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**PRE-SERVICE EFL TEACHERS' COGNITION DEVELOPMENT
IN IMPLEMENTING TEXT-BASED LEARNING
FROM THEIR MICROTEACHING TO TEACHING PRACTICUM:
THE SYSTEMIC FUNCTIONAL LINGUISTICS AND
SOCIOCULTURAL APPROACH**

DISSERTATION

**Submitted in Partial Fulfillment of the Requirements for Doctoral Degree
in Language Education**

**by
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**PROGRAM STUDI ILMU PENDIDIKAN BAHASA
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Disertasi dengan judul "The Development of Pre-service EFL Teachers' Cognition in Implementing Text-based Learning from their Microteaching to Teaching Practicum: The systemic Funtional Linguistics and Sociocultural Approach" karya,

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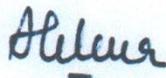
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menyatakan bahwa yang tertulis dalam disertasi yang berjudul "PRE-SERVICE EFL TEACHERS' COGNITION DEVELOPMENT IN IMPLEMENTING TEXT-BASED LEARNING FROM THEIR MICROTEACHING TO TEACHING PRACTICUM: THE SYSTEMIC FUNCTIONAL LINGUISTICS AND SOCIOCULTURAL APPROACH." ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam disertasiini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

Semarang, 28 Februari 2020

Yang membuat pernyataan,

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MOTTO AND DEDICATION

Motto:

Mind is important but persistence is much more important.

To learn is to interact and to interact is to learn.

Dedication:

1. Progam Studi Ilmu Pendidikan Bahasa, Pascasarjana, Universitas Negeri Semarang

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ABSTRACT

This study is aimed at investigating pre-service EFL teachers' cognition
development of text-based learning implementation as seen from the Systemic
Functional Linguistics and Sociocultural Approach. The development is seen from
their microteaching (prior cognition) to teaching practicum (existing cognition).
This study is a qualitative in nature and used an instrumental case study and
grounded theory as the research design. The participants of the study involved 10
EFL student-teachers (pre-service EFL teachers) from the English Language
Education program, Universitas Kristen Satya Wacana, Salatiga, Central Java.
The findings are divided into five. *First*, participants' prior cognition seen from
the systemic functional linguistics revealed their positive cognition about their and
their students' capacity (judgement) in implementing TBL; their positive
appreciation about the engaging and valuable sides of videos, games, and pictures,
and their negative feelings (affect) of being insecure with the appropriateness of
the activities to the stages of TBL cycle. *Second*, participants' prior cognition
seen from the sociocultural approach showed their 'actual' to 'potential' level of
development (ZPD) from 'being unaware' to 'being aware', from 'not knowing'
to 'knowing', and from 'being unable' to 'being able'. *Third*, participants'
existing cognition as seen from the systemic functional linguistics told about their
positive attitudes toward their capacity (judgement) in implementing TBL; toward
the engaging and valuable sides of the use of video, for example; and toward their
feeling of being secured (affect), for example with their performance. *Fourth,*
participants' existing cognition seen from the sociocultural approach again
uncovered their ZPD from being unaware to being aware (e.g. of students'
pronunciation errors and unstressed intonations); from not knowing to knowing
(e.g. how to apply TBL in a limited time), and from being much controlled to less
controlled (e.g.with the availability of texts through self-created texts). *Fifth*,
participants' cognition development from Systemic Functional Linguistics
showed the development of their content knowledge, pedagogical knowledge and
skills in implementing TBL. Participants' cognition development seen from the
sociocultural approach promoted development of their critical thinking, creativity,
problem-solving, and decision-making skills. Along with the development,
constructed strategies and teachers' roles in implementing TBL were generated.

ABSTRAK

Ragawanti, D.T. (2020). Perkembangan Kognisi Para Calon Guru Bahasa Inggris dalam Menerapkan Pembelajaran Berbasis Teks dari "Microteaching" sampai PPL: Systemic Functional Linguistics dan Pendekatan Sosiokultural. *Disertasi*. Ilmu Pendidikan Bahasa. Program Pasca Sarjana. Universitas Negeri Semarang. Promotor: Prof. Dr. Januarius Mujiyanto, M.Hum., Anggota Promotor I: Dra. Helena I.R. Agustien, M.A., Ph.D. Dra. Helena I.R. Agustien, M.A., Ph.D., Anggota Promotor II: Dr. Dwi Anggani Linggar Bharati, M.Pd.

Keywords: kognisi, pembelajaran berbasis teks, "systemic functional linguistics", teori "appraisal", pendekatan sosiokultural, pengajaran mikro, praktek mengajar.

Penelitian ini bertujuan untuk menjelaskan perkembangan kognisi para calon guru Bahasa Inggris tentang penerapan pembelajaran berbasis teks (PBT) ditinjau dari "Systemic Functional Linguistics" (SFL) and pendekatan sosiokultural. Perkembangan tersebut dilihat mulai dari kelas "microteaching" (kognisi awal) sampai dengan program pengalaman lapangan/PPL (kognisi saat ini). Penelitian ini melibatkan 10 orang calon guru Bahasa Inggris dari program studi Pendidikan Bahasa Inggris, Universitas Kristen Satya Wacana, Salatiga, Jawa Tengah. Metodologi penelitian bersifat kualitatif dengan menggunakan "case study" dan "grounded theory" sebagai desain penelitiannya. Penemuan penelitian terbagi dalam lima bagian. *Pertama*, kognisi awal para calon guru ditinjau dari SFL terlihat positif, yakni dalam menilai kapasitas mereka ("judgement") dalam menerapkan PBT, misalnya, dan dalam menilai manfaat dan kemenarikan video dan games ("appreciation"). Akan tetapi, mereka mempunyai perasaan tidak aman dengan aktifitas dan materi yang mereka buat ("affect" negatif). *Kedua,* ditinjau dari pendekatan sosiokultural, kognisi mereka menunjukkan tingkat perkembangan ZPD mereka dari tidak menyadari menjadi meyadari, dari tidak tahu menjadi tahu, dan dari tidak bisa menjadi bisa. *Ketiga,* kognisi saat ini para calon guru ditinjau dengan SFL menunjukkan sikap positif terhadap kapasitas mereka ("judgement") dalam menerapkan TBL; terhadap penggunaan video, games dan aktifitas pembelajaran ("appreciation"); serta perasaan puas misalnya dengan video yang telah dibuat ("affect"). *Keempat,* ditinjau dari pendekatan sosiokultural, kognisi mereka menunjukkan perkembangan ZPD dari tidak menyadari menjadi menyadari (misalnya tentang kesalahan), dari tidak mengerti menjadi mengerti (misalnya dalam menerapkan PBT dalam waktu yang singkat), dan dari sangat terkontrol menjadi lebih leluasa (misalnya dalam memilih dan membuat teks sendiri). *Kelima,* perkembangan kognisi para calon guru ditinjau dari SFL menunjukkan adanya perkembangan pengetahuan isi, pengetahuan dan keahlian pedagogis mereka dalam menerapkan PBT. Dari pendekatan sosiokultural, terlihat adanya perkembangan mereka dalam berpikir secara kritis, berkreatifitas, menyelesaikan masalah, dan mengambil keputusan. Seiring dengan perkembangan tersebut, terciptalah konsep petunjuk teoritis dan praktis tentang strategi dan peran guru dalam menerapkan PBT.

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LIST OF ABBREVIATIONS

Att.   : attribute

BKOF   : Building Knowledge of the Field

Cap   : capacity

Comp   : composition

Dis   : disclaim

Dns   : down-scale

EFL   : English as a Foreign Language

Ent   : entertainment

Hap   : happiness

Inc   : inclination

Int   : intensify

JCOT   : Joint Construction of the Text

ICOT   : Independent Construction of the Text

LTRT   : Linking to Related Text

MOTT   : Modelling of the Text

Norm   : normality

Pro   : proclaim

Qua   : quantity

Reac   : reaction

Sat   : satisfaction

Sec   : security

SFL   : Systemic Functional Linguistics

Ten   : tenacity

TBL   : Text-based Learning

Ups   : up-scale

Val   : valuation

Ver   : veracity

ZPD   : Zone of Proximal Development

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, definition of key terminology, and outline of the report.

1.1 Background of the Study

This study is aimed at revealing the development of pre-service EFL teachers' cognition in implementing text-based Learning from their microteaching to teaching practicum as viewed from Systemic Functional Linguistics and sociocultural approach. Pre-service EFL teachers here refer to English-as-a-foreign-language (EFL) student-teachers. Pre-service EFL teachers' cognition refers to their mental state (attitude, belief, and knowledge) about particular concepts and practices of EFL teaching and learning. Text-based learning (henceforth, TBL) has to do with teaching the structure and the grammatical features of spoken (e.g. telephone inquiries, oral presentation) and written texts (e.g. Narrative text, Descriptive text, Procedure text, formal letter) and providing guided practice to enable learners to use them for meaningful communication purposes.

Systemic Functional Linguistics (henceforth, SFL) as a resource to make meanings can be construed from the interaction between participants in social interaction and can convey participants' attitude/ viewpoint. At this point, the attitude can be analyzed from Appraisal theory. Sociocultural approach is based on the idea that mental processes experienced teachers in knowing, perceiving, and understanding particular concepts and practices of EFL teaching and learning is very likely to be socially constructed. It can be constructed through their participation and interaction with senior teachers, mentor-teachers, peers, and even with students. Additionally, it can be constructed through some facilitating tools used in the activity of teaching and learning such as reflective journals and group discussions with peers and mentor teachers.

