generic structures of a descriptive text are identification and description. Identification, identifies..?
188.	23.28	All students	 (tidak merespon)
189.	23.29	Teacher	Identifies..?
190.	23.30-23.31	Some students	Specific object
191.	23.32-23.40	Teacher	Ok.. Specific object that will be described. The description describes..?
192.	23.41-23.47	All students	Parts, qualities, and characteristics.
193.	23.49-24.13	Teacher	Ok, mau ditambah boleh, kalian tidak harus persis seperti kata-kata yang saya ucapkan. Karna pada dasarnya untuk menyampaikan satu maksud itu bisa lebih dari satu cara, yaa. Makanya ada yang particular, ada yang specifically it's up to you yang penting paham. Ya Kelvin yaa?
194.	24.14	A student	Iya pak
195.	24.15-24.20	Teacher	Hmmm, makanya ada pribahasa, banyak jalan menuju?
196.	24.20	A student	Roma
197.	24.21-24.25	Teacher	Nggak usah jauh-jauh Romaa, yaa.
198.	24.26	Some students	Malioboro
199.	24.27-25.03	Teacher	Naah, itu caramu beda-beda. Ada yang mau sambil muteer lewat ring road dulu. Malah beban ne (berbicara bahasa jawa namun suara tidak jelas), yaa. Tidak harus sama, makanya mungkin dengan temenmu nggak usah terbiasa contek-contekan, yaa, okee. Yaah, kalo tidak ada pertanyaan, now this time to speak English. Yaa, laa kalo sudah mulai serius anak sekarang itu koyok wahaha serius (meniru prilaku murid-muridnya yang ketika disuruh ngomong bahasa Inggris langsung menunjukkan ekspresi datar dan menundukkan kepala).
200.	25.04-25.05	Some students	Khkhkhkh (tertawa kecil)
201.	25.06-26.07	Teacher	Ok.. yaa. Now I will divide the class into eight groups for group discussion and group work to write a descriptive text, and remember in the discussion you must speak English, no other words except English, you know? Kalo kakakmu dulu saya batasi, bahkan saya sampek narok FK alat perekam, yang ngomong selain kata bahasa

			Inggris saya suruh tanggung jawab maju nyanyi di depan. Hasilnya apa? Luar biasa (sambil memberikan dua acungan jempol). Siswa akhirnya terpaksa ngomong bahasa Inggris, udah gitu ngomongannya yo lucu. I, you, you, I, stupid (memperagakan bagaimana cara para siswa berbicara menggunakan bahasa Inggris dengan lawan bicaranya).
202.	26.08-26.12	All students	Hahahaha (tertawa terbahak-bahak)
203.	26.12-27.03	Teacher	Tuu yaa. Wes wes wes, yoo wees. You must practice speak English. Karna pada dasarnya anak-anak itu kalo agak dipress sebenarnya potensinya bagus. Hanya kenapa to orang tuamu jarang ngepress anaknya? Karna yaitu perasaanya kasian. Kasian, kasian, kasian, akhirnya hasilnya yo begini. Malah ujung-ujungnya kasian bener yaa, (berbicara bahasa jawa, namun suara tidak begitu jelas). Ok, now please be focus to make groups. Nanti yang ngomong.. maju nyanyi. Now please count number one to eight. Yaa, ngomong yang keras. Count number one to eight start.
204.	27.04-27.19	All students	One, two, there, four, five six, seven, eight, One, two, there, four, five six, seven, eight, One, two, there, four, five six, seven, eight, One, two, there, four, five six, seven.
205.	27.20-27.52	Teacher	Ok.. now please that you sit in your group. The student who said one, it means the member of group one. Ok so here group one, two, three, four, five, six, seven, eight. Ok, now please be in your own groups. You can take your books for doing the activity
206.	27.55-28.31	Some students	(some students are looking for their group members and also some of them practice their English speaking) Number one, number one Six, six Yes you, you yes
207.	28.31-28.58	Teacher	Ok. You can use your book Bright yaa. Nanti kalian cari contoh dibuku Bright kalian, yaa. Khususnya chapter nine itu tentang descriptive text sudah ada contohnya. Ok.. I will distribute a paper bolak balek buat discussion (suara tidak terlalu jelas)
208.	29.03-29.32	All students	(all students starting the discussion by using English with their group members)

209.	29.33-30.09	Teacher	Liat contoh dibuku Bright, itu adaa. Kalian nulisnya yaa you write 5 langkah. So, the descriptive text here, the identification can be one sentence or one paragraph. Bagian identification bisa satu kalimat saja, bisa satu paragraph. Dibukumu chapter nine itu contoh banyaak, (suara tidak jelas, karena bercampur dengan suara para murid)
210.	30.53-30.57	Teacher	Ok, please speak English for the (suara tidak jelas) eight.
211.	30.58-30.59	Some students	Yes..
212.	31.00-31.54	All students	 (all students practice their speaking English with their group members)
213.	31.53-32.03	Teacher	Can you please, ok, that you which use not English words must responsible to sing English song, ok.
214.	32.04-36.56	All students	 (all students practice their speaking English with their group members)
215.	36.57-37.39	Teacher	Please discuss a name of the members of your group. Yaa, ngobrol e dengan anggota kelompoknya sajaa. Daah, yang ngobrol dengan kelompok laen nanti tanggung jawab, yaa. Sing English song. So be focus with the members of your group, be focus of speaking English, ok..
216.	37.40-39.44	All students	 (all students practice their speaking English with their group members)
217.	39.45-39.59	Teacher	Ok in fifty minutes, lima belas menit lagi you must report, you must tell the result of your discussion (suara tidak terlalu jelas karna tertutupi dengan suara para murid yang sedang berdiskusi)
218.	40.00-48.05	All students	 (all students practice their speaking English with their group members)
219.	48.06-48.11	Teacher	You discuss not only whisper. Jangan hanya berbisi. Practice speaking yaa.
220.	48.12-48.13	Some students	Yes..
221.	48.13-48.14	Teacher	Ok speak!
222.	48.15-55.23	All students	 (all students practice their speaking English with their group members)
223.	55.24-55.26	Teacher	Ok, five more minutes. Lima menit lagi..
224.	55.27-58.55	All students	 (all students practice their speaking English with their group members)
225.	58.56-58.58	Teacher	Ok, one minutes please.

226.	58.59-	All students	 (all students practice their speaking English with their group members)
227.	59.46-01.00.16	Teacher	Ok, ditambah lima menit terus dikumpulkan. Then one of the members must read the result of the discussion. Five more minutes I give you, ok. Then you submit the papers, and read for the result of the discussion. Don't forget to write group, class and the members (suara tidak jelas, karena bercampur dengan suara para murid)
228.	01.00.17-01.04.31	All students	 (all students still practice their speaking English with their group members)
229.	01.04.32-01.05.00	Teacher	Ok.. now please stop the discussion, and please one member of the group bring the paper instruct of the classroom, you are ready to read the result of the discussion. Please one member bring the paper and stand up in front of the class, then read result of the discussion. Ok.. come here please!
230.	01.05.01-01.05.25	All students	 (the students are discussing which member they will chose to present their result of discussion in front of the class)
231.	01.05.19-01.05.33	Teacher	Ok.. and the other members please be quite! Ok.. ya, yang lain coba diam, yang membaca (suara tidak begitu jelas)
Ket: Transcript dilanjutkan pada video dan audio part 2			
232.	00.00-00.02	Teacher	From group one
233.	00.04-00.54 (video) 00.01-00.03 (audio)	A student	This is an elephant. Elephant has a white ears, a long trunk, a long tail, a long ivory. Elephant is a herbivore, elephant has a small eyes (dibaca ace, kesalahan pronunciation). It has four leg. It has a grey skin color. It is a big animal. The habitat of elephant is in the Savana. Elephant is a Mammalia. Elephant life with their colony. Elephant is not friendly when their family is in danger. Then I think so..
234.	00.03-00.06	Some students	Ahahaha (tertawa)
235.	00.04-00.09	A student	(suara tidak jelas)
236.	00.10-00.15	Teacher	Ok, nanti khawatirnya kalian asal kayaknya lo bisa bahasa Inggris, yaa.

237.	00.14-00.17	Some students	Khkhkhkh (tertawa kecil)
238.	00.17-00.26 (audio)	Teacher	Ok. Nanti yang hidung panjang nggak ngerti, dikarang di sini yaa. Be.. belalai (dengan aksen di Inggris-inggriskan)
239.	00.27	A student	Hahahha (tertawa)
240.	00.29-00.35	Teacher	Yaa. Ok.. now.. group.. two.
241.	00.36-01.42	A student	This is an elephant. It is a big animal. It has a grey skin that is thick. It likes vegetables, grass, and leaves. It has a long trunk and two afforest (spelling tidak begitu jelas). It has a big ears and four legs. The tail is long. The elephant has two eyes that is small. The elephant live in jungle and in the Savana. When in the land, the elephant can walk, while in the water they are can swim. In jungle, they live together as a group. You can see this animal in zoo, if you want to see it. I think that's all, thank you.
242.	01.42-01.43	Teacher	Ok. Yaa.
243.	01.44-01.46	Some students	<i>Prok prok prok</i> (tepuk tangan)
244.	01.44-01.51	Teacher	The elephant has two eyes that is small. Eyes nya berapa?
245.	01.52	Some students	Two
246.	01.52-01.55	Teacher	Two. That is, is itu untuk benda berapa?
247.	01.56-01.58	Some students	Dua.. satu..
248.	01.59-02.01	Teacher	Berarti salah satu dari matanya kecil.
249.	02.02-02.05	All students	Khkhkhkhkh (tertawa kecil)
250.	02.04-02.53	Teacher	Matanya yang kedua yang kecil. Mungkin satu kecil, yang lainnya gede banget, yaa. Makanya ini pentingnya kalian paham noun phrase. Has two small eyes. Matanya two.. berarti yang small ya mata dua itu tadi kecil semua. Kalo two eyes that is small, dua mata ya mungkin salah satunya kecil, gituu. Oke.. ya dengarkan yaa. Ok.. we start the next group.
251.	02.47-02.49	Some students	Khkhkhkhkh (tertawa kecil)
252.	02.58-04.18	A student	This is elephant. The elephant have a big body. He is like to eat fruits and vegetable. Usually the elephant life in the jungle. The color of elephant was grey. (suara tidak jelas). His weight around one hundred two five miles