I am motivated to investigate pre-service EFL teachers' cognition and its development because I have observed some phenomena about cognition in EFL teacher education and research. *First*, before pre-service teachers enter the real world of teaching, they usually have already held particular cognition (attitude, beliefs, and knowledge) about particular aspects of teaching and learning and of becoming a teacher. *Second,* when entering the real world of teaching, their pre-existing cognition learned from school and teacher education program can be confirmed or confronted with the reality (school systems, school teachers, students, and some other aspects in the real teaching situation). *Third*, the processes of dealing with realities in real school contexts can make their cognition about better teaching strategies developed either slightly or significantly. *Fourth*, in EFL teaching and learning and teacher education research, justifying something

as cognition is not always easy. On what bases something is considered as positive or negative cognition is not easy to justify. A more justifiable way to analyze cognition needs to be done. *Fifth*, still in EFL teaching and learning and teacher education research, revealing teachers' cognition (development) only from their self-thinking is not easy to be explored. Both their self-thinking and socially-driven thinking need to be used to explore their cognition.

Teachers and teacher-educators need to be aware of such phenomena since understanding teacher cognition is believed to be connected to teacher-learning (Borg, 2003). When teachers learn to teach, they will have opportunities to construct knowledge and theory from their teaching (Farrell, 2009). By so doing, understanding student-teachers' cognition can promote teachers' professional development. In line with the importance of cognition for (novice or pre-service) teachers' professional development, many concerns about cognition issues have been given (e.g. Borg, 1998, 2009, 2012; Kennedy, 1991 in Borg, 2009; Yuan & Lee, 2014). Accordingly, studies on teacher cognition (development) in English language teaching and English language teacher education have been done extensively (e.g. Asgharheidari & Tahriri, 2015, Baker, 2013, Çapan, 2014, Kanoksilapatham & Channuan, 2018, Maulana & Rizkiani, 2019, Othman & Kiely, 2016, Roos, 2015, Saiful, 2009, Sasajima, 2012, Shah, Othman, & Senom, 2017, and Shooshtari, Razavipur, & Takrimi, 2017).

Most of the studies above require the teacher-participants to elicit their cognition solely through self-thinking which I think gives less space for teacher learning. This study, however, uses the sociocultural approach which engages the

student-teacher participants in social interaction with peers, senior teachers, etc. from which their cognition will be drawn. Therefore, they learn teaching not only from their thinking but also from their interaction with others. More to that, the studies above seem not to have a clear method in justifying certain data as cognition. For this reason, this study uses SFL (i.e. Appraisal theory) for analyzing teacher cognition through teachers' language. By so doing, positive or negative cognition can be investigated more easily. Lastly, the above studies, although provide knowledge on what beliefs the teachers hold, seem to fail at providing apprenticeship access for (pre-service) EFL teachers to develop their pedagogical knowledge and skill competence on the issue researched. This study, therefore, attempts to provide that apprenticeship access for the student-teachers through applying the issue being studied into practice (i.e. TBL).

TBL is chosen because of government policy, its merits, potential problems, and students' needs of TBL. As regulated stated in *Permendikbud* no. 64, year 2013 about the 2013 national curriculum, the use of text becomes the core of English subject at the secondary and high school levels. In terms of merits, first, TBL can develop learners' communicative competence (Ardiansah, 2017, Hyland, 2004, Iftanti, 2017, & Nahid, *et.al,* 2018.). second, it can help learners use the target language with texts that are authentic, purposeful, and functional (Indriyani, 2015). Third, it can promote critical thinking (Callghan, 1993, & Derewinaka, 1990, in Kusumaningrum, 2015). Fourth, it can enhance learners' writing ability (Fanani, 2018, Haryati, 2019, Haerazi & Irawan, 2015, Masitoh & Suprijadi, 2015 and Pujianti, Emilia, & Ihrom, 2014). Apart from the merits, the

reason for researching TBL is also derived from problems emerged in the field of teaching. As observed by Ragawanti (2016) the implementation of TBL is found to be problematic since many teachers are still not well informed with the substance of TBL and not well equipped with appropriate knowledge and practice. Therefore, the teaching of text neglected some stages of the text-based teaching and learning cycle. This is in line with Nurlaelawati's & Novianti's findings (2017) and Trisanti, Astutui, & Alif (2019) showing that most of their participants missed implementing what they think to be the most important in the text-based teaching cycle such as the building knowledge of the field stage. The last reason for choosing TBL as the topic is student-teachers' need. My own experience supervising student-teachers in their microteaching and teaching practicum found that many of them still got difficulties in delivering the content effectively and coherently from the beginning until the end of the lesson. Based on this phenomenon, I chose TBL because I think the TBL cycle would help them organize the contents into a coherent order of teaching.

In an attempt to fill in the gap in the previous studies, this study examines pre-service EFL teachers' cognition development in implementing TBL through SFL and the sociocultural approach. The data are in the form of student-teachers' cognition (beliefs, knowledge, and attitudes) on TBL and in the form of teaching behaviors in implementing TBL. As for the research design, this study is qualitative research in nature and employs an instrumental case study and Grounded theory as the research design. The instrumental case study is used as the framework of determining the phenomena, case, focus, and the unit of analysis of

the study. The grounded theory is used as the framework of analyzing data from assembling data until using the data for generating theory. The finding of the study revealed the pre-service teachers' cognition development about TBL implementation. The development was seen from their microteaching (initial cognition) until teaching practicum (final cognition). From the cognition development, constructed theories of how to implement the TBL cycle better was also revealed.

1.2 Reasons for Choosing the Topic

This study is aimed at examining the development of pre-service EFL teachers' cognition in implementing Text-based learning as seen from the Systemic Functional Linguistics and sociocultural approach. The topic is chosen for several reasons:

a. (Pre-service) EFL teachers' cognition held before entering the real world of teaching plays an important role in establishing their conception and practice of L2 teaching.

b. (Pre-service) EFL teachers' cognition held after entering the real world plays an essential role to understand how their cognition is conflicted and/or confirmed with their prior cognition.

c. Examining (pre-service) EFL teachers' cognition development is pivotal for understanding how they view themselves improved in terms of teaching and learning concepts or teaching competence. From this, better teaching problems and strategies can be generated.

d. Systemic functional linguistics through the Appraisal theory can be effectively used to evaluate pre-service EFL teachers' cognition from their language (linguistic evidence) and can give a clearer justification on how certain data is considered as cognition.

e. The sociocultural approach can be used to cultivate pre-service EFL teachers' cognition (development) more thoroughly not only from their self-thinking but also from a socially-driven process (e.g discussion) built by the teachers and their capable peers.

1.3 Research Problems

This study is aimed at answering the research problem: How is the development of pre-service EFL teachers' cognition of text-based learning implementation seen from the Systemic Functional Linguistics and Sociocultural Approach? The development of their cognition is seen from their microteaching (prior cognition) to teaching practicum (existing cognition).

There are five research questions used to answer the research problems:

a. How is the pre-service EFL teachers' prior cognition of text-based learning implementation seen from the Systemic Functional Linguistics?

b. How is the pre-service EFL teachers' prior cognition of text-based learning implementation seen from the sociocultural approach?

c. How is the pre-service EFL teachers' existing cognition of text-based learning implementation seen from the Systemic Functional Linguistics?

d. How is the pre-service EFL teachers' existing cognition of text-based learning implementation seen from the sociocultural approach?

e. How does their cognition development seen from the Systemic Functional linguistics and sociocultural approach generate better understanding about the the implementation of text-based learning?

1.4 Objectives of the Study

There are five objectives of the study:

a. explaining pre-service EFL teachers' prior cognition as seen from the systemic functional linguistics.

b. explaining pre-service EFL teachers' prior cognition as seen from the sociocultural approach.

c. explaining pre-service EFL teachers' existing cognition as seen from the Systemic Functional Linguistics.

d. explaining pre-service EFL teachers' existing cognition as seen from the sociocultural approach.

e. explaining how pre-service EFL teachers' cognition development from microteaching to teaching practicum generate a better understanding of the the implementation of text-based learning.

1.5 Significance of the Study

The result of the study will give contributions to the development of theory, pedagogy, and practical uses in the following ways:

a. the pre-service EFL teachers' initial cognition of text-based learning implementation seen from the systemic functional linguistics theoretically can enrich the theory and studies on the SFL in EFL teacher education. Pedagogically, it provides insights on the contribution of (pre-service) teachers' prior cognition in their teacher professional development. Practically, it can equip the (pre-service) teachers with an apprenticeship on text-based teaching.

b. The pre-service EFL teachers' final cognition of text-based learning implementation seen from the systemic functional linguistics similarly can enrich the theory and studies on the SFL in EFL teacher education. Pedagogically, it provides insights on how such a prior cogniton can affect their final cognition. Practically, it can equip the (pre-service) teachers with an apprenticeship on text-based teaching more comprehensively from microteaching to teaching practicum.

c. the pre-service EFL teachers' initial cognition of text-based learning implementation seen from the sociocultural approach theoretically can enrich the theory and studies on reflective teaching based on the sociocultural approach. Pedagogically, it provides insights on how to use the sociocultural mediational tools in the classroom based on the sociocultural approach.

Practically, it provides an apprenticeship on implementing the sociocultural approach in the teaching and learning process.

d. The pre-service EFL teachers' final cognition of text-based learning implementation seen from the sociocultural approach similarly can enrich the theory and studies on reflective teaching based on the sociocultural approach. Pedagogically, it provides insights on how to use the sociocultural mediational tools in real school context based on the sociocultural approach. Practically, it provides an apprenticeship on implementing the sociocultural approach in the teaching and learning process more comprehensively from microteaching to teaching practicum.

e. The pre-service EFL teachers' cognition development of the implementation of text-based learning theoretically can expand theories and studies on (pre-service) teachers' cognition development seen from the view of SFL and Sociocultural approach. Pedagogically, it provides insights on pre-service EFL teachers' professional development from a series of reflections and interactions and teaching practicum. Practically, it can equip pre-service EFL teachers with pedagogical knowledge and skills to implement TBL better, to integrate the appraisal theory and sociocultural approach for analyzing teachers' cognition development.

1.6 Scope of the Study

To achieve the objective, this study limits the coverage of the topic into the following range:

a. Cognition. The cognition in this study is the one which is not only derived from pre-service EFL teachers' self-thinking but also their interaction with more capable beings.

b. The text-based learning (TBL) in this study is focused on both written and spoken texts and on the five stages of teaching and learning cycle implemented in the teaching and learning process.

1.7 Definitions of Key Terminology

To achieve the same perspective about the topic, the following key terms need to be defined:

a   Pre-service EFL teacher is a student taking English teacher education program who are prepared to become an English- as-a foreign-language teacher.

b   Teacher cognition refers to the unobservable dimension of a teacher's mental live which consists of belief, attitude, and knowledge (Borg, 2009).

c   Teacher cognition development is the development of a teacher's attitude, belief, and knowledge. In this study, as Cabaroglu & Roberts (2000) and Kang & Cheng (2014) suggested, the terms "development" and "change" are used interchangeably.

d   Text-based instruction is an approach to teaching language that involves teaching the structure and grammatical features of spoken and written texts explicitly and provides guided practice to learners to be able to develop their language skills for meaningful communication through whole texts (Feez and Joyce, 2002 & Agustien, 2016).

e   Systemic functional linguistics means that language functions as a resource to make meaning, i.e. ideational, textual, and interpersonal meaning (Martin & White, 2005, p.7).

f   Appraisal is "a system of interpersonal meanings". It has three aspects: attitudes, how they are amplified (graduation), and their sources (engagement) (Martin & Rose, 2007, p. 26).

g   Sociocultural Approach, based on Sociocultural theory, views human learning as a dynamic social activity that is situated in physical and social contexts and disturbed across persons, tools, and activity (Rogof, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991 in Johnson & Golombek, 2011).

h   Sociocultural mediational tools are tools which humans use to mediate their activities such as artifacts and activities, concepts, and social relations (Johnson, 2009, p. 18)

i   Microteaching is "A training context in which a teacher's situation has been reduced in scope and/or simplified in some systematic way" (Wallace, 1991, p. 92).

j   Teaching Practicum is opportunities provided for a student teacher to gain teaching experience, usually through working with an experienced teacher for a period of time by teaching that teacher's class (Richards, Platt, & Platt, 1992).

1.5 Outline of the Report

The report of this study is organized into five chapters. Chapter one presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, definition of key terminology, and outline of the report. Chapter two discusses reviews of previous studies and reviews of related theories used. i.e. language teacher cognition, Systemic Functional Linguistics, sociocultural approach, microteaching and teaching practicum, and text-based learning. Chapter three presents research design, participants of the study, research settings, type of data, research instruments and method of collecting and analyzing data. Chapter four exemplifies the findings of the five research questions and discusses the findings. As for chapter five, it concludes the discussion of the findings and provides pedagogical implication and suggestions.

To conclude, this chapter exemplifies underlying reasons, ideas and concepts of investigating pre-service EFL teachers' cognition development in implementing TBL from their microteaching until teaching practicum from Systemic Fucntional Linguistics and sociocultural approach.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of previous studies, reviews of theoretical studies, and theoretical framework.

2.1 Reviews of Previous Studies

This study is conducted not merely based on my personal interest but also some previous studies. This is significant to be done to find out the research gaps to be fulfilled and to offer novelty in my study. For those purposes, there are four studies on EFL teachers' cognition development previously conducted in different research settings that become the basis of determining the research gap in my study.

The first study was done by Macalister (2012, pp. 43-90) about pre-service teachers' cognition about vocabulary teaching. The participants were 60 Malaysian pre-service teachers (the trainees), 16 teacher educators in Malaysia and 6 in New Zealand (the traineers). The source of data were questionnaire, interview and text to show how they used it for teaching. The findings showed that the participants and the Malaysian traineers believed in learning vocabularies through reading. As for the new Zealand traineers believe in teaching new words in an isolation. In addition, the two groups of traineers shared the same belief about in including vocabulary explanation when teaching language with texts. Differently, the pre-service teachers just focused on reading texts.

The second study was done by Çapan (2014, pp. 131-152) on Pre-service English as a Foreign language Teachers' belief development about Grammar instruction. The participants were 47 pre-service teachers or student-teachers majoring in English language teaching at a public universtity. The research instruments used were an adapted questionnaire, interview, and observation. The findings were divided into quantitative and qualitative data. The former was in the form of percentages and frequencies of beliefs in each subsections of items (e.g. role of Grammar in language). Additionaly, the data also showed the result of paires samples T-test used to compare pre- and post-practice applications of the questionnaire. As for the qualitative finding, the finding was presented in the form of practices labeled based on subsections of beliefs. Overall, the finding demonstrated that there was relatively little impact of teaching practices on the pre-service teachers' beliefs about gramamr instruction.

The third study was done by Roos (2015, pp.1-93) to reveal how an experienced teacher has developed into an expert teacher and whether she has also experienced changes in her cognition. The participant was an eight-year period of study on a senior IELP (the intensive English Language program) instructor at Portland State University. This study used a qualitative case study and exploratory design, and used in depth semi-structured interview, delayed stimulated recall, video and classroom observation as the research instruments. All instruments are all eliciting participant's self-thinking toward her cognitive development, specifically on six aspects of teaching. The findings indicated

changes in some areas. For example, smooth teaching, automatization, confidence, rapport with students, and classroom management.

The last study was conducted by Hermagustina *et.al* (2017, pp. 34-45) who studied the cognitions of four Indonesian EFL teachers of senior high about vocabulary instruction and their practice in the classroom. The sources of data were semi-structure interview, classroom observation and field note. The data were thematically analyzed and categorized into several ways of areas teachers' beliefs about vocabulary role, teachers' knowledge about vocabulary teaching and learning, prior language learning experience, and some factors impeding the flow of classroom instruction. The findings showed that participants believed that vocabulary instruction helps learners speak, write, or understand what someone spoke and wrote. In addition, in the area of teachers' knowledge about vocabulary teaching, they believed that what words to teach is based on theme in the syllabus and that type of words to teach are words classes and frequencies. The next finding revealed that teachers' previous learning is one of the essential aspects that explained the existence of teacher cognition in the classroom. Lastly, the participants believed that teachers' weakness in pronunciation and students' lack of vocabulary are factors that can hinder the instruction.

In terms of content, the studies seem to discuss the crucial elements of cognition. The first one is what the belief is (the first and fourth study) and the second one is the development of teacher cognition (the second and third study). This study, similarly, covers the two elements. i.e. what the beliefs are and the cognition development. In terms of research method, the first and the second

study, albeit different in the number of participant, are similar in terms of using itemized rating scale in the questionnaire and of using percentage, frequencies, and classification. In short, they are more quantitative in nature. However, I found there is dearth in the use of such a research instrument. It tends to explore participants' cognition absed on the issues raised in the questionnaire only. Some other research instruments should be use to yield more thorough findings about what really become teachers' concerns related to their cognition. For this, I found what Miles (2017) called as 'a methodological gap'.

The third study shares a similarity with the fourth study in the way that they are qualitative in nature and provide more various and intensive research intruments like observation, stimulated recalls, and field note. Unfortunately, they way the studies reveal teachers' cognition were self-driven thinking, solely from the participants' self-thinking. I think, it can leave little opportunities for the teacher-participants' growth in understanding and acknowledging various issues in teaching, learning, and/or teacher education. This is because the participant only sees, understands and learns everything from his/her point of view. A research method that can reveal teachers' cognition through interactions with more capable beings would enable the participants to be critical and have more comprehensive understanding and insight about particular issues. This would be useful for their professional development. This is the second 'methodological gap' that I found.

Furthermore, the first until the fourth studies did not seem to have a clear basis to determine how particular data is considered as a cognition. A study that uses a particular theoretical base to justisfy certain data as cognition would yield more valid analysis. This is the third 'methodological gap' I am also concern with. Lastly, all the studies provide knowledge on what cognition the teachers have, but none of them provide an apprenticeship access to develop their pedagogical knowledge. For example, the study did provide knowledge on teachers' cognition on vocabulary but did not provide any opportunity for them to develop their skill to teach vocabulary, for example. Miles (2017) define this gap as the 'empirical gap' in which a study needs also to evaluate the subject of topic from an empirical approach.