			kilogram. The elephant is mammal. The elephant a cute animal. The elephant usually interest of grass. The elephants has a big ear and lives in forest. His jump a long trunk (pronunciation tidak jelas). The elephant also (suara tidak jelas). The elephant have a big (suara terlalu kecil). His height around two two and five meters. I think that's all thank you.
253.	04.19-04.22	Teacher	Ok. Kok tadi nggak stabil? elephant elephant eleven eleven
254.	04.23-04.25	All students	Hahaha (tertawa)
255.	04.30-04.33	Teacher	Ok. Lo tadi the elephant have ato has?
256.	04.34	A student	Have
257.	04.35-04.57	Teacher	Have. Gajah e satuu. Makanya sebenarnya itu nanti elephant itu juga lebih spesifik kalo ada namanya. Di Gembira Loko itu ada beberapa gajah. Nah, gajah itu juga punya nama masing-masing. Mungkin pawangnya memanggil. "Komlo.. come here" nah gajahnya mikir, Komlo sopo to?
258.	04.58-04.59	Some students	Khkhkhk (tertawa kecil)
259.	04.59-05.11	Teacher	Naah, dateeng. Kalo yang laen, pas Komlo mungkin nggak nggak dateeng. Makanya kalian yang di rumah mungkin pelihara kucing, kucing ada namanya nggak di rumahmu?
260.	05.12-05.13	All students	Adaaa..
261.	05.13-05.43	Teacher	Adaaa. Itu spesifik, by name. Ada kucing namanya lebih bagus daripada pemilik kucingnya, yaa. Kucingnya namanya Rita, pemiliknya Pak Ijo, yaa. Oke.. ni yaa. Elephant yang digambarkan satuu. Kemudian tadi, elephant that so was yaa. Was grey. Is ato was itu?
262.	05.44-05.45	All students	 (tidak menjawab)
263.	05.45	Teacher	color
264.	05.46	Some students	Was
265.	05.47-05.54	Teacher	Kok was? kalian was itu bertanda tetapi past. Warna grey nya sekarang ato dulu?
266.	05.55	A student	Dulu (dengan suara kecil)
267.	05.56-06.56	Teacher	Kalo was grey, dulu itu warnanya grey, la sekarang warnanya molah lagi yaa. Mungkin warna gajah itu up to date yaa, mungkin keturu ijo. Orang sekarang itu rambutnya saja up to date. Hari senin hitam, selasa bisa jadi gelap, rabu perak yaa, kemis emas, yaa. Jumat ganti biru,

			yaa. Ini rambutnya kayak gajah duduk gajah itu, yaa. Termasuk anak-anak itu juga gigi mungkin up to date. Senen putih, Selasa kuning, rabo kuning banget, cobaa, yaa. Ok, we continue. Oke tak rekam ini yaa, group four.
268.	06.57-08.00	A student	This is elephant. The elephant is a wild animal. Sometimes an elephant can friendly with human. But, sometimes the elephant can kill people when the elephant mad. The mad is because human disturb the elephant. The elephant have big body. The elephant have four like. Four big legs, two big ears, two small eyes, two strong ivories, and one small trunk, and (suara tertutupi suara murid yang lain). One color is the combination of grey and brown. The elephant like to eat vegetable. The elephant is need a big place to be the home. The elephant is territory animal. It means, the elephant could be mad when their home can destroy by human. In some countries, the elephant use as transportation in the zoo. They like play with (suara tidak jelas). I think that's all, thank you.
269.	08.01-08.03	Some students	<i>Prok prok prok</i> (tepuk tangan)
270.	08.01-08.57	Teacher	Ok.. yak. Tadi saya dengar ada juga ketika dibacakan, kalo disitu kata sifat jangan lupa ada? To be ... misal will ... jika mad yaa, when the elephant is mad, gituu, yaa. Tadi banyak itu yang di belakang tadi menggunakan, harusnya ada to be nyaa. Sudah diajari too? nanti ada.. (tiba-tiba suara bel berbunyi) ada bel. Nanti ada opo ara'-ara'an, di belakang banyak gajahnya terus lambat, oo the elephant is late, oo the elephant nya (suara tidak terdengar karna tertutup dengan suara bel dan suara anak-anak). Kakaknya perempuan, oo she is pleet (pronounce yang diucapkan kurang jelas)
271.	08.58-09.00	All students	Hahaha (tertawa)
272.	09.08-09.12	Teacher	Gituu, yaa. Sudah habis?
273.	09.12-09.13	Some students	Iyaaa.. iya pak
274.	09.14-09.16	Teacher A student	Kasian yang setelah ini. I'm so happy (diwaktu yang bersamaan tiba-tiba siswa menyahut)
275.	09.17-09.19	Teacher	Kayaknya Raska sedih sekali yaa.

276.	09.19-09.20	Some students	Khkhkhkhkh (tertawa kecil)
277.	09.21-09.50	Teacher	Oh yaa. Raska kayaknya expresinya sedih sekali.. kenapa sedih? Kok beda mukanya kayak tadi? Coba itu marah akhirnyaa? Oke, yaa.. besok targetnya kalian ituuu, masing-masing harus melaporkaaaan, barusan bisa yaa dengan baik. Ok, berdoa dulu, please sit down.
278.	09.50	A student	Dikumpulkan.. (ketua kelas menyahut)
279.	09.51	Teacher	Dikumpulkan!
280.	10.14-11.22	Teacher	Ok, everyone duduk sebentar, please sit down, yaa. Tadi yang mengatakan the elephant tunggal harusnya has, tadi masih the elephant have, four legs, four leg itu ada s nya, four legs yaa. Hmm, four leg yaa nggak kedenger itu jamaknyaa, legs, naah Yang dijamakkan hanya kata-kata benda, yaa. Kata sifat nggak bisa dijamakkan. Kan the legs are the bigs, nggak ada. The legs are big. Jangan dijamakkan kayak bahasa Indonesia. Kakinya besar-besar, oh the legs are big-big. Oo anaknya small-small, yaa. Baik yaa. Ok, don't forget you will.. yaa prepare (suara tidak terdengar karena ditutupi oleh suara para siswa) descriptive text. Ok, I think that's all, thanks for your attention and see you.
281.	11.23-11.30	All stduenst	See you.. thank you Mr. Ibnu
282.	11.30-11.31	Teacher	Thank you guys
283.	11.31-11.32	A student	Alhamdulillah (tiba-tiba menyahut)

APPENDIX 4

THE INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) PRESENTED IN ENGLISH CLASSROOM

Table 4. The Intercultural Communicative Competence (ICC) Presented in SMPN 5 & SMP 8 Yogyakarta

Level	Description	Example (Indicators)	Involved	Not Involved	Comments
Knowledge (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 153)	1. Social and culture in one's own country and in the other countries. 2. Process of interaction 3. Categories of ICC knowledge: Factual Knowledge, Language Knowledge, Lack of Knowledge, Meta-linguistic Knowledge	➤ Factual Knowledge: student or teacher utter, reproduce, or recount facts relating to national or ethnic culture, identity, habits, rules, etc	✓		✓ (01.31-01.40) T to Ss “ <i>Nanti nek saya sampaikan laporannya ke orangtua kalian nanti ada yang protes, nggak mau anaknya dikata-katain seperti itu</i> ” in many cases in Indonesia parents report teachers who do not accept if their children are scolded, so this goes to factual knowledge habits ✓ (01.56-02.12) T to Ss “ <i>Ok, we are waiting for time to sing the anthem Indonesia Raya, wait for the instruction..</i> ” before the teaching and learning activities begin, all students, teachers and employees in the school are singing the national anthem Indonesia Raya in accordance with the regulations of the Ministry of Education and Culture, so this goes to factual knowledge national culture,

					identity, rules & habits ✓ (11.12-11.39) T to Ss “Anak yang dulu itu cepet kok, sekali diingatkan itu adaptasinya cepeet, dan yo begitu bisa konsisten. Lah sekarang itu sekali dua kali diingatkan hasilnya yo nggak ada, besok diulang-ulang lagi. Sudah kemampuan yo maaf, kemampuan yo memang betul berkurang, karakternya juga jauh kurang..” The teacher compares the significant changes in the behavior of students who were in the past and the present which are very different, both in terms of learning abilities and behavior in the classroom, this indicates factual knowledge habits ✓ (12.19-12.55) T to Ss “...kalian itu piket itu dididik untuk tanggung jawab untuk disiplin. Bukan tujuan sekolah mempekerjakan anak-anak..” The teacher advises students who are not clean the
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					classroom so that they do not misinterpret the intent and purpose of <i>class Picket schedule</i>, this indicates factual knowledge ethnic culture ✓ (12.55-13.03) T to Ss “... <i>ini banyak orang tua yang seperti itu, anak dinasehati malah mbalek, orangtuanya ibunya dimarah-marahi. Kelihatan tercermin kalian kebiasaan kebalek.</i>” Teacher utters facts about students’ & parents’ habits ✓ (13.06-13.08) S to T “<i>Tadi pagi nyapu sama buang sampah</i>” Student utters facts about her picket activity (cleaning the classroom) ✓ (15.10-15.27) T to Ss “<i>Ini yang bermasalah orang tuanya ato anaknya? Tapi saya amati memang sekarang komplit ya anaknya gitu, yo orangtuanya itu yo kadang parah, hmm..</i>” Teacher utters facts about students’ habits ✓ (16.21-16.37)
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					T to Ss <i>“Ini jangan-jangan kalian karena otaknya sudah banyak urusan online, jadi mungkin nyapu yo online. Ini faktual, nanti nggak ada penyakit online. Nggak adaa”</i> Teacher warns the students who didn't do the picket/ cleaning the classroom, which indicates fact about students' habits ✓ (16.39-17.00) T to Ss <i>“Sekarang tu daya tahan anak-anak jaoh dibandingkan kakak-kakakmu dulu. Kadang satu kelas ada 12 anak nggak masok, sakiit. Kemaren ada yang 15 siswa nggak masok.”</i> Teacher recounts facts about students' habit in the past and in the present ✓ (17.32-17.58) T to Ss <i>“Ini lo, bukan hanya saya, guru-guru yang lain itu, baru tahun ini nganggap semua banyak cerita hal yaa. Kemampuan anaknya itu jaoh. Diajak ngobrol bahasa Indonesia saja nggak pahaam, yaa? Dinasehatii, kayaknya saat itu</i>
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					<i>melotot, setelah itu yo ndak paham.</i>” Teacher utters facts about students’ habit ✓ (18.28-18.41) T to Ss “<i>Kalo tahun sebelumnya dua tahun yang lalu, tahun yang lalu, kok selesai semua karena ini (sambel menunjuk kepala) daya paham anak-anak cepet, nangkepnya cepet, dinasehati adaptasinya cepet, la sekarang angel</i>” Teacher recounts the facts about students’ habit in the past and in the present ✓ (20.56-21.02) T to Ss “<i>Sekarang tu yo bingung yang mau diangkat apa? Kemampuannya yo susah, karakternya juga susah.</i>” Teacher recounts the facts about students’ habits ✓ (34.38-34.52) T to Ss “<i>Naah sebentar, tapii ini sekaligus melatih kalian memfungsikan hp internetmuu, itu untuk tujuan pembelajaran yaa, bukan untuk seneng-senang saja.</i>” Teacher reminds the
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					students to make use internet on hand phone in a positive way to find materials to study, this indicates facts relating to rules ✓ (01.03.08-01.03.15) T to Ss <i>“dalam pribahasa ada apa itu yang roma-roma tu, banyak jalan menuju roma. Nggak usah adoh-adoh. Banyak jalan menuju Malioboro, yaa”</i> Teacher recounts the facts about Indonesian proverb which indicates fact relating to the national culture ✓ (48.18-48.32) T to Ss <i>“Loo... Kadang kalau dibaca berbahasa Inggris bisa ngomong tapi nggak paham. Yang dibaca berbahasa Indonesia paham, tapi nggak bisa ngomong bahasa Inggrisnya. Ya kan?”</i> Teacher utters facts about students’ habits ✓ (00.59-01.11) T to Ss <i>“Naah ni bukti kalian tadi ngomong direkam itu iso ngomongh tapi kurang memahi yang diomongkan tanpa jelas, iya</i>
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					kan?” Teacher utters facts about students’ habit ✓ (11.09-11.18) T to Ss “Seperti kalian ini lo, kalo suruh mikir ngomong, suruh ngomong mikir.” Teacher utters facts about students’ habits ✓ (13.21-13.29) T to Ss “Ini khawatirnya kalian ituuuu nggak ngerti tapi asal mendengar kemiripannya fabric pabrik..” Teacher utters facts about students’ habit ✓ (01.11.44-01.11.54) S to Ss & T “Oke temen-temen, sebelum kita pulang, marilah berdoa terlebih dahulu, berdoa menurut kepercayaan agama masing-masing, berdoa mulai. Amiin” Student utters facts about ethnic culture & rules ✓ (13.51-14.15) T to Ss “Luthfi itu harusnya Luthfi itu untuk cewek, Luthfa itu cowo” Teacher recount facts relating to ethnic culture ✓ (14.36-14.40) T to S “Ada gurunya tidak?
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					<i>Kenapa lewat jendela? Itu nggak sopan</i>” Teacher utters facts relating to the ethnic culture & rules ✓ (51.30-51.32) S to S “<i>Nephew apa cuk nephew?</i>” Student tend to use swear language when talking with her friends is classroom which indicates factual knowledge in ethnic culture & habits ✓ (17.02-17.29) T to Ss “ <i>Kalo kamu sembuh kita juga seneng kok, Alhamdulillah, ya kan?</i>” Because most of the students in the classroom are Muslims, so teacher used to say what a Muslims say, even though he is a non-Muslim, this indicate factual knowledge ethnic culture & habits.
		➤ Language Knowledge: student or teacher utter, reproduce, recount words or phrases in a language which is not their L1; or in their L1, if L1 is not the majority language nor the target L2 of the preschool	✓		✓ (01.49-01.50) T to Ss “<i>who is missing today?</i>” Teacher utters words in a language which is not their L1 ✓ (05.17-05.19) Ss to T “<i>Greeting to our teacher, good morning Mr. Ibnu</i>”