To fill the methodological research gaps, I propose the sociocultural approach and the systemic functional linguistics (i.e. appraisal theory). The former allows teachers to take a part in some kinds of interaction with other people (e.g. through various kinds of discussions). Such a social-life based learning is believed to affect the growth of one's understanding, knowledge, and thinking activities (Rogof, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991 in Johnson, 2009). This is also believed to yield more intensive revelation of cognition compered to a constructed research instruments. Furthermore, to fill the empirical research gap, this study, not only provide the knowledge of pre-service EFL teachers' cognition about TBL but also provide an apprenticeship access to develop their pedagogical knowledge and skills on TBL.

2.2 Reviews of Theoretical Studies

This section discusses the language teacher cognition, systemic funtional linguistics (i.e. the appraisal theory), sociocultural approach to L2 learning and L2 teacher education, and Text-based learning.

2.2.1 Language Teacher Cognition

This segment discusses the definition of language teacher cognition, the philosophical base of language teacher cognition, the shift of Language teacher cognition research, the elements of langauge teacher cognition, and key Issues in Language teacher cognition

Definition of Language Teacher Cognition

The term "cognition" is defined as "the activities of thinking, understanding, learning, and remembering" (http://www.learnersdictionary.com/ definition/ cognition). It is also more comprehensivelly defined as "mental processes involved in judging, knowing, learning, perceiving, recognizing, remembering, thinking, and understanding that lead to the awareness of the world around us" (http://www.businessdictionary.com/definition/ cognition.html). As synthesized from the definitions above, cognition refers to mental processes that can lead an individual to thinking, perceiving, judging, remembering, learning, understanding, knowing, recognizing the world around her/him better.

The elements of cognition above are in line with the aspects of cognition used in teacher education. Woods, 1996 in Burns, Freeman, & Edwards (2015) included such held understanding or belief, and knowledge as aspects of cognition in teacher education. Borg (2012) also defined teacher cognition as the "unobservable cognitive dimension of teaching" including what teachers know, believe, and think. More to that, Crookes (2015) included 'attitude' as the aspect of cognition. Cognition in this study refers to teacher's mental state that involves attitude, belief, and knowledge. These three elements are used as one. The following paragraphs exemplifies the three elements of cognition and the reasons why they are used as one integrated system.

The philosophical Base of Language Teacher Cognition

The philosophical base of language teacher cognition is tightly connected to the two conceptions of cognition. The first one is Piagetian developmental psychology or cognitive constructivism. Piaget believed in the development stages of children's cognition in which all people pass through each stage before starting the next one and no one skips any stage just like as a child who explores his/her physical environments all by him/herself. (Blake and Pope, 2008; Crookes, 201; & Ojose, 2008). The translation of this idea in the context of language teacher education is in the way cognition is treated as a "reified mental construct." It is considered as "static and discrete entities that are typically disassociated from action and context, as well as other dimensions of teachers' inner lives (e.g. emotion, motivations, and values)". This kind of teacher cognition can be

acquired as a result of their professional and personal experiences, readily retrieved and expressed in self-reports and applied (or not) in teaching practices (Kubanyiove & Feryok, 2015, p. 437).

The second one is Vygotskian cognitive psychology (sociocultural constructivism) emphasizing on socially and culturally mediated conception of cognition (Kozuli, 1990 in Crookes, 2015). This did not view cognitive development from such biological state of development. Rather, he believes in the importance of sociocultural surroundings for an individual's cognitive development. He asserted that," development does precede socialization, but rather social structures and social relations lead to the development of mental functions" (Huitt, 2000, as cited in Blake and Pope, 2008, p.60). It suggests that human cognition is developed through social interaction and structure, not the other way around. Accordingly, he emphasized on the role of social structure and relations. That is why this view of cognition is called socially mediated and distributed cognition (Crookes, 2015).

This study leans toward the Vygotskian cognitive psychology since this study pre-service EFL teachers' cognition development which is not only self-driven thinking but also socially-driven thinking.

The Shift of Language Teacher Cognition Research

Burns, Edwards and Freeman (2015) explained the shift of language teacher cognition research. They argue that in the area of Language teacher cognition research, there has been a shift from the individualist into social ontology. The

individualist ontology deals with the beliefs that the language teachers held, how and why these beliefs were constructed, and how they were related to practice. This ontology is typical in the main analytical unit used in this stage of research, namely the decisions and decision making processes. The nature to research tends to be quantitative. The quantitative approach is used to describe and create categorization of the content of decision and to find frequencies and correlation analysis to categorize the patterns in those decisions. Studies under this ontology usually use constructed methods such as performance classification scheme, beliefs inventories, observation and observation protocols. As for the data, it is presented quantitatively in order to show the frequencies of teacher instructional actions and reasons underlying their actions.

The concept held by the individualist, nonetheless, is not without any critics. Discussing teacher cognition such as single decision cannot be treated in an isolation since cognition comprises of complex conceptual process that are interconnected. For example, whether cognition is interconnected to teaching practice, whether it is consistent with practice, whether it is stable throughout professional development. Therefore, exploring the teachers' decision making also needs to understand the process of making decision that is to understand possible relationships. As a reaction to this ontology, Borg's work in 2003 and 2006 suggested to continue discovering teacher cognition but not only to discover teacher's beliefs, thinking, knowledge, decision making, but also to discover the impact of various kinds of teacher education on those internal cognitive processes (cited from Burns, Edwards and Freeman, 2015). The emphasis on processes

in understanding someone's cognition has made the previous paradigm reconceptualized into the social ontology

This social ontology stresses the need for SLTE research to take into account the sociocultural context in which teaching and learning take place. This is called so because it emphasizes on how the wider surroundings, both internal (to the person) and external factors (i.e. social settings) can shape thinking. The unit of analysis of such studies shifted away from quantification to qualitative interpretation and meaning. In addition, it introduced a move from researcher-determined decisions and beliefs about language teacher thinking to participant-oriented conceptualizations and explanations. Methodological trends were aimed to uncover the internal and external contextual influences on the experiences of language through diary studies and other introspective methods.

This study leans toward the social ontology since the study attempts to see how the pre-service teachers' cognition can be shaped not only from internal but also external contextual influences. The unit of analysis is based on qualitative interpretation and meaning. I think that this is in line with the Vygtskian cognitive psychology which this study refers to. i.e. emphasizing the importance of sociocultural surroundings for an individual's mental process.

The Elements of Language Teacher Cognition

This part discuss the definition of each element of language teacher cognition: 'attitude', 'belief', and 'knowledge' and how they are treated interchangeably in this study.

The element of Language Teacher cognition : teacher attitude

There are several definitions about attitude. First it is " The way you feel about something or someone, or a particular feeling or opinion" https://dictionary. cambridge.org/us/dictionary/ english/attitude). Second, it is defined as "A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation" (http://www.businessdictionary. com/definition/attitude.html). Third, as taken from the Systemic functional linguistics, it is "Evaluating things, people's character and their feelings" (Martin and Rose, 2007s, p. 26). Fourth, as also taken from the Systemic Functional Linguistics, it refers to "Our feelings, including emotional reactions, judgements of behaviour and evaluation of things (Martin and White, 2005, p.35).

From the definitions, it can be summarized that attitude contains three things: a positive or negative emotional response or reaction (feeling), a positive or negative evaluation about someone and/or someone's behavior, and a postive and negative evaluation about something, ideas, or situation. Furthermore, attitude

is originated from individual's experiences. It can be from personal experience, school life, and the experience with professional knowledge (Richardson, 1996 in Lin, 2013).

The element of Language Teacher cognition : teacher belief

Belief has been defined variously. First, it refers to "Something that is accepted, considered to be true, or held as an opinion" (https://www.merriam-webster.com/dictionary/belief). Second, it is regarded as "psychologically held understandings, premises, or propositions [a statement that affirms or denies something or is true or false] about the world that are felt to be true" (Richardson, 1996, as cited in Lin, 2013, p. 56). It acts as a filter where new knowledge and experience are screened for meaning. Third, it is "A subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions" (Zheng, 2009, p. 74). Based on the definitions, belief is defined as mentally adhered understanding, opinion, proposition about the world that are felt to be true and that can influence someone's action. Furthermore, Pehkonen and Pietilä as cited in Hawanti, 2012, argued that belief is subjective, derived from individual experiences, and involves emotion or feeling.`

The element of Language Teacher cognition : teacher knowledge
Knowledge, in common sense, means "understanding of or information about a subject that you get by experience or study, either known by one person or

by people   generally" (https://dictionary.cambridge.org/   dictionary/english/ knowledge). In the field of philosophy, it is defined as "justified true belief" (Meyer & Sugiyama, 2007, p. 18). It means that knowledge is a belief that is true and justified. It is in line with Hunt's argument stating that knowledge is conventionally defined as "beliefs that are true and justified" (2003, p. 102). On the contrary, in the field of psychology, it refers to "An individual's personal stock of information, skills, experiences, beliefs and memories" (Alexander, et.al., 1991 as cited by Hawanti, 2012, p. 18). This definition includes belief and refers to all that someone knows or believes to be true. It does not matter that it is proved as true or not.