					Students utters words in a language which is not their L1 as a respect to greet the teacher ✓ (24.29-24.39) T to Ss <i>“Now we will have a review on the materials in the first semester, ok. Do you still remember about descriptive text?”</i> Teacher utters words in a language which is not their L1 ✓ (24.43-24.50) T to S <i>“Do you still remember about descriptive text, yes? Raska, what is a descriptive text?”</i> Teacher reproduce words in a language which is not their L1 ✓ (25.41-25.43) T to S <i>“Speak louder please..!”</i> Teacher utters words in a language which is not their L1 ✓ (27.25-27.39) S to T <i>“Descriptive itu artinya kan deskripsi. Terus teks deskripsi itu teks yang menggambarkan suatu ee, text who is imaged something happened”</i> Student reproduces recount words in her L1 and L2
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					✓ (32.19-32.22) T to Ss “...<i>then you practice speak English. You express your idea in English.</i>” Teacher utters words in a language which is not their L1 ✓ (33.28-33.32) T to Ss “<i>You try to find the answers of the five questions, ok? Ok, now</i>” Teacher utters words in a language which is not their L1 ✓ (34.54-35.00) T to Ss “<i>Ok, you have twenty minutes to find the answers of these five questions.</i>” Teacher utters words in a language which is not their L1 ✓ (43.18-43.20) T to Ss “<i>Are you have finished?</i>” Teacher utters words in a language which is not their L1 ✓ (46.47-46.48) T to Ss “<i>Ok, ten more minutes</i>” Teacher utters words in a language which is not their L1 ✓ (53.46-53.59) T to Ss “<i>You practice speaking in full English, ok. So I give you</i>
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					questions in English. So you express your idea in English." Teacher utters words in a language which is not their L1 ✓ (57.28-57.31) T to Ss "Ok, listen and repeat after me. Describe" Teacher utters words in a language which is not their L1 ✓ (58.34-58.44) T to Ss "I believe that all of you have got these answers, have found the answers" Teacher utters words in a language which is not their L1 ✓ (59.40-59.56) T to Ss "Ok, now please volunteer is being to answer the questions, please speak English. Any volunteer please?" Teacher utters words in a language which is not their L1 ✓ (01.02.24-01.02.37) T to Ss "Now please close all of your books. Close. all of your books" Teacher utters words in a language which is not their L1 ✓ (01.02.57-01.02.62)
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					T to Ss <i>“Silahkan ngomong, what you know, what you can, say, it’s up to you”</i> Teacher utters words in a language which in L1 & L2 ✓ (01.05.41-01.06.23) S to Ss & T <i>“Descriptive text is a text which describe a particular person, place or things. The function of descriptive text is to describe a particular person, place or thing in specific. The structure, The structures of descriptive text is identification and description.”</i> Student utters & reproduces recount words in their L2 ✓ (01.06.34-01.06.48) S to Ss & T <i>“Identification is identifies.. a things to be described. Description is to describe”</i> Student utters & reproduces recount words in their L2 ✓ (01.07.01-01.07.27) S to Ss & T <i>“A.. charac characteristic of the person or things to be described. Language feature of descriptive text is use</i>
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					<i>simple present tense, use adjective, compound noun, and use action verb.</i>” Student utters & reproduces recount words in their L2 ✓ (01.07.42-01.07.45) T to Ss “Ok, the next students to be volunteer?” Teacher utters words in a language which is not their L1 ✓ (05.17-05.19) Ss to T “Greeting to our teacher, good morning Mr. Ibnu” Students utter words in a language which is not their L1 ✓ (05.20-05.23) T to Ss “Good Morning students please sit down” Teacher utters words in a language which is not their L1 ✓ (06.06-06.45) T to Ss “Ok, before I start today, maybe you have something to consult or you have question? Remember that the next March, the twelfth of March you will have test, a second mid-semester test, and you should prepare yourself
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					<i>to study, to consult to your teacher whenever you have a thing.</i> Teacher utters words in a language which is not their L1 ✓ (07.59-09.02) S to Ss & T “<i>Descriptive text is a text which say what a person work in his life. The function of descriptive text is report, describe a person, place and thing. The structure of descriptive text is identification and description. Identification is identifies a person or a place to be describe. Description is describe marks, polites, and characteristics of a person, place, or things which is described. Language features use adjectives, use simple present tense, and action verb.</i>” Student utters & reproduces recount words in a language which is not their L1 when explaining about descriptive text ✓ (09.12-09.14) T to S “<i>Ok, thank you, please sit down.</i>” Teacher utters words in a language which is not their L1 to
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					compliment the student's language skill ✓ (09.17-09.35) T to S "Group one, two, three, four, please one group prepare one member to speak. Ok, you made up your friend from group one? Ok now please close your eyes, say one name of your friend in group one." Teacher utters words in a language which is not their L1 to made decision of student in choosing one member of the group to speak in front of the class ✓ (11.47-11.49) T to S "Do you know your friends in group four?" Teacher utters words in a language which is not their L1 to made decision of student in choosing one member of the group to speak in front of the class ✓ (12.18-12.22) T to S "Do you know the name of your friends in group four?" Teacher utters words in a language which is not their L1 to made
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					decision of student in choosing one member of the group to speak in front of the class ✓ (12.22-12.23) S to T “Yes, I know” The student can reply to teacher’s question in English, and pronounce the words correctly ✓ (12.26-12.28) T to S “Now please close your eyes” Teacher utters words in a language which is not their L1 ✓ (12.31-12.36) T to S “Then say one name of your friends in group four!” Teacher utters words in a language which is not their L1 to made decision of student in choosing one member of the group to speak in front of the class ✓ (12.51-12.55) T to Ss “Ok, please be quite and listen to Carlin” Teacher utters words in a language which is not their L1 ✓ (12.59-13.40) S to Ss & T “Des... a descriptive text.. is a text which used to
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					<i>describe a particular things, place or person. The function is describe a.... particular things, place or person.</i>” Student utters & reproduces recount words in a language which is not their L1 when explaining about descriptive text ✓ (16.25-16.29) T to S “<i>Ok Carlin ... Do you know your friends in group two?</i>” Teacher utters words in a language which is not their L1 ✓ (16.31-16.39) T to S “<i>Close your eyes please ... ! Say one name of your friends in group two!</i>” Teacher utters words in a language which is not their L1 ✓ (16.56-18.27) S to Ss & T “<i>Descriptive text is a text which describe particular person, place or things. The function of descriptive text is to describe things, place or a person. The structure of descriptive text is a identify ... a identification and description. Identification is.. apa ya? Identify things, place, or</i>
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					<i>persons. Description is describe quality, characteristics of place, things or person. Language features.. use noun, use action verb, use simple present tense.”</i> Student utters & reproduces recount words in a language which is not their L1 when explaining about descriptive text ✓ (18.29-20.32) T to Ss <i>“and the next I’ll give you about twenty minutes to have an outdoor activity, you speak, in pair, when you are speaking your partner will record your speaking activity and you must submit the video of your speaking activity related to the descriptive text. When you are speaking, first please introduce yourself, give an identity, ok, read then say about yourself. “Good morning friends, I am Kelvin from class seven B. I want to tell you about descriptive text. Descriptive text is The social function/ the function of descriptive text is The structure of descriptive text are</i>
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					<i>identification and description Identification identify description describes The language features of a descriptive text is” And after you have finished. Close “I think that’s all thank you”. Can you get to it?”</i> Teacher utters words in a language which is not their L1 to explain what students’ have to do in doing the outdoor activity ✓ (20.35-21.12) T to Ss “Ok, now you can prepare everything for your outdoor activity, your hand phone your gadget please, just in pair. Ok there are thirty one, thirty one students, yes? Ok, maybe one pair consist of three students, ok? ... But, don’t disturb your friend who is speaking. Ok? Ok” Teacher utters words in a language which is not their L1 to explain students’ group preparation ✓ (21.14-21.19) T to Ss “Now, what time is it now? It is ten past?” Teacher utters words in a language which is not
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					their L1 ✓ (21.24-21.33) T to Ss “<i>Ok, and you need about twenty minutes, so what time will you be in the class? Half past..?</i>” Teacher utters words in a language which is not their L1 ✓ (21.33-21.34) Ss to T “<i>Half past ten</i>” Students utter words in a language which is not their L1 when answering teacher’s question about time ✓ (21.35-21.41) T to Ss “<i>Ok, now please take the device, the gadget</i>” Teacher utters words in a language which is not their L1 ✓ (42.02-42.05) T to Ss “<i>Have you all recording your speaking activity?</i>” Teacher utters words in a language which is not their L1 ✓ (42.20-42.27) T to Ss “<i>Ok, now please open your book Bright on page one hundred thirty two</i>” Teacher utters words in a language which is not their L1
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					✓ (48.04-48.06) S to Ss & T “Identifies the things to be described” The student reproduces to teacher’s question in English, and pronounce the words correctly ✓ (09.47-10.00) T to Ss “Ok.. choose one object, so .. in the identification there will be a name of the object that will be described.” Teacher utters words in a language which is not their L1 in explaining the material ✓ (01.42-01.51) T to Ss “Identification identifies the thing to be described” Teacher utters words in a language which is not their L1 in explaining the material ✓ (02.51-03.02) S to Ss & T “Describes character, part, and quality of thing to be described.” The student can reply to teacher’s question in English, and pronounce the words correctly ✓ (03.55-03.56) Ss to T “Ears” Students can reply to teacher’s question in English,
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					and pronounce the words correctly ✓ (03.57-03.59) Ss to T “Trunk, trunk” Students can reply to teacher’s question in English, and pronounce the words correctly ✓ (05.09) S to T “Adverb” The student can reply to teacher’s question in English, and pronounce the words correctly ✓ (08.53-09.00) T to Ss “..Ok, so first when we talk about part, we talk about noun..” Teacher utters words in a language which is not their L1 in explaining the material ✓ (09.26-09.27) Ss to T “Noun phrase” The students can reply to teacher’s question in English, and pronounce the words correctly ✓ (10.49-10.51) Ss to T “Kata kerja yang menentukan tindakan.” When teacher asking question about what is the meaning of action verb, some students can answer the
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					question correctly
		➤ Lack of Knowledge: student or teacher appear to have a deficit in factual knowledge on culture-related issues or language knowledge; this does not necessarily include a negative connotation or interpretation	✓		✓ (24.40-24.42) Ss to T “...(<i>not responding</i>)” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (24.51-24.55) S to T “...(<i>not responding</i>)” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (25.23-25.26) S to T “...<i>not responding</i>)” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (25.44-25.46) S to T “...(<i>not responding</i>)” Children appear to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (25.59-26.02)