To sum up, there are two definitions of knowledge here. The first one is all information, understanding, beliefs, memories that are gained through one's experience or study and need to be empirically proved as sorts of evidence. The second one is all information, understanding, beliefs, memories that are gained through one's experience or study and are not necessarily to be empirically proved as a truth.

As long as the person believes something to be true, it can be knowledge regardless of the source of evidence for the belief. This study use the second definition because this study deals with someone's subjectivity not something exactly measured and something necessarily to be proved as a truth.

The use of elements of Language Teacher cognition (attitude, belief, and knowledge) in this study

In this study, 'attitude', 'belief', and 'knowledge' are used integratedly because of some reasons. First, there are some features in 'attitude' and 'belief' that are similar in the way that they involves propositions and involve feeling. In addition, they are also originated from individual experience. In line with my opinion, Lin (2013) urged that the two concepts are often used interchangebly since the boundaries of extension between attitude and belief are not easily to be defined. Second, both 'belief' and 'knowledge' are considered subjective and believed to come from individual experience. More to that, knowledge includes belief and similarly, belief acts as filter where knowledge is screened for meaning. From these features, both of them share similar features and are intertwined one and another. As a result, confusion to distinguish one and another may araise. This concern, in fact, has been raised by some researchers (Borg, 2003; Österholm, 2009, and Woozley, 1966, in Hawanti, 2012) stating that distinguishing belief and knowledge is problematic.

To put them briefly, 'atitude', 'belief', and 'knowledge' are somehow not easy to be distinguished due to similar characteristics and aspects in one and another. Therefore, in some studies on cognition in the second language teacher education, the three elements are used interchangeably (Borg, 2001; Pajares, 1992; Richards, 1996; Woods, 1996, cited in Lin, 2013). In this study, the terms 'attitude', 'belief' and 'knowledge' are not treated separatedly as three different items but as three-in-one concept of cognition.

Key Issues in Language Teacher Cognition

There are five key issues in language teacher cognition research that need to be taken into account (Borg, 2003). First, what teachers have cognitions about. Second, how the cognitions develop. Third, how the cognitions interact with teacher learning. Fourth, how the cognitions interact with classroom practice. Fifth, as raised by Borg (2003), concerns not only with what the cognition is about, how teachers come to know it, but also how they draw on their knowledge. From the key issues above, this study addresses three out of the five issues:

Language Teacher Cognition and Prior Language Learning

The first key issue in the language teacher cognition is the influence of prior language experience on (pre-service) a teachers' cognition. It denotes the idea that the teachers have already held particular cognitions (beliefs) about teaching and learning before they enter the teaching profession. The beliefs can come from their experiences as language learners at school, and/or form their teacher education. As a reaction to the idea, many researchers were tempted to prove and/or to explore to what extent prior experience can shape one's belief about language teaching and learning. Mori (2011), for example, found that one of her research participants used 'recast' as the most frequent feedback in the classroom because his experience as a language learner told him that success is achieved through practice communicating without being afraid of making mistakes. That is why he avoided giving explicit feedback. Instead, he repeated back to what the student has said, but in a correct way. Some other researchers

(Numrich, 1996 and Macalister, 2012ch; Lortie, 1975, in Ellis (2006); and Nisbett & Ross in Borg (2003) also found similar results in their studies.

Language Teachers' Cognition Development

The third issue in language teacher cognition is language teachers' cognition development. Cognition development refers to the development of what teachers think, know, and believe. Jean Piaget and Lev Semionovich Vygotsky give a great contribution to the cognitive development of Psychology. They believe that if a teacher understands the progression of children's cognitive development, he/she will be able to take care of the unique needs of each child. In a teacher education program, studies on teacher cognition development are triggered from concerns with the effectiveness of the program in promoting teacher change (Kang and Cheng, 2014). Following up the concerns, several studies were conducted and generated two different results. The first result reports that teacher cognition is stable or does not change (Lamb, 1995 and Peacock, 2001 in Kang and Cheng, 2014 and Altan, 2006, Mattheoudakis, 2007; and Peacock, 2001 in Çapan, 2014). The second result, nevertheless, shows evidence of significant change (Cabaroglu and Roberts, 2000; Kang and Cheng, 2014; and Yuan and Lee, 2014). They believe that teacher education programs are effective in promoting teacher cognition change/development. This study is not aimed at proving whether participants's cognition is changed but find out the possible changes/development.

Language Teacher Cognition and Teacher Learning

The mental process that teachers undergo during teaching and interaction with their individual thoughts, with peers, and with senior teachers can promote teacher for them. Teachers, through the process, will come to new understanding and practices or in other words construct new knowledge and theory, or what so called "practitioner knowledge" (Farrell in Burns and Richards, 2009). Furthermore, they stated that there are several kinds of knowledge that possibly can be constructed in the area of their teaching profession (1) the content of L2 teacher education programs: What l2 teachers need to know; (2) the pedagogies that are taught in L2 teacher education programs: how L2 teachers should teach; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: how L2 teachers learn to teach.

The discussion of the three issues in language teacher cognition leads me to see the interrelationship between one to the other issues and define what teacher's cognition development is. Teachers' cognition development is teachers' new or redefined knowledge, understanding, and beliefs about particular aspect of teaching and learning resulting from negotiation between their earlier learning experiences and present teaching practices.

2.2.2 Systemic Functional Linguistics (SFL)

In SFL, language is functional in the way it is a resource to make meaning (Feez and Joyce, 1998). Martin and White (2005) divided meaning into three: ideational, textual, and interpersonal meaning. 'Ideational' deals with "construing

experience." 'Textual' concerns with "organization" or the flow of the information. 'Interpersonal' deals with "negotiating social relations", how people are interacting and the feeling they try to share. In short, each kind of meaning has its own function "construing", "enacting", and "organizing". This function is what Haliday called "metafunction"(Martin and Rose, 2008). Among the three kinds of meaning, appraisal belongs to the interpersonal kind of meaning and can be applied in both written and spoken texts. Furthermore, the language position of appraisal can be seen from figure 2.1
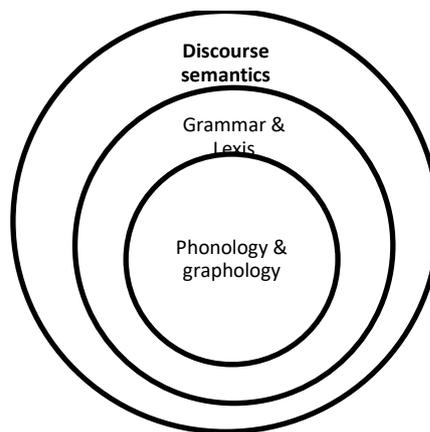
Figure 2.1: Language Strata (Martin and White, 2005)

The figure demonstrates language strata position. The lowest in the level of phonology and graphology. In the middle, grammar and lexis takes place. The highest is discourse semantics. Appraisal is in the highest level. i.e.discourse semantic.

The Appraisal Theory

Appraisal is decentralized as three interacting domains: attitude, engagement, and graduation:
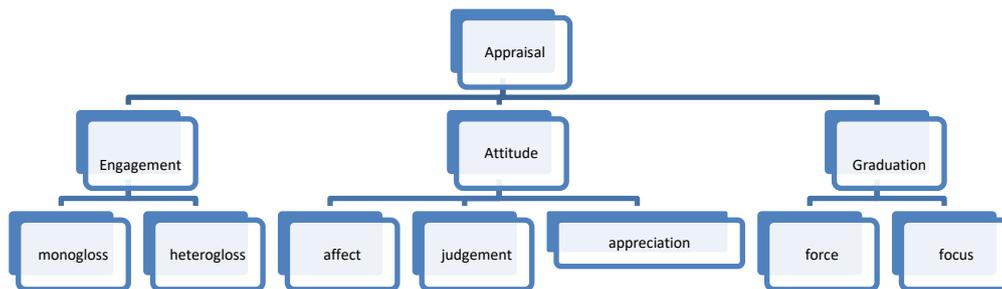
Figure 2.2: Domains in the Appraisal Theory (source: Martin and White, 2005)

From the figure, it is obvious that attitude is divided into affect (feelings, emotional reactions), appreciation (evaluation of things), and judgment (judgement of behavior). *Affect* deals with registering positive and negative feelings such as happy or sad, confident or anxious, interested or bored. It consists of happines, inclination, security, and satisfaction. *Judgement* evaluates positive and negative attitudes towards people and how they behave. It can be divided into those inclined to 'social esteem' and those to 'social sanction' Judgment of esteem has to do with 'normality (how unusual someone is), 'capacity' (how able someone is), and 'tenacity' (how resolute someone is). Judgment of Social sanction has to do with 'veracity' (how truthful someone is) and propriety (how ethical someone is). *Appreciation* deals with positive and negative evaluation of things including natural phenomena. Appreciation can be divided into reaction

(how the 'thing' can catch one's attention), composition (whether the 'thing' is balance or hard/easy to follow), and value (how innovative, authentic, timely). *Engagement* is resources for positioning the speaker's/author's voice with respect to the various propositions and proposals conveyed by a text. it deals with the source of attitude or who are the evaluation from. It consists of proclaim, disclaim, entertain, and attribute. *Graduation* concerns with gradability. It has to do with adjusting the degree of evaluation and is used to express how strongly we feel about someone or something that is by intensifying (force) or quantifying (focus) how strong or weak the feeling is (Martin and White, 2005 and Martin and Rose, 2007).