					S to T “...(<i>not responding just giggling</i>)” murid tidak tahu jawabannya sehingga tidak memberikan respon namun hanya senyuman kecil ✓ (26.34-26.36) S to T “...(<i>not responding</i>)” Student appears to have a deficit in factual knowledge on culture-related issues or language knowledge ✓ (26.57-26.58) S to T “<i>Ee maksudku lupa</i>” Siswa sudah diajarkan materi tentang descriptive text, namun ketika ditanya oleh guru siswa lupa dengan apa yang telah dipelajari mengenai descriptive text. ✓ (27.09-27.10) S to T “<i>Nggak tau</i>” Siswa sudah diajarkan materi tentang descriptive text, namun ketika ditanya oleh guru siswa lupa dengan apa yang telah dipelajari mengenai descriptive text. ✓ (28.12-28.14)
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					Ss to T “<i>...(not responding)</i>” Guru memancing siswa dengan bertanya kepada siswa tentang descriptive text, namun para siswa tidak tahu jawabannya. ✓ (28.18) Ss to T “<i>...(not responding)</i>” Guru memancing siswa dengan bertanya kepada siswa tentang descriptive text, namun para siswa tidak tahu jawabannya. ✓ (10.00-10.03) S to Ss & T “<i>Start from deskripsi text</i>” Student pronounces word incorrectly ✓ (10.30-10.34) S to Ss & T “<i>A descriptive.. a deskripsi text is..</i>” Student pronounces word incorrectly ✓ (10.45-11.05) S to Ss & T “<i>A deskripsi text is a a Is a people, animal, and a, and fluence</i>” It is obvious that student has lack of knowledge about descriptive text and the interval from one sentence to another is too long,
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					when student speaks in English. ✓ (11.26-11.34) S to Ss & T “<i>The function.. a deskripsi text..... lupa aku pak hehe..</i>” Student has lack of knowledge about descriptive text and the interval from one sentence to another is too long, when student speaks in English. ✓ (14.13-14.39) S to Ss & T “<i>Identification is... identifies.... things to be describe. Description is hmmm..... is lupa</i>” Student has lack of knowledge about descriptive text and the interval from one sentence to another is too long, when student speaks in English. ✓ (43.34-43.56) S to Ss & T “<i>Deskripsi text eh descriptive teft yaaakh, descriptive teft is, descriptive text is a plant, eh kok plant, animal, people, and plant, plant tu sama to yo, plants, plants</i>” Student has lack of knowledge about descriptive text ✓ (43.57-43.58)
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					S to S “which plantation” Student trying to help his friend by saying some words but the words that he express was not correct ✓ (43.59-44.00) S to Ss & T “Plant.. plant fusion” Student pronounce words incorrectly ✓ (44.01) S to S “Plants fashion” Student trying to help his friend by saying some words but the words that he express was not correct ✓ (44.24-44.29) S to Ss & T “Discuss a particular of place or,” Student has lack of knowledge about descriptive text and think for too long ✓ (44.32-44.39) S to Ss & T “Tells about a place” Student has lack of knowledge about descriptive text and speak unclearly ✓ (47.23-47.26) S to Ss & T “Eehhm.. Aduh...” Student has lack of knowledge about descriptive text
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					and think for too long ✓ (47.32-47.43) S to Ss & T “<i>Emm.. Identifies emmh ngaak quality or the character characteris.. kebalek</i>” Student has lack of knowledge about descriptive text and speak unclearly ✓ (48.13-48.17) S to Ss & T “<i>Eee.....</i>” Student can explain about descriptive text in English, but when it comes to Indonesian language, student cannot explain it. ✓ (48.53-48.54) S to Ss & T “<i>..... (silent)</i>” Student appears to have a deficit in factual knowledge on language knowledge ✓ (48.57-49.09) S to Ss & T “<i>..... (speak unclearly)</i>” Student has lack of knowledge about descriptive text and speak unclearly ✓ (49.52-49.53) S to Ss & T “<i>Sebuah nggak tau..</i>” Student has lack of knowledge about descriptive text when the
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					teacher asked her question ✓ (50.44) S to T “Objek” Student has lack of knowledge about descriptive text when the teacher asked her question ✓ (50.57) S to T “...(not responding)” Student appears to have a deficit in factual knowledge on language knowledge ✓ (51.02) S to T “...(not responding)” Student appears to have a deficit in factual knowledge on language knowledge ✓ (52.15-52.17) S to T “...(just silent)” Student appears to have a deficit in factual knowledge on language knowledge ✓ (09.06-09.07) S to T “...(just silent)” Student appears to have a deficit in factual knowledge on language knowledge ✓ (00.46-00.48) S to T “...(not responding)”
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					Student has lack of knowledge about descriptive text when the teacher asked him question ✓ 00.57-00.58) S to T “<i>Emm..</i>” Student has lack of knowledge about language knowledge when the teacher asked him question ✓ (01.19-01.25) S to T “...(<i>looking down and sideways confused</i>)” Student has lack of knowledge about language knowledge when the teacher asked him question ✓ (03.26-03.27) Ss to T “...(<i>just silent, not responding</i>)” Students appear to have a deficit in factual knowledge on language knowledge ✓ (04.08-04.09) Ss to T “...(<i>some students are silent, some are saying a word unclearly</i>)” Some students have lack of knowledge about language knowledge when the teacher asked them question ✓ (05.11-05.12) Ss to T “<i>Adjective</i>” Some students
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					answer teacher's question with wrong answer ✓ (09.21) S to T "Adjective noun (speak by a low tone)" Student answers teacher's question with wrong answer ✓ (12.33-12.34) Ss to T "Bahan yang lembab, pabrik yang lembut" Students appear to have a deficit in factual knowledge on language knowledge by giving incorrect answer when teacher asked about the meaning of fabric ✓ (12.40.12.41) S to T "... (speak unclearly) material" Student appears to have a deficit in factual knowledge on language knowledge by giving incorrect answer ✓ (13.06-13.10) S to T "Fabric tu... Bahan" Student appears to have a deficit in factual knowledge on language knowledge by giving incorrect answer ✓ (28.04)
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					S to T “Forty fit” When the student supposed to say <i>forty five</i>, but he appears to have a deficit in factual knowledge on language knowledge which end up saying wrong words ✓ (42.14-42.17) S to T “Oh, not jadi” When student wants to ask question but she doesn’t do that after all, she just can simply said “<i>oh, no sir</i>” but ends up mixing the language because she has a deficit in language knowledge
		➤ Meta-linguistic Knowledge: student or teacher utter assumptions or factual knowledge about language, language construction, or communication; children talk about different languages and/or about communication strategies	✓		✓ (01.05.41-01.06.23) S to Ss & T “Descriptive text is a text which describe a particular person, place or things. The function of descriptive text is to describe a particular person, place or thing in specific. The structure, The structures of descriptive text is identification and description.” student utters factual knowledge about language and talk about different language ✓ (01.06.34-01.06.48) S to Ss & T “Identification is

					<i>identifies.. a things to be described. Description is to describe” student utters factual knowledge about language and talk about different language</i> ✓ (01.07.01-01.07.27) S to Ss & T “<i>A.. charac characteristic of the person or things to be described. Language feature of descriptive text is use simple present tense, use adjective, compound noun, and use action verb.</i>” student utters factual knowledge about language and talk about different language ✓ (07.59-09.02) S to Ss & T “<i>Descriptive text is a text which say what a person work in his life. The function of descriptive text is report, describe a person, place and thing. The structure of descriptive text is identification and description. Identification is identifies a person or a place to be describe. Description is describe marks, polites, and characteristics of a person, place, or things which is</i>
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					<i>described. Language features use adjectives, use simple present tense, and action verb.</i>” Student utters factual knowledge about language and talk about different language ✓ (12.59-13.40) S to Ss & T “<i>Des... a descriptive text.. is a text which used to describe a particular things, place or person. The function is describe a.... particular things, place or person.</i>” Student utters factual knowledge about language and talk about different language ✓ (16.56-18.27) S to Ss & T “<i>Descriptive text is a text which describe particular person, place or things. The function of descriptive text is to describe things, place or a person. The structure of descriptive text is a identify ... a identification and description. Identification is .. apa ya? Identify things, place, or persons. Description is describe quality, characteristics of place, things or person. Language</i>
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					features .. use noun, use action verb, use simple present tense.” Student utters factual knowledge about language and talk about different language ✓ (45.06-45.12) T to Ss “A descriptive text is a text which describes a particular person, thing, or place..” Teacher utters factual knowledge about language ✓ (09.47-10.00) T to Ss “Ok.. choose one object, so .. in the identification there will be a name of the object that will be described.” Teacher utters factual knowledge about language ✓ (03.02-03.09) T to Ss “And the second structure is description” Teacher utters factual knowledge about language ✓ (02.51-03.02) S to Ss & T “Describes character, part, and quality of thing to be described.” Student utters factual knowledge about language and talk about different language ✓ (08.53-09.00)
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					T to Ss “<i>..Ok, so first when we talk about part, we talk about noun..</i>” Teacher utters factual knowledge about language ✓ (12.17-13.33) T to Ss “<i>..you combine, you can speak and you know what you are telling about. Ok, so the social function of a descriptive text is to describe a particular person, thing or place, or to describe person, thing or place specifically</i>” Teacher utters factual knowledge about language and talk about different language ✓ (25.09-25.10) S to T “<i>Six, eh... sixty</i>” Student utters assumption about language construction, where he can correct his mistake by himself
Skill (Source: Byram, 2001: 5-7, Gerlich et al, 2010: 154)	1. Ability to interpret a document from another culture, explain and relate it to one’s own culture.	➤ Verbal Communication Strategy: student or teacher use verbal utterances to react to or interact with their chosen interlocutor/s from another culture, for example by choosing the adequate language, or by adapting their own language to the	✓		✓ (27.25-27.39) S to T “ <i>Descriptive itu artinya kan deskripsi. Terus teks deskripsi itu teks yang menggambarkan suatu ee, text who is imaged something happened</i> ” Student uses verbal utterances to react to their

	2. Ability to acquire new knowledge of a culture and to operate this knowledge 6. Categories of ICC skill: Verbal Communication Strategy, Non-verbal Communication Strategy, Lack of Communication Strategy, Negative Strategy of Communication, Skill of Discovery, Deduction/ Transfer, Mediation/ Translation, Guidance	interlocutor's abilities			interlocutor by adapting their own language to the interlocutor's abilities ✓ (28.34-29.01) T to Ss <i>"okee, open your book Bright.. on page one hundred thirty two, halaman seratus tiga puluh dua ke belakang itu banyak bercerita tentang descriptive text"</i> Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (30.07-30.28) T to Ss <i>"What is the function of a descriptive text? Ini maksudnya social function yaa, fungsi sosialnya, karena setiap tes nanti ada fungsi social"</i> Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (30.45-31.10) T to Ss <i>"What are the structures of a descriptive text? Apa itu struktur, susunan, isi dalam text descriptive? Karena nanti tiap</i>
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					<i>text itu ada susunannya</i>” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (31.39-32.00) T to Ss “<i>What does each structures, apa yang tiap-tiap struktur, naah nanti kalo ada dua, maksudnya tiap-tiap ini satu persatu. Yang satu, tell about apaa, struktur yang kedua tell about apaaa</i>” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (32.27-32.52) T to Ss “<i>What is the language features.. in a descriptive text? Oke, apa itu language features? Maksudnya tata bahasa yang digunakan dalam teks descriptive..</i>” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities
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					✓ (46.11-46.25) T to Ss <i>“Nah yang jawabannya sudah ketemu prepare your words, siapkan kata-katamu bahasa Inggris, yaa, untuk bercerita di depan kelas nanti, latihan ngomong bahasa Inggris.”</i> Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (57.18-57.31) T to Ss <i>“Ok now please your attention, we have a pronunciation checklist. Your attention maksudnya perhatian, kalian liat kesini..”</i> Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (58.55-59.02) T to Ss <i>“So you speak English by answering these five questions. Dengan menjawab lima pertanyaan ini saja kalian mencoba memberikan informasi</i>
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					tentang descriptive text. ” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (59.40-01.00.02) T to Ss “Ok, now please volunteer is being to answer the questions, please speak English. Any volunteer please? Silahkan sukarelawan yang mau maju” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (01.04.27-01.04.31) T to Ss “...now, any volunteer? Sekarang sudah ada yang mau maju?” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (06.37-06.42) T to Ss “Now is there any question? Ada pertanyaan?” Teacher uses verbal utterances to react to their interlocutors by
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					adapting their own language to the interlocutor's abilities ✓ (07.23-07.28) T to Ss “..tutup buku semua, close all of your books..” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (12.25-12.26) S To Ss “Kan aku tauu..” Student uses verbal communication strategy by adapting his own language to clarify all of his friends who laugh at him when he said <i>Yes I know</i> ✓ (42.02-42.11) T to Ss “Have you all recording your speaking activity? Yes? Semua sudah merekam ya?” Teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (45.06-45.45) T to Ss “A descriptive text is a text which describes a particular person, thing, or place. Okey ..
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					<i>Jadi descriptive text adalah text yang menggambarkan ato memberitahukan ya. Jadi, tells what a person, thing, place is like. Memberitahukan seperti apa tampilan a person, berarti orangnya berapa?”</i> in explaining the material teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (45.50-45.53) T to Ss ““a”.. <i>“a” itu satu tooo ...</i>” in explaining the material teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (46.39-47.14) T to Ss “<i>Naah.. social function or the function is to describe, sebenarnya nanti mirip yaa.. dengan maksudnya is to describe a particular person, thing, or place. Nah, ada kata-kata particular, berarti menentukan, that’s why either structures,</i>
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					<i>either structures are identification and description.</i>” in explaining the material teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (49.10-49.46) T to Ss “<i>Mengidentifikasi itu sebenarnya memastikan .. ya, menentukan sesuatu .. ya, berdasarkan ciri-ciri khusus. That’s why in the identification, makanya tadi ada kata “particular” itu tertentu khusus, nah strukturnya identification ya. Dipastikan berapa? Satu ...</i>” in explaining the material teacher uses verbal utterances to react to their interlocutors by adapting their own language to the interlocutor’s abilities ✓ (09.16-09.29) T to S “<i>I have many friends in class seven B. Temenmu kan banyak, mau yang mau digambarkan siapa? Ambil salah sa tuu..</i>” The teacher uses verbal
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					utterances to give an example of the material to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (02.22-03.01) T to Ss <i>“..the identification identifies thing kalo benda, kalo orang ya person, kalo tempat ya place to be described. Itu diinternet kemaren ada yang that will be described, boleh. Jadi intinya identification itu menentukan salah satu objek, satu orang, satu benda, satu tempat yang akan digambarkan untuk terlebih dahulu.”</i> The teacher uses verbal utterances to give an example of the material to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (02.04-02.20) T to Ss <i>“Okee.. cobaa.. yang cewek yang mau jawab siapa ngacung yaaa? What does the description tell about..? Raise your hand, the girls..”</i> The teacher uses verbal utterances to their
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				interlocutors by adapting their own language to the interlocutor's abilities ✓ (04.20-04.41) T to Ss “.. <i>there or four words here. Ada empat kata.. when we talk about parts of this animal</i> (sambil menunjuk tulisan “elephant” dipapan tulis), <i>ya kita membicarakan empat contoh ya, empat kata, bagian dari binatang ini,</i>” The teacher uses verbal utterances to their interlocutors by adapting their own language to the interlocutor's abilities ✓ (09.10-09.13) T to Ss “<i>Kata sifat, adjective yaah..</i>” The teacher uses verbal utterances to their interlocutors by adapting their own language to the interlocutor's abilities
		➤ Non-verbal Communication Strategy: student or teacher use mime and body language to react to or interact with their interlocutor/s	✓	✓ (25.59-26.02) S to T “....(<i>not responding just giggling</i>)” student uses mime to react with their interlocutor/s ✓ (09.11) S to T “....(<i>nodding</i>)” student uses body language to react about his

					understanding in learning descriptive text ✓ (50.24-50.27) S to T “...(shaking his head)” student uses body language which indicates that he does not know the answer when the teacher asked him a question related to English learning ✓ (09.14-09.29) T to S “ Kalau kamu (sambil menunjuk seorang siswa), I have many friends in class seven B” Teacher uses body language to give an example about certain knowledge ✓ (04.25-04.37) T to Ss “.. when we talk about parts of this animal (sambil menunjuk tulisan “elephant” dipapan tulis), ya kita membicarakan empat contoh ya,” Teacher uses body language to give an example about certain knowledge ✓ (12.49) S to T “...(shaking his head)” student uses body language which
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					indicates that he does not know the answer when the teacher asked him a question related to English learning ✓ (28.53-28.54) Ss to T “(some students raise their hands)” In the video, it shows that students willing to answer the question given by teacher in English by using body language ✓ (10.14) S to T “...(nodding)” student uses body language to react agreement to the teacher’s question
		➤ Lack of Communication Strategy: student or teacher appear to lack of a verbal or nonverbal strategy to interact with their interlocutor/s, which results in unsuccessful communication	✓		✓ (24.40-24.42) Ss to T “... (not responding)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (24.51-24.55) S to T “... (not responding)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (25.23-25.26) S to T “... (not responding)” Lack of a verbal or nonverbal strategy to interact with their

					interlocutor/s ✓ (25.35-25.40) S to T “<i>Eee...(suara terlalu kecil sehingga tidak jelas)</i>” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because he is not that confident with his answer ✓ (25.44-25.46) S to T “... (<i>not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (26.34-26.36) S to T “... (<i>not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (27.50-27.51) S to T “... (<i>not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (28.12-28.14) Ss to T “... (<i>not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (01.04.36-01.04.38) Ss to T “... (<i>not responding</i>)” The students use lack of a verbal or
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					nonverbal strategy to interact with their interlocutor/s ✓ (06.46) S to T “.... (silent)” The student uses lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (06.49) S to T “.... (silent)” The student uses lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (10.45-11.05) S to Ss & T “A deskripsi text is a a Is a people, animal, and a, and fluence” Student speaks not fluently in English, and seems to use many interval which makes unsuccessful communication. ✓ (45.46) Ss to T “.... (speak unclearly)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because they were not that confident with their answer
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					✓ (48.13-48.17) S to Ss & T “Eee.....” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because he is not that confident with his answer ✓ (48.53-48.54) S to Ss & T “..... (silent)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (48.57-49.09) S to Ss & T “... (speak unclearly)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s because he is not that confident with his answer ✓ (51.51) S to T “... (say a word unclearly)” Student speaks unclearly with their interlocutor/s because he is not that confident with his answer ✓ (00.46-00.48) S to T “... (not responding)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (00.57-00.58) S to T “Emm...” Lack of a verbal or nonverbal strategy to interact
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					with their interlocutor/s ✓ (01.19-01.25) S to T “... (<i>looking down and sideways confused</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (02.21-02.22) Ss to T “... (<i>silent & not responding</i>)” Lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (03.26-03.27) Ss to T “... (<i>just silent, not responding</i>)” Students show lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (04.08-04.09) Ss to T “... (<i>some students are silent, some are saying a word unclearly</i>)” Students show lack of a verbal or nonverbal strategy to interact with their interlocutor/s ✓ (06.59-07.00) S to T “... (<i>speak unclearly</i>)” Student shows lack of a verbal or nonverbal strategy to interact with their interlocutor/s
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		➤ Negative Strategy of Communication: student or teacher use a successful strategy of communication to fulfill their intention, but the children's or teacher's intention is to stop communication rather than to enhance it, e.g. by excluding other children		✓	
		➤ Skill of Discovery: student or teacher use a successful strategy to acquire knowledge or gather information, for example by asking question related to another culture	✓		✓ (12.35-12.36) S to S " <i>Fabric ki opo? Haha (laughing)</i> " Student asks question to gather information related to language knowledge with his friend ✓ (44.19-44.20) S to T " <i>Feed itu apa pak?</i> " Student asks question to gather information related to language knowledge with the teacher ✓ (44.21-44.26) S to T " <i>Vehicles itu apa pak?</i> " Student asks question to gather information related to language knowledge with the teacher ✓ (46.05-46.12) S to T " <i>Pak, diligent itu apa pak? Dilejent, diligent..</i> " Student is

					asking question to gather information related to language knowledge in another culture ✓ (25.33-25.34) S to S “Employer apa employer?” Student wants to gain knowledge by asking question with her friend ✓ (31.00-31.01) S to S “Kebun binatang itu apa?” Student wants to gain knowledge by asking question with her friend ✓ (32.12-32.22) S to T “Pak, harm itu apa pak?” Student wants to gain knowledge by asking question with the teacher ✓ (38.37-38.38) S to T “Lagi pak nanya lagi pak” Student wants to gather information by asking question with the teacher ✓ (01.01.17-01.01.27) S to T “Pak, bahasa Inggrisnya mengatur letak-letak interior apa pak? Mengatur letak-letak..” Student wants to gather information by asking question
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					with the teacher ✓ (48.11-48.13) S to S “Luar biasa itu bahasa Inggrisnya apa?” Student wants to gain knowledge by asking question with her friend ✓ (50.32-50.34) S to S “Nephew (salah dalam pronunciationnya) tu cewek apa cowok?” Student wants to gain knowledge by asking question with her friend
		➤ Deduction/ Transfer: student or teacher combine factual and/or unconscious knowledge to establish interrelations between facts of which they had previously been unaware	✓		✓ (06.57-08.00) S to Ss & T “In some countries, the elephant use as transportation in the zoo. They like play with the elephant..” Student combines factual knowledge to establish interrelations between facts which they had previously been unaware ✓ (06.50-06.53) S to T & Ss “Ada lagunya.. lagu Katy Perry” When the material discuss about lion voice which sounds roar, student combines factual knowledge to establish interrelations between facts

					which they had previously been unaware ✓ (01.03.08-01.03.15) T to Ss “<i>dalam pribahasa ada apa itu yang roma-roma tu, banyak jalan menuju roma. Nggak usah adoh-adoh. Banyak jalan menuju Malioboro, yaa</i>” When the material discuss about how to explain descriptive text, the teacher combine the factual knowledge about this proverb with the material, which means students can explain about descriptive text in many ways, by using different words but with the same intention
		➤ Mediation/ Translation: student or teacher use a successful strategy to solve a misunderstanding or a dysfunction in communication between individuals of different culture background, for example by mediating, translating or explaining	✓		✓ (09.05-09.11) T to S “<i>..sebelumnya mengatkan identifitis apa artinya? Mungkin identifies yang bener ya.</i>” Teacher correts the mispronounce that students made, from <i>identifitis</i> become <i>identifies</i> ✓ (10.09) Ss to S “<i>descriptive text</i>” Some students reminding their friend’s answer when he mispronounce the words