Appraisal theory can be used to analyze teacher's cognition since it can be used to interpret language used for conveying interpersonal meaning including the meaning one tries to share (Martin and White, 2005). Further, it can be used to analyze data that reflects "propositions, perceptions/beliefs, opinions, thoughts, and feelings" through chunks of words (Widodo, 2015). This idea is also reflected in the following studies that use the appraisal theory to examine ones' opinions, attitudes, and ideas (Bela, Mujiyanto and Faridi, A, 2018; Fitriati, Solihah, and Tusino, 2018 and Fitriati and Solihah, 2019), attitudinal perspectives (Ekawati, 2015 and Nurdiyani, *at.al*., 2019), and beliefs (Listiani, Rukmini, and Widhiyanto, 2019).

Furthermore, Appraisal has been extensively used for analyzing literary texts, news, legal, scientific and academic texts (e.g. Anas, Faridi and Fitriati, 2018; Bangga and Lukmana, 2019; Nuraisiah, Nababan and Santosa, 2018; Novi,

Fitriati, and Sutopo, 2019; Maulana, Sutopo, and Fitriati, 2018; Marsakawati, Mujiyanto, Agustien, and Astuti, 2019; Pertama, Rukmini, and Bharati, 2018; Santosa, 2014; Vrika, Mujiyanto and Suwandi, 2019; Yuliana & Gandana, 2018) but little attention is given for the use of appraisal in teacher education programs. This study, therefore, was conducted for that purpose.

2.2.3 A Sociocultural Approach to L2 Learning and L2 Teacher Education

This part covers the philosophical base of sociocultural approaches to L2 learning and L2 teacher education and Concepts of sociocultural Theory in the Context of L2 Learning and L2 Teacher Education.

The Philosophical Base of Sociocultural Approaches to L2 Learning and L2 Teacher Education

Sociocultural theory emerged from the work of the Russian psychologist Lev Vygotsky, 1978, Leont'ev, 1981, and Luria, 1982 (as cited in Johnson, 2009). This approach defines human learning as "a dynamic social activity that is situated in physical and social contexts, and disturbed across persons, tools, and activity" (Rogof, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991 in Johnson, 2009). It implies that learning is social in nature and driven from other people, tools and activities. Alligned with the idea, Smidt (2009) explained that learning occurred in a social context, built on prior learning experiences, and intervened by cultural and psychological tools and more capable learners. Additionally, the meaning is made through language used within the social

context. In conclusion, Sociocultural approach to (foreign) language learning is a (foreign) language learning which occurs in a particular social context through the use of language, tools, activities, interaction with more capable learners.

Historically, this approach emerged as Vygotsky's rejection to the views held by the two leading schools in the field of psychology claiming that each of them has "an explanatory system" deserved to become the basis of "general psychology." The first school emphasized on "internal or subject experience", and the other school emphasized on "external." In respond to the views, Vygotsky argued that the development is not the dichotomy between internal and external but a transformation from external to internal or the process of externalization to internalization (John-Steiner and Mahn, 1996). It is the internal (intrapsychological) reconstruction of an external (interpsychological) operation, or *internalization* (Vygotsky, 1978). Ellis and Barkhuizen, 2005, asserted that the shift from social activities to the individual thinking can promote successful learning. This happens because allowing learners to change their status from 'dependent' into 'independent' learners during social interaction in the classroom can provide a supportive environment for their cognitive development. Similarly, in the L2 teacher education, Johnson (2009, p.1) believed that "this social life-based learning can lead an individual into one's construction of knowledge and even into higher-level human cognition."

Along with the shift, the implementation of Sociocultural approach has been extended to L2 teacher education. The movement was pioneered by Johnson in 1990s. From the view of Sociocultural theory in L2 teacher education,

teachers' learning to teach, as indicated through the growth of what they know, think, and understanding, develops from their taking apart in the social practices of learning and teaching in specific classroom and school situations. This social life-based learning can lead an individual into one's construction of knowledge and even into higher-level human cognition" (Johnson, 2009).

Key Concepts of Sociocultural Theory in the Context of EFL Learning and L2 Teacher Education.

The sociocultural theory to learning and development puts an emphasis on some key concepts: Zone of proximal development (ZPD), mediation, internalization, other-regualtion and self-regulation.

The Zone of Proximal Development (ZPD)

Vygotsky (1978) defined ZPD as "the distance between the actual development level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable peers"(p,86). Furthermore, he argued that learning will take place when it creates ZPD (p.90). In its practice, ZPD is characterized by several features.

Mediation.

Mediation is one feature in ZPD. The term 'scaffolding' refers to social assistance, a term originated from Jerome Bruner, 1986. In a classroom social

context, a teacher, as the 'more capable other' can scaffold the student, as novice, in many ways such as giving helpful suggestions in the process of doing tasks, asking leading questions, giving feedback concerning the students' work, drawing tables, charts, and dialogue journal (Behroozizad, Nambiar, and Amir, 2014). This scaffolding is needed to help learners move from their actual to potential development, from lower-level to higher-level of thinking, or what Smidt (2009) called qualitative changes in thinking. Such scaffolding is called mediation.

Internalization

As discussed in the previous sections of ZPD and mediation, the focus of sociocultural is on social activities and interaction to facilitate EFL learners' and (pre-service) teachers' cognitive development. In order one's cognition to be developed from the social-shared activities, the learner or (pre-service) teachers will process what they have learned from the social activities within inside of their individual thought. The external-to-internal self-thought will lead to construct knowledge about teaching and learning. In line with the definition, Vygotsky formed a concept of development as "the transformation of socially shared activities into internalized process" (John-Steiner and Mahn, 1996, p. 192).

Self-regulation

Vygotsky (1978) believed that children, as an individual who learn through social interactions with peers and more experienced beings, will step by step acquire conscious control and individuality through three levels of regulation in interaction. i.e object regulation, other regulation, and self regulation. *Object* regulation is the process of learning in which learners are

controlled directly by manifestation of cultural objects in the environment such as artifacts, rituals, *routines and daily practices* (Lin, 2006; Dongyu, Fanyu, and Wanyi, 2013). Other regulation is the process of learning in which learners are regulated by other people who are more capable, experienced (teacher, adult, peer) in the social activity of learning. *Self-regulation* is when learners independently process and manipulate what they have learned through the social activities with 'others.' and begin to (be able to) work independently. (Wersch, 1970, and Foley, 1991, as cited in Dongyu, Fanyu, and Wanyi, ibid).

From the discussion of key concepts above, I can conclude that an L2 learner's success is when he/she is able to move from present to higher level of competence. Similarly, an (pre-service) EFL teacher gains his/her professional development if he/she is able to develop from current to higher level of competence. Interestingly, the way to move to the higher level of competence is not solely through knowledge-impartation from teachers or teacher-educators but through making sense of their own learning and/ or teaching. Meditational tools/ object regulation and scaffolding/other regulation help the learner make sense the input/ knowledge and then internalize (self-regulation) and apply it to their learning and/or teaching process until they can independently construct new understanding of language or concepts of teaching and learning. This kind is good to be taken into account in order to produce critical and autonomous L2 learners or teachers.

2.2.4 Microteaching and Teaching Practicum from the Perspective of Sociocultural Approach

This part presents the idea of microteaching and teaching practicum in relation to the sociocultural approach. Microteaching refers to "A training context in which a teacher's situation has been reduced in scope and/or simplified in some systematic way" (Wallace, 1991, p. 92). Further, Wallace explained some ways in which the teaching situation can be simplified. For example, simplifying teachers' tasks, shortening the length of the lesson, and reducing the size of the class. In addition, Richards, Plat & Plat (1992, p. 230) explained that usually in microteaching, a trainee teacher teaches a small group of her or his classmates. This study corresponded to their idea of microteaching in which the student-teacher participants taught a small size of their classmates as secondary school students in a relatively short allocated time. Additionally, their tasks as teachers were also simplified for only teaching TBL, not for any other professional and social school life.

Teaching practicum or teaching practice refers to the opportunity given to the trainee to develop and improve her professional practice in the context of a real classroom, usually under some form of guidance or supervision (Wallace, 1991, p. 121).

Concerning with the role of microteaching and teaching practicum for teacher professional education, Wallace (ibid) provided 'applied science' and 'reflective' model . The former reflects the psychological theory of behaviourism in which microteaching is related to feedback, reinforcement, and shaping to

develop a student-teacher's teaching behaviour into "acceptable standards". In order to achieve that standard, the teacher-supervisor or "expert" would specify the skill of good taching. The later, as proposed by MacLeod and McIntyre in Wallace, ibid) sees such teaching practices as a technique that is not simply used for shapping behaviour but also for professional reflection. It means that a teacher's (or student-teacher's) teaching not only about "showing" her/his teaching skills but also constructing ideas to be related to his/her teaching behaviour. For example, a teacher's decision making about whether or not to teach grammar in context is related to the ideas about an appropriate way to teach grammar to develop students' commuicative competence.