					✓ (11.07) T to S “place” Teacher corrects the mispronounce that students made, from <i>fluence</i> to <i>place</i> ✓ (15.04-15.05) T to S “characteristic” Teacher corrects the mispronounce that students made, from <i>character</i> to <i>characteristic</i> ✓ (09.22-09.23) S to S “Eem.. noun phrase” A student corrects his friend’s answer by giving the right answer asking by the teacher, from <i>adjective noun</i> become <i>noun phrase</i> ✓ (10.52-10.55) T to Ss “Kata kerja yang membutuhkan suatu tindakan..” Teacher is mediating the incorrect answer given by the students, from <i>kata kerja yang menentukan tindakan</i> become <i>kata kerja yang membutuhkan suatu tindakan</i> ✓ (26.25) S to S “Eighty” A student corrects her friend’s answer by giving the right answer asking by the teacher,
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					from <i>etighteen</i> become <i>eighty</i> ✓ (50.44-50.51) T to S “<i>What does Cindy father do? Bukan what dus, wedus ki kae yo ke pante ngono wae</i>” Teacher corrects the mispronounce made by the student ✓ (01.05.21-01.05.26) T to S “<i>..cara bacanya “larg”</i>” Teacher corrects the mispronounce made by the student ✓ (44.58-44.59) T to S “<i>Feed itu memberi makan</i>” Teacher translates words in English into Bahasa when a student ask the teacher about certain words ✓ (45.33-45.45) T to S “<i>Vehicles (teacher corrects student’s mispronounce) vehicles itu kendaraan</i>” Teacher translates words in English into Bahasa when a student ask the teacher about certain words ✓ (46.33-46.39) S to S “<i>Rajin, rajin..</i>” Student translates word in English into Bahasa when her friend ask the
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					teacher about unknown word meaning ✓ (01.05.15-01.05.29) T to Ss “<i>Restricted area itu tempat yang terbatas. Yaa mungkin tempat yang dilarang mungkin bisa ya. Kalo lihat konteksnya sendiri kayaknya tempatnya itu restricted area itu tempat yang terbatas atau tempat yang dilarang</i>” Teacher translates words in English into Bahasa when a student ask the teacher about certain words ✓ (05.57-06.00) T to S “<i>Bukan, bacanya bukan building, tapi bilding</i>” Teacher corrects the mispronounce made by the student ✓ (06.08-06.09) S to S “<i>Customer</i>” Student help her friend to translates word in Bahasa to English ✓ (27.26-27.30) T to Ss “<i>Bacaanya, kiy chein, bukan key tapi kiy</i>” Teacher corrects the mispronounce made by the students
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				✓ (01.01.27-01.01.33) T to S “Mengatur itu bisa arrange, bisa manage, interior yo interior aja” Teacher translates sentences in Bahasa into English when a student ask the teacher ✓ (23.02-23.09) S to S “...(it can be seen on the video, a student help his friend on how to pronounce the words correctly when his friend is trying to read the text on the textbook)” Student help his friend by mediating
		➤ Guidance: children or teacher successfully use a strategy to include another individual from a different cultural background into a group, an activity, or to introduce him or her to certain knowledge; this strategy is not restricted to dysfunctional communication, and it usually includes other strategies, such as the skill mediate and translate	✓	✓ (24.29-24.39) T to Ss “Now we will have a review on the materials in the first semester, ok. Do you still remember about descriptive text?” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (24.43-24-50) T to S “Do you still remember about descriptive text, yes? Raska, what is a descriptive text?”

					Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (25.19-25.22) T to S “<i>Dimas, what is a descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (25.29-25.35) T to S “<i>Yasin, what is a descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (25.41-25.43) T to S “<i>Speak louder please..!</i>” Teacher asks students to speak louder to include him into an activity ✓ (25.47-25.58) T to S “<i>Seperti waktu reading pronunciation kemaren lo, buareng suaranya sampe menggetarkan jendela. What is a</i>
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					<i>descriptive text, Yasin?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (26.10-26.12) T to S “<i>Bismaa, what is descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (26.31-26.33) T to S “<i>Ok, Kelvin, what is descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (26.59-27.08) T to S “<i>Coba Dio, what is a descriptive text?</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (27.20-27.22) T to S “<i>Ajeeng, what is a</i>
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					<i>descriptive text?</i>” Teacher includes another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (27.46-27.49) T to S “<i>Igee, what is a descriptive text?</i>” Teacher includes another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (28.05-28.11) T to Ss “<i>Descriptive text is a text which tells.. which tells?</i>” Teacher includes another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (28.34-28.47) T to Ss “<i>ok, open your book Bright.. on page one hundred thirty two</i>” Teacher guides the students to include them into an activity ✓ (29.06-29.28) T to Ss “<i>Nanti kalian saya minta maju ngomong pakek bahasa Inggris.. yaa, apa yang</i>
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					<i>dibicarakan, menjawab pertanyaan berikut ya. Nanti silahkan kalo dibuku nggak komplit, gunakan hp mu, internet-internetmu, untuk searching mencari jawabannya”</i> Teacher guides the students to include them into an activity and knowledge ✓ (30.07-30.28) T to Ss <i>“What is the function of a descriptive text? Ini maksudnya social function yaa, fungsi sosialnya, karena setiap teks nanti ada fungsi sosial”</i> Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge ✓ (31.39-32.20) T to Ss <i>“What does each structures, apa yang tiap-tiap struktur, naah nanti kalo ada dua, maksudnya tiap-tiap ini satu persatu. Yang satu, tell about apaa, struktur yang kedua tell about apaaa. Semester satu sudah komplit, cuman hari ini kalian</i>
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					<i>latihan speak English, yang lalu you practice pronunciation. Nah diharapkan pronunciation sudah siap, then you practice speak English. You express your idea in English.</i>” Strategy from teacher to include another individual from a different cultural background to introduce him or her to certain knowledge and activity ✓ (35.08-35.19) T to Ss “<i>Latihan mencari sendiri, jangan mengandalkan temennya. Biar nanti kalo di rumah bisa menggunakan peralatan untuk belajar.</i>” Teacher guides the students to include them into an activity and ask them to be self-reliant ✓ (46.11-46.25) T to Ss “<i>Nah yang jawabannya sudah ketemu prepare your words, siapkan kata-katamu bahasa Inggris, yaa, untuk bercerita di depan kelas nanti, latihan ngomong bahasa Inggris.</i>” Teacher guides the
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					students to the activity to be ready to prepare their self before presenting their answer ✓ (53.46-53.59) T to Ss <i>“You practice speaking in full English, ok. So I give you questions in English. So you express your idea in English.”</i> Teacher guides the students to include them into an activity ✓ (56.59-57.31) T to Ss <i>“Okeey, coba sekarang hpnya di tutuup, hpnya duluu, yaa. Yaa nggak dikumpulkan nggak apa-apa, ditutup duluu. Nggak usah mbawa ke depan duluu. Ok now please your attention, we have a pronunciation checklist. Your attention maksudnya perhatian, kalian liat kesini.. Ok listen and repeat after me!”</i> Teacher guides the students to include them into an activity ✓ (58.45-59.22) T to Ss <i>“Nanti kalian tinggal ngomong, paling ngomong enam kalimat kalian, yaa. So you speak</i>
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					<i>English by answering these five questions. Dengan menjawab lima pertanyaan ini saja kalian mencoba memberikan informasi tentang descriptive text. Nomor satu itu paling satu kalimat, dua satu kalimat, tiga ini satu kalimat, yaa.. empat ini karena nomor tiga ada dua, berarti empat ini dua kalimat, lima satu kalimat. Kalian ngomong enam kalimat saja wes rampung, yaa”</i> Teacher guides the students to include them into an activity ✓ (59.40-59.56) T to Ss “<i>Ok, now please volunteer is being to answer the questions, please speak English. Any volunteer please?</i>” Teacher guides the students to include them into an activity ✓ (01.02.55-01.02.59) T to Ss “<i>Kalian nanti bicara tidak harus sama dengan temannya</i>” Teacher guides the students to include them into an activity and ask them to be self-reliant ✓ (01.03.44-01.04.24)
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					T to Ss <i>"Inii, what is a descriptive text?, sudah dibukumu adaa, catetan adaa, diinternet adaa. What is the function?, kalo diinternet ada yang mengatakan social function, boleh. The social function of a descriptive text, boleh. Structures.. ada yang mengatakan generic structures sama sajaa, yaa. Okey,"</i> Teacher guides the students to certain knowledge and activity ✓ (01.04.27-01.04.34) T to Ss <i>"...now, any volunteer? Sekarang sudah ada yang mau maju? sebisanya"</i> Teacher guides the students to include them into an activity and ask them to be confident ✓ (01.07.42-01.07.45) T to Ss <i>"Ok the next students to be volunteer?"</i> Teacher guides the students to include them into an activity and ask them to be confident ✓ (06.06-06.45) T to Ss <i>"Ok, before I start today, maybe you have something to</i>
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					<i>consult or you have question? Remember that the next March, the twelfth of March you will have test, a second mid-semester test, and you should prepare yourself to study, to consult to your teacher whenever you have a thing. Now is there any question? Ada pertanyaan? Davin ada yang ingin ditanyakan?"</i> Teacher guides the students to study and to ask the teacher whenever they feel confuse about certain material ✓ (07.21-07.36) T to Ss <i>"coba akan kita cek dua siswa maju, kemudian tutup buku semua, close all of your books, still about descriptive text, two or four students?"</i> Teacher guides the student into a group in doing the activity ✓ (07.40-07.41) T to Ss <i>"Two or four students?"</i> Teacher guides the students into a group in doing the activity ✓ (07.45-07.51) T to S <i>"Ok..... Please student number... twenty"</i> Teacher
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					guides the students to include them into an activity ✓ (12.51-12.55) T to Ss “<i>Ok, please be quite and listen to Carlin</i>” Teacher guides the students to include them into an activity to gain a knowledge from their friend’s information ✓ (18.29-20.32) T to Ss “<i>..and the next I’ll give you about twenty minutes to have an outdoor activity, you speak, in pair, when you are speaking your partner will record your speaking activity and you must submit the video of your speaking activity related to the descriptive text. When you are speaking, first please introduce yourself, give an identity, ok, read then say about yourself. “Good morning friends, I am Kelvin from class seven B. I want to tell you about descriptive text. Descriptive text is The social function/ the function of descriptive text is The structure of descriptive text are identification and description</i>
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					<i>Identification identify description describes The language features of a descriptive text is” And after you have finished. Close “I think that’s all thank you”. Can you get to it?”</i> Teacher guides the students to include them into an activity ✓ (20.35-21.12) T to Ss “Ok, now you can prepare everything for your outdoor activity, your hand phone your gadget please, just in pair. Ok there are thirty one, thirty one students, yes? Ok, maybe one pair consist of three students, ok? Diambil salah satu, jadi tiga. But, don’t disturb your friend who is speaking. Ok? Ok” Teacher guides the students to preparing their needs and guides them into a group in doing the activity ✓ (21.14-21.19) T to Ss “Now, what time is it now? It is ten past?” Teacher guides the students to certain knowledge ✓ (21.24-21.33) T to Ss “Ok, and you need about
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					<i>twenty minutes, so what time will you be in the class? Half past..?</i>” Teacher guides the students to certain knowledge ✓ (42.47-43.11) T to Ss “<i>Nah, sambil diperhatikan, kalau kalian belajar sambil searching diinternet, yang diinternet itu orang yang ingin membantu banyak sekali. Oleh sebab itu, kira-kira ada istilah-istilah yang berbeda yang disampaikan.</i>” Teacher guides the students to certain knowledge ✓ (43.12-43.25) T to Ss “<i>In your book Bright, the writer says “Description”. Jadi ada istilah Description, ada istilah Descriptive text itu maksudnya yang ditulis di sampingnya</i>” Teacher guides the students to certain knowledge in explaining the material ✓ (43.27-43.33) T to S “<i>Ok, now Kelvin, what is a descriptive text?</i>” Teacher includes another individual from a
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					different cultural background to introduce him or her to certain knowledge. ✓ (44.18-44.23) T to S “<i>Ok... Yasin, what is descriptive text?</i>” Teacher includes another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (44.40-45.05) T to Ss “<i>Okeey.. ya dari searching ada bunyi beda. A descriptive text is a text which tells, what a person, a thing, a place described.</i>” Teacher guides the students to certain knowledge in explaining the material ✓ (45.06-45.45) T to Ss “<i>A descriptive text is a text which describes a particular person, thing, or place. Okey .. Jadi descriptive text adalah text yang menggambarkan ato memberitahukan ya. Jadi, tells what a person, thing, place is like. Memberitahukan seperti apa tampilan a person, berarti</i>
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					orangnya berapa?” Teacher guides the students to certain knowledge in explaining the material ✓ (45.54-45.57) T to Ss “Artikel “a” menunjukkan bendanya tung?” Teacher guides the students to include them to certain knowledge ✓ (46.16-46.32) T to Ss “Ada yang mengatakan descriptive text is a text which or that describe a particular person, thing, or place. Particulat itu opo to?” Teacher guides the students to include them to certain knowledge ✓ (46.39-47.14) T to Ss “Naah.. social function or the function is to describe, sebenarnya nanti mirip yaa.. dengan maksudnya is to describe a particular person, thing, or place. Nah, ada kata-kata particular, berarti menentukan, that’s why either structures, either structures are identification and description.”
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					Teacher guides the students to certain knowledge in explaining the material ✓ (47.48-48.03) T to S <i>“Naah, coba Ardhi..., identification itu maksudnya apa?”</i> Teacher includes another individual from a different cultural background to introduce him or her to certain knowledge. ✓ (49.10-49.49) T to Ss <i>“Mengidentifikasi itu sebenarnya memastikan .. ya, menentukan sesuatu .. ya, berdasarkan ciri-ciri khusus. That’s why in the identification, makanya tadi ada kata “particular” itu tertentu khusus, nah strukturnya identification ya. Dipastikan berapa? Satu ... Nah, dalam identification nanti, akan muncul sebuah..?”</i> Teacher guides the students to certain knowledge in explaining the material & includes another individual by asking them question ✓ (50.00-50.11) T to Ss <i>“..dalam identification</i>
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					<i>nanti kalau orang yo siapa? benda yo apa? Tempat yo apa nama tempat itu, dimana..”</i> Teacher guides the students to certain knowledge in explaining the material ✓ (51.17-51.26) T to Ss <i>“I got a surprise this morning. Jadi, dalam identification bisa satu kalimat, bisa satu paragraph, yaa.”</i> Teacher guides the students to certain knowledge in explaining the material ✓ (51.27-51.36) T to Ss <i>“My uncle visited my house and brought me a bolster with the head of Shaun the Sheep. Nah ini yang diceritakan apa yang identification?”</i> Teacher guides the students to certain knowledge in explaining the material & includes another individual by asking them question ✓ (51.38-51.41) T to S <i>“Bolster atau Shaun the Sheep?”</i> Teacher guides the students to certain knowledge by
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					includes another individual by asking them question ✓ (51.47-51.49) T to Ss “<i>Bolster... Bolster itu nama apa?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (51.59-52.04) T to Ss “<i>Identifies nya Bolster atau Shaun of the Sheep di sini?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (08.38-08.48) T to Ss “<i>Pada identification itu sebenarnya yang dimunculkan yang utama itu Bolster/ Shaun the Sheep?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (08.52-09.00) T to Ss “<i>Bolster adalah salah satu nama dari benda. Makanya dalam identification nanti akan muncul sebuah?</i>” Teacher guides
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					the students to certain knowledge by includes another individual by asking them question ✓ (09.14-09.31) T to Ss <i>“Kalau kamu (sambil menunjuk seorang siswa), I have many friends in class seven B. Temenmu kan banyak, mau yang mau digambarkan siapa? Ambil salah sa tuu.., jangan double”</i> Teacher guides the students to certain knowledge by includes another individual by giving them example ✓ (09.47-10.00) T to Ss <i>“Ok.. choose one object, so .. in the identification there will be a name of the object that will be described.”</i> Teacher guides the students to certain knowledge ✓ (00.01-00.20) T to Ss <i>“Satu kalimat bisa mungkin, lebih dari satu kalimat bisa, bahkan satu paragraf juga bisa. Tapi intinya nanti pada identification menem-menyebutkan sebuah nama dari mungkin orang, benda atau</i>
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					tempat.” Teacher guides the students to certain knowledge ✓ (00.35-00.45) T to S “<i>Saya tanya.. Faras, what does the identification tell about?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (01.13-01.18) T to S “<i>Bismaa.. What does the identification tell about?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (01.42-01.51) T to Ss “<i>Identification identifies the thing to be described</i>” Teacher guides the students to certain knowledge ✓ (02.15-03.01) T to Ss “<i>Dikaitkan dengan descriptive text, key the structures are identification and description. The identification identifies thing kalo benda, kalo orang ya person, kalo tempat ya</i>”
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					<i>place to be described. Itu diinternet kemaren ada yang that will be described, boleh. Jadi intinya identification itu menentukan salah satu objek, satu orang, satu benda, satu tempat yang akan digambarkan untuk terlebih dahulu.</i>” Teacher guides the students to certain knowledge ✓ (03.02-03.09) T to Ss “<i>And the second structure is description</i>” Teacher guides the students to certain knowledge ✓ (02.04-02.20) T to Ss “<i>Okee.. cobaa.. yang cewek yang mau jawab siapa ngacung yaaa? What does the description tell about..? Raise your hand, the girls..</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (03.12-03.14) T to Ss “<i>Parts. Parts itu opo to?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them
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					question ✓ (03.19-03.25) T to Ss “<i>Kalo membicarakan part berarti kitaa membicarakan jenis kata apa?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (03.53-03.54) T to Ss “<i>Oo.. telinga bahasa inggrisnya apa?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (04.18-04.45) T to Ss “<i>Naah.. coba .. there are four words here. Ada empat kata.. when we talk about parts of this animal (sambil menunjuk tulisan “elephant” dipapan tulis), ya kita membicarakan empat contoh ya, empat kata, bagian dari binatang ini, berarti dalam parts itu kita membicarakan jenis kata?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question
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				✓ (04.49-05.08) T to Ss “Benda.. noun.. Makanya jelas terkait dengan language features Nya itu.. yaa.. Dalam language features kan ada apaa? The use of.. noun... the use of ad?” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (08.53-09.08) T to Ss “..Ok, so first when we talk about part, we talk about noun. Kemudian kita menggambarkan telinganya ears, dlam menggambarkan itu kita menggunakan kata?” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (09.10-09.20) T to Ss “Kata sifat, adjective yaa. Nah, nanti ada perpaduan menggabungkan adjective and noun disebut apa?” Teacher guides the students to certain knowledge by includes another individual by asking them question
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					✓ (09.23-09.26) T to Ss “<i>Noun yang di depannya ada adjectivenya disebut noun?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (10.20-10.36) T to Ss “<i>To predict features, the use of noun, adjectives, noun phrase. Yang dikemas dalam simple present tense..</i>” Teacher guides the students to certain knowledge ✓ (10.38-10.45) T to Ss “<i>Ada yang menambahkan penggunaan action verb. Apa action verb itu?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (10.52-11.08) T to Ss “<i>Kata kerja yang membutuhkan suatu tindakan, contohnya aktif, karna nanti ada kata kerja yang pasif... Tidak menunjukkan suatu aksi..</i>” Teacher guides the students to
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					certain knowledge ✓ (12.25-12.31) T to Ss “<i>The new bolster is made of soft fabric</i> (reading the tesxt in the textbook. <i>Apa soft fabric?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (12.47-12.48) T to S “<i>Yasin, what is fabric?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question ✓ (13.38-13.45) T to Ss “<i>Jadi pastikan vocabulary kalian. Coba dikamus saja fabric itu apa?</i>” Teacher guides the students to certain knowledge by includes another individual by asking them question
Attitude (Source: Byram, 2001: 5-7, Gerlich et al,	3. Developing attitudes of openness and curiosity about other culture and	➤ Fear/ Rejection: student or teacher cry, flinch, avoid contact, yell or show other signs of discomfort when exposed to manifestations of cultural differences; children refuse	✓		✓ (25.35-25.40) S to T “<i>Eee...(suara terlalu kecil sehingga tidak jelas)</i>” As seen in the video, student is afraid of giving the wrong