This study inclines towards the reflective model of microteaching and teaching practicum since the two teaching practices are aimed for the student-teachers to reflect and to contruct their own theories about teaching and learning through their interactions with their teacher supervisors and their peers.

2.2.5 Text-based Learning

This section discusses the approach to text-based learning (TBL), the TBL teaching and learning cycle, the text-based teaching and learning cycle learning in the viewpoint of Vygotskian sociocultural theory, and text-based learning in the 2013 Indonesia national curriculum.

The Approach to Text-based Learning

In designing a course, teachers usually need to develop a systematic plan for course content which leads to the desired outcome. To achieve the purpose, they need a syllabus, a plan of what to teach in order to achieve the desired learning outcomes. This syllabus is implemented in the classroom through methodology. It is the tool to make the syllabus work for learners. Similarly, designing a course using text-based Instruction for teaching English needs a syllabus namely text-based syllabus design, and a methodology, namely the Genre approach.

The discussion of genre can be perceived from the New Rethoric Studies, the teaching of English for specific purposes, and the Australian work in the tradition of Systemic Functional Linguistics (SFL). The latest, developed by Michael Halliday, is considered "the most clearly articulated and pedagogically successful" of all (Hayland, 2004, p 25). It has also led into the fact that classroom perspectives on genre mostly use the theory of SFL (Hayland, 2003). For this reason, this study discusses the genre-based instruction from the SFL point of view.

From the perspective of SFL, language is functional in the way it makes meaning. In order to make meaning or to be understood, there should be a context in which language is used. There are two kinds of context that affect how language is used to make meaning: context of situation and context of culture.
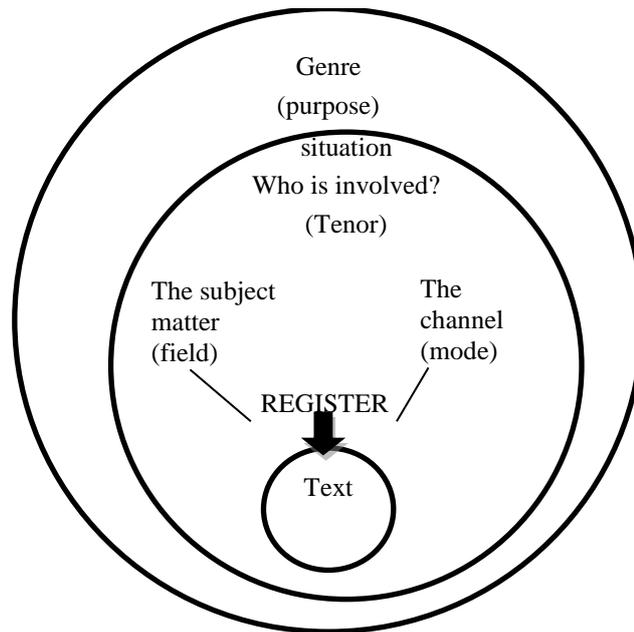
Figure 2.3: Model of Language (source: Hammond, 1992)

Within the context of culture, language interaction may occur in the form of culturally evolved ways of getting things done. For instance, buying and selling goods, directing someone to the bank. The ways of getting things done, of course, uses language and are referred to as genres (purpose). For example, Recount, procedures, Narrative, Description, and Report. It is prominently characterized by a typical rethorical/schematic structure which very typical according to the social purpose of genre. Recount, for instance, comprises of Orientation, Record of events, and reorientation as its rhetorical structure (as cited from Hammond *et al*., 1992).

Within the context of situation, there are three variables that can influence someone to choose language (e.g. grammar and vocabulary) when constructing any language text. i.e. field, tenor, and mode. Field is the social activity in which

people are involved and what text is about (e.g. cooking). Tenor is the relationship between participants in an interaction and Mode is the channel/form/distance between the people communicating with others in terms of time and space (i.e. are they face to face (oral) or separated by time and space (written). The three variables work together and responsible for the language features patterns found in any text and the pattern of language features represents register. The following example illustrates the context of situation (as cited from Hammond et al., ibid):

Genre	: recount text on a crocodile attack
Social purpose	: retelling past dramatic incident of being attacked by a crocodile.
Field	: freshwater crocodile, crocodile, jaws, bite, injury
Tenor	: past verbs of action= bitten, let go, held, stopped
Mode	: personal pronoun (her, it) and personal attitude through the choice of words such as *refused* and *much worse.*

Figure 2.4 context of Situation

The Teaching and Learning Cycle for Text-Based Learning

In practice, text-based learning adopts the teaching and learning cycle which has been used successfully in the field of TESOL (Feez and Joyce, 1998).
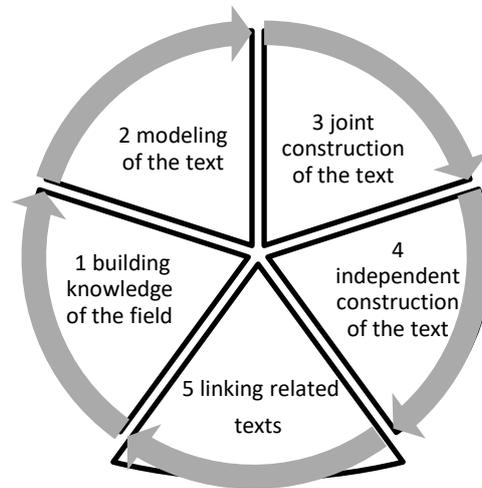
Figure 2.5 Text-based Teaching and Learning Cycle (Feez and Joyce, 1998).

Building knowledge of the field, according to Hammond, 1992, refers to building students' knowledge of the cultural and social context of the topic or text type. *Modelling of text.* This stage prepares students to read and write by giving an explicit explanation to a model of genre they will be reading or writing. *Joint construction of text.* The purpose of this stage is to provide learners with guidance and assistance to construct a text as learned in the previous stages. *Independent construction of text.* This is the time when students need to construct the text independently. *Linking related text* allow learner to communicate how the text they have been studying is related to other texts that occur in the same or similar contexts, to the other genres they have studied, and to issues of interpersonal and institutional power and ideology.

Text-based Teaching and Learning Cycle Learning in the Viewpoint of Vygotskian Sociocultural Theory

As seen from the stages of the text-based teaching and learning cycle, it in some ways reflects Vygotskian ideas on Sociocultural approach to L2 learning. For example, in the joint construction, students get involved in social activities like pair or groupworks and get feedback from the more capable person. My statement is in line with Lin (2006) who said that genre/text-based ELT through the notion of the cycle is the operationalization of Vygotsky's ideas on learning. Lin (ibid) explained that this was proposed by Derewianka, a systemic-functional Linguist, (1990) and gave a big influence in school settings in New South Wales and other parts of Australia, as well as in Singapore.

As discussed in the section of Sociocultural approaches to L2 learning and L2 teacher education, Vygotsky's Sociocultural approach to L2 learning emphasizes on Zone of proximal development (ZPD), Internalization, Self-regulation, and Mediation. Similarly, the cycle also accommodates those elements. *Stage one and two* (Building knowledge of the field and modeling of the text) involve "object regulation" where learners' learning is regulated by culturally object beings used in the classroom environment (visual aids, model text) in order to develop students' awareness the social purpose of the text, as well as the rethorical structure of the text. *Stage three* (joint construction of text) involves "other regulation" in which learners work together with peers, teachers, and other capable individuals to apply the theory and knowledge obtained from earlier stages. In another word, such a socially-shared activity refers to the inter-

psychology (external) process of human cognition in Sociocultural theory. At stage *four and five* (independent construction and linking related text) is when the inter-psychology (external) process is transformed into the intra-psychology (internal) process of human thinking or what so called internalization in the Sociocultural theory.

Text-based Learning in the 2013 Indonesia National Curriculum

Since 2013, the Indonesian Government has decided to start implementing the 2013 curriculum as a new curriculum which is resulted from the result of evaluating earlier curriculum, i.e. The 2006 curriculum/KTSP (Education and Culture Ministerial Regulations no. 81 A, 2013). This curriculum is characterized by the use of text types (Wachidah in Wati, Bharati, & Hartono, 2013, &Education and culture Ministerial Regulation no. 64, year 2013).

Basically, the steps of learning used in the 2013 Curriculum go along with the teaching and learning cycle used for text-type learning.

Text-based teaching and learning cycle	The 2013 curriculum Steps of learning (Education and Culture Ministerial Regulations no. 81 A, 2013)
Building knowledge of the field	Observing Questioning
Modeling of the text	Collecting information
Joint-construction of the text	Collecting information Associating
Independent construction of the text	Communicating
Linking related text	Communicating

Table 2.1 Text-based learning and the 2013 Curriculum

The Observing stage is when teachers allows students to see, pay attention to, read, and even listen to the information from the observed object. At questioning stage, students are encouraged to ask questions related to what has been observed in order to understand the context of the text. Similarly, at the stage of *building knowledge of the field*, learners are exposed trough environment (e.g. through hand-on activity, cultural artifacts) to build their awareness on the social purpose and context of the text.

Collecting information is for students to collect information from several sources by doing experiments, reading sources, observing objects/events/ activities. This is the same as *modeling of text* where learners, through sources of text, collect information of the correct form of the text (both the rhetoric structure and language features).

Associating requires students to deepen the knowledge/information obtained from earlier stages by processing and summarizing the information both deductively and inductively to find solution to problems from different sources. Similarly, *joint-construction of the text* encourages learners, through working together with teachers or more capable peers, to deepen their understanding on the text and to apply the knowledge of constructing a text obtained from the earlier stages.

Communicating is when students, after going through all stages, present the observation result either in oral or written way. This is in line with the stage of *independent construction of the text* where learners independently construct a text and *linking related text*.

2.3. Theoretical Framework

As stated in chapter one, this study is aimed at investigating the development of pre-service EFL teacher's cognition on TBL as viewed from the systemic functional linguistics and sociocultural approach. To achieve the objective, there are three main theories discussed: the systemic functional linguistics (i.e. the appraisal theory), sociocultural approach, L2 teacher cognition, and text-based learning.

The systemic functional linguistics. i.e. the appraisal theory is used to analyze pre-service EFL teachers' cognition through their language or linguistic evidence. The Vygotskian sociocultural theories are discussed for two purposes. First, it is discussed in the context of L2 teacher education and second is for the context of L2 learning. In L2 teacher education, it is used to investigate the cognition development of the pre-service teacher-participants through variety of meditational tools such as reflective journal, dialogic video protocol, critical friends group, and interview. As for in L2 learning, it is used to underlie the implementation of TBL cycle from which the pre-service teachers' cognition development can be examined. In L2 teacher education, it (through the use of meditational tools) is used to collect data about the pre-service teachers' cognition development and to analyze the data based on the key concpets of the sociocultural approach.

The diagram below depicts the theoretical framework of the study:
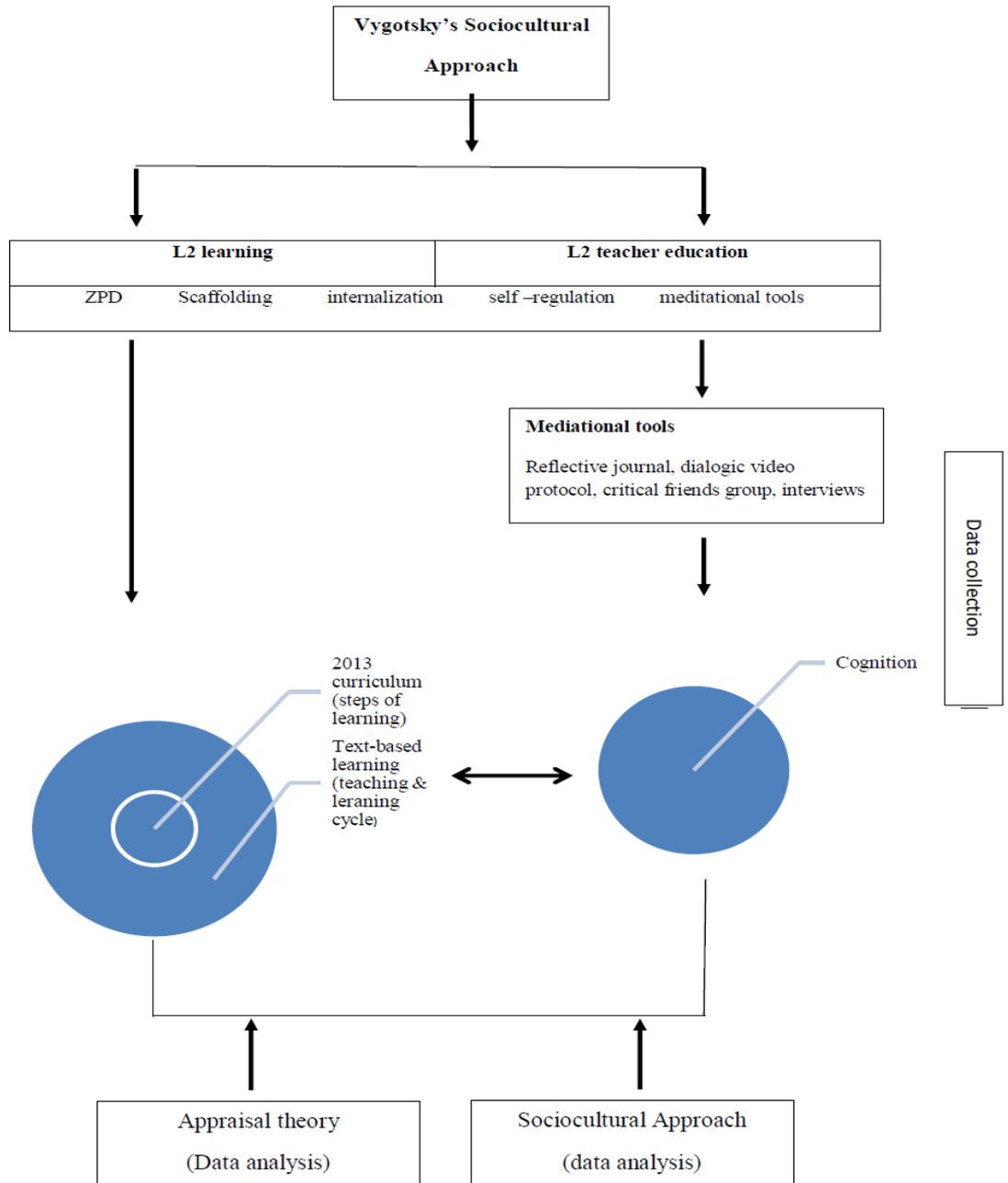
Figure 2.6 Theoretical Framework

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion of the study, provides some pedagogical implications and suggestions.

5.1 Conclusion

Pre-service EFL teachers' prior cognition of text-based learning implementation seen from the systemic functional linguistics demonstrated that participants held positive cognition (attitude) about their and their students' capacity (judgement) in providing interesting as well as meaningful activities, in explaining the main elements of TBL, in handling students in identifying the main elements of TBL and in identifying the main elements of TBL. Additionally, they held positive cognition (attitude) about the engaging (reaction) and valuable (valuation) sides of games, videos, and pictures. Not only positive attitudes, they also had negative feelings (affect) of being insecured with the appropriateness of the activities to the stages of TBL cycle, with appropriateness of the story to the students' proficiency level and of being dissatisfied with their overwhelming activities.

Pre-service EFL teachers' prior cognition of text-based learning implementation seen from the sociocultural approach showed their actual to potential development level (ZPD) through the process of listening and internalizing "other regulations". First, from 'being unaware' to 'being aware' of overlapped JCOT and ICOT activities and of the absence of LTRT activities.

Second, from 'not knowing' to 'knowing' and from 'being unable' to 'being able' to provide synchronized JCOT and ICOT activities, to integrate fun learning and TBL elements and to create audio-video texts.

Pre-service EFL teachers' existing cognition of text-based learning implementation seen from the systemic functional linguistics suggested more positive attitudes toward their capacity (judgement) in dealing with TBL stages, teaching materials, managing time, language, students' background knowledge activation, explanation and with TBL exposure and practice. Additionally, they held positive attitudes toward the engaging effect of the use of video, the use of games and the activities and toward the valuable sides of videos, table organizers and games. Furthermore, in terms of affect, they mostly had positive feelings. i.e of being secured with their performance, being satisfied with the video they have made, with the smooth MOTT, and with table organizer implementation.

Pre-service EFL teachers' exisiting cognition of text-based learning implementation seen from the sociocultural approach demonstrated their Zone of proximal development (ZPD) through the process of listening and internalizing "other regulations". The first ZPD is from 'being unaware' to 'being aware' of students' pronunciation errors and unstressed intonations, of unnatural content of texts, unsynchronized JCOT and ICOT, and intellectually-challenging activities. The second ZPD is from 'not knowing' to 'knowing' how to apply TBL in a limited time, how to make use of extra time left, and knowing when to give the summary of TBL elements. The third ZPD is from 'being' much controlled to 'being' less controlled with the availibility of texts through self-created texts.

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Participants' cognition development generated better understanding about the implementation of text-based learning in three big points. *First*, their cognition development seen from Systemic Functional Linguistics indicated more development from negative to positive cognition and little from positive to negative ones. Not only development, it also provided places for participants' unchanged beliefs. The cognition development accordingly led participants to gain a variety of knowledge such as content knowledge, pedagogical knowledge, and pedagogical skills. Furthermore, it shows that participants' prior experience constributes to their existing cognition, that participants' cognition can influence (but not alwaya) their teaching practices, and that it has a tight relationship with participants' pre-service education before teaching. *Second*, their cognition development seen from sociocultural approach suggested development in the form of awareness, addition, elaboration, linking up, and leveling up. Besides, it led them to develop their creativity, critical thinking, problem solving and decision making skills. Furthermore, it showed that their cognition (development) can be shaped by contextual (institutional) factors. Third, participants' cognition development generated constructed theories and practices of better TBL implementation and of teachers' roles in implementing TBL cycle.

5.2 Pedagogical Implication

The findings are important for development of theory, teacher-researchers and student-researchers, and EFL students and student-teachers.

5.2.1 Development of theory

Firstly, the findings of pre-service EFL teachers' cognition development seen from Systemic Functional linguistics can develop theories of strategies and teachers' roles in implementing better TBL.

Secondly, the findings of pre-service EFL teachers' cognition (development) seen from Systemic Functional linguistics can develop the theory and practice of analyzing