2010: 152)	people 4. Categories of ICC attitude: Fear/ Rejection, Judgmental Statement, Tolerance/ Acceptance, Hesitation, Regret, Interest, No Interest, Motivation for Contact, Motivation for Language	contact with certain persons, languages, objects or actions related to another culture			answers, so that they speak unclearly ✓ (25.44-25.46) S to T “..... (not responding)” Seen in the video the student has tried to give his answer, but when asked for the second time the student is afraid if his answer is wrong, so he chooses not to respond to it ✓ (01.04.36-01.04.38) Ss to T “..... (not responding)” Students are afraid to come to front of the class as volunteers to present the results of their assignments, except for if the teacher called their name one by one ✓ (07.10) S to T “Nggak” Seen in the video the students refused and were not ready to convey information about descriptive text ✓ (10.45-11.05) S to Ss & T “A deskripsi text is a a Is a people, animal, and a, and fluence” Student avoid contact and show
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					discomfort when trying to answer about the definition of descriptive text ✓ (14.43-15.02) S to Ss & T “<i>describes ... things .. parts... character</i>” Student shows shaky expression in the video because of fear of being wrong and using inappropriate words ✓ (47.32-47.43) S to Ss & T “<i>Emm.. Identifies emmh ngaak quality or the character characteris .. kebalek</i>” Student seems nervous and discomfort and end up speaking unclearly ✓ (03.29-03.34) Ss to T “<i>Adjective (speak hesitantly and unsure followed by a low tone)</i>” Students show hesitate answer and followed by a low tone ✓ (04.08-04.09) Ss to T “<i>...(some students are silent, some are saying a word unclearly)</i>” Students show hesitate answer and speak unclearly because they are afraid
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					their answers are incorrect ✓ (55.11) S to S & T “<i>Oh ndak bisa</i>” Student shows rejection and avoid to be choose by the teacher to answering a question ✓ (22.18-22.20) S to S & T “<i>Jangan, susah ngomongnya</i>” Student shows rejection when her friend choose her to present the assignment result, and she is afraid and not feeling confident about her ability
		➤ Judgmental Statement: children or teacher utter phrases which express disrespect for or negative assumptions about another culture; children laugh about utterances, actions, beliefs or habits of persons from a different culture in a disrespectful way	✓		✓ (09.55-09.56) Ss to S “<i>Hahahaha</i>” All students laughing at student’s utterance in English when the student says <i>identification</i> ✓ (10.04-10.06) Ss to S “<i>Hahahaha</i>” All students laughing at student’s utterance in English when the student says <i>start from deksripsi text</i> ✓ (10.11-10.15) Ss to S “<i>Hahahaha</i>” All students laughing at student’s utterance in English when the student says <i>descriptive text</i>

					✓ (10.35-10.36) Ss to S “Hahahaha” All students laughing at student’s utterance in English when the student says <i>a descriptive.. a deskripsi text is</i> ✓ (12.24-12.25) Ss to S “Hahahaha” Some students laughing at student’s utterance in English when the student says <i>yes I know</i> ✓ (13.58-14.01) Ss to S “Hahahaha” Some students laughing at student’s utterance in English when the student speaks English unclearly ✓ (14.05-14.11) Ss to S “Hahahaha” Some students laughing at student’s utterance in English when the student speaks English unclearly ✓ (14.40-14.41) Ss to S “Hahahaha” Some students laughing at student’s utterance in English when the student speaks English unclearly ✓ (44.02-44.05) Ss to S “Hahahaha” All students laughing at student’s utterance in
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					English when the student says incorrect words ✓ (49.54) Ss to S “Hhaha (laughing)” All students laughing at student’s answer when she cannot answer teacher’s question related to English learning ✓ (52.07) Ss to S “khkhkh (giggling)” Some students laughing at student’s utterance in English ✓ (02.27) Ss to S “khkhkh (giggling)” Some students laughing at student’s utterance regarding to learning English ✓ (50.51-50.54) Ss to S “What dus, hahha (laughing)” Some students laughing at student’s utterance regarding to learning English ✓ (31.22-31.23) Ss to S “He wir, haha (laughing)” Some students laughing at student’s utterance regarding to learning English
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		➤ Tolerance/ Acceptance: children or teacher show openness or a welcoming reaction toward persons, objects and actions from a different culture; children respect rules of an intercultural situation		✓	
		➤ Hesitation: children or teacher seem to avoid or seem cautions or shy towards persons from a different cultural background, their actions or objects associated with them, but they do not show signs of rejection	✓		✓ (07.04) S to T “<i>InsyaAllah paham</i>” Student uses word <i>insyaAllah</i> which sometimes means doubt in Bahasa, but student did not show signs of rejection ✓ (14.13-14.39) S to Ss & T “<i>Identification is... identifies.... things to be describe. Description is hmmm..... is lupa</i>” Student seems caution in using appropriate language while speaking in front of the class, it can be seen from the interval between one sentence to another sentence ✓ (14.43-15.02) S to Ss & T “<i>describes ... things .. parts... character</i>” Student seems caution in using appropriate language while speaking in front of the class, it can be seen from the

					interval between one sentence to another sentence ✓ (45.46) Ss to T “.... <i>(speak unclearly)</i>” Some students seem caution in using appropriate language while answering teacher’s question, it can be seen from the video that their voice did not sound clear ✓ (50.15-50.17) S to T “...<i>(hesitate & silent)</i>” Student seems to avoid eye contact with the teacher & show confusion ✓ (01.19-01.25) S to T “...<i>(looking down and sideways confused)</i>” Student seems to avoid eye contact with the teacher & show confusion ✓ (02.21-02.22) Ss to T “...<i>(silent & not responding)</i>” Female students show a shy attitude in answering questions, if they were not appointed one by one, it is confirmed that if the teacher is appointed them one by one they will answer the questions given by the teacher
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				✓ (03.29-03.34) Ss to T “Adjective (speak hesitantly and unsure followed by a low tone)” Students show hesitate answer and followed by a low tone ✓ (04.46) S to T “Benda (in a faint voice)” Student shows hesitate answer and followed by a low tone ✓ (09.21) S to T “Adjective noun (speak by a low tone)” Student shows hesitate answer and followed by a low tone ✓ (12.40.12.41) S to T “... (speak unclearly) material” Student shows hesitate answer and followed by unclear voice ✓ (56.23) S to T “Tapi salah..” Student seems shy & not confident with her answer but still trying to present it
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		➤ Regret: children or teacher express sadness or disappointment about certain conditions associated with an intercultural situation	✓	✓ (28.28-28.29) T to S “...<i>waduuuh</i>” Teacher shows disappointment about students’ ability regarding to the descriptive text ✓ (47.23-47.26) S to Ss & T “<i>Eehhm.. Aduh...</i>” Student shows disappointment about his ability regarding to the lack of knowledge about descriptive text ✓ (47.47-47.48) T to S “<i>Kebaleek.. haduuh</i>” Teacher shows disappointment about students’ ability regarding to the descriptive text ✓ (51.03-51.08) T to Ss “<i>Wadduh, wes, nek buku mu itu dibaca nggak?</i>” Teacher shows disappointment about students’ ability regarding to the descriptive text ✓ (52.18-52.20) T to S “<i>Duuh, malah nggak tau ee, sudah diberitahu tah.</i>” Teacher shows disappointment about students’ ability regarding to the language knowledge
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					✓ (02.23-02.26) T to Ss “Kok nggak ada yang ngacung kenapa?” Teacher shows disappointment about students’ ability because no one raise their hands ✓ (05.13-05.17) T to Ss “Adjective to, kok adverb loo..” Teacher shows disappointment about students’ ability because they give the wrong answer ✓ (09.33-09.40) T to Ss “Sebenarnya sudah diajari, hanya memang ya itulah manusia tempatnya lupa..” Teacher shows disappointment about students’ ability because they give the wrong answer when he gives the students question ✓ (12.50-12.52) T to S “Ooo nggak tau.. haddeh..” Teacher shows disappointment about students’ ability because the student cannot answer teacher’s question ✓ (13.16-13.18) T to S “<i>Dari umbul (Javanese</i>
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					language) <i>haha.. hadduh..</i>” Teacher shows disappointment about students’ ability because they give the wrong answer when he gives the students question ✓ (53.31-53.34) T to S “<i>yang saya minta yang kamu buat, astagaa..</i>” Teacher shows disappointment about students’ ability because the student didn’t finish his homework
		➤ Interest: children or teacher appear curious or want to gain knowledge about other persons, objects and actions that are connected to a different culture	✓		✓ (09.18-09.19) S to T “<i>I’m so happy</i>” Student shows that she want to gain knowledge by correcting the homework together with her friends & teacher ✓ (09.33-09.34) S to T “<i>Pak, ayo pak</i>” Student looks impatient that she wants to checking the homework together with her friends & teacher ✓ (38.37-38.38) S to T “<i>Lagi pak nanya lagi pak</i>” Student looks curious about something related to language knowledge of different culture

		➤ No Interest: children or teacher appear disinterested in displayed objects, themes or other newly introduced features	✓	✓ (22.01) S to T “<i>Bahagia pak</i>” Student appears disinterested in learning English because he said he was happy when he heard the bell is ringing, which means the lesson will be end. ✓ (22.05) S to T “<i>sudah selesai</i>” when teacher asked the student why he was happy, he said because the lesson is over, therefore student appears disinterested in learning English ✓ (09.14-09.16) S to Ss & T “<i>I’m so happy</i>” When the lesson is over, the student said that he was happy about that.	
		➤ Motivation for Contact: children or teacher appear eager to become involved or to be in contact with L2 teachers or with children from different cultural backgrounds		✓	

		➤ Motivation for Language: children or teacher appear willing to learn the L2 spoken in preschool context or other languages; children show appreciation for language skills	✓	✓ (08.53-08.55) S to T “Pak, PR nya pak” The student reminds the teacher about the homework ✓ (28.53-28.54) Ss to T “(some students raise their hands)” In the video, it shows that students are willing to answer the question given by teacher in English ✓ (01.03.37) S to T “(student raises his hand)” In the video, it shows that student is willing to answer the question given by teacher in English ✓ (02.12-02.14) S to T “Pak, saya sudah pak PR nya pak” Student shows that she wants to check the homework immediately with the teacher and reminds the teacher about the homework ✓ (17.04) S to T “Yeay” Student shows happiness when the teacher point on her to answer the question ✓ (20.44-20.45)
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					S to T “Saya pak (raise her hand)” Student is eager to read about her assignment result and shows appreciation for language skills ✓ (22.12) S to T “Saya (raise her hand)” Student is eager to read about her assignment result again, although the teacher has given her the opportunity to answer the question, but she wants to try to answer it again ✓ (41.34-41.37) S to T “Dah selesai pak” Student is eager to read about her assignment result and shows appreciation for language skills by telling the teacher that she has finished in doing the assignment ✓ (06.01) S to T “PR pak” The student reminds the teacher about the homework ✓ (09.22-09.23) S to T “Saya pak saya pak” Student is eager to read about her
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					assignment result and shows appreciation for language skills ✓ (20.03) Ss to T “Iyaa” Students are willing to do the assignment in the textbook when teacher offers them whether they want to do it or not and they choose to do the assignment. ✓ (30.53) S to T “...(<i>seen in the video, a student is willing to read a book and answer the question given by the teacher but it turns out he is not the one appointed by the teacher</i>)”
Critical Awareness (Source: Byram, 2001: 5-7, Byram, 2012, Critical Literacy	1. Ability to think about things actively and intelligently rather than just accept them (see things from different perspectives) 2. Task promoting	➤ The social dimension: learners visualize how cultural values and beliefs play a crucial role in the types of interactions that occur in different societies even when the same language is being used. For example: learners begin to see that languages work differently depending on the context and users		✓	

Winter School, 2006: 1, in Nugent & Catalano, 2015: 19-20)	critical cultural awareness present opportunities for students to use higher-order thinking skills in order to become more aware of the ideological component underlying intercultural interactions 3. The notion of Critical Cultural Awareness can be regarded as being comprised of two distinct dimensions, those are: social and psychological.	➤ The psychological dimension: it is worthwhile for students in a foreign language classroom to consider how language, whether native or foreign, affects an individual's personal and social identity. For example: German language students can study how language affects identity differently in Germany compared to Austria by looking at what native speakers consider to be typical German and Austrian characteristics		✓	
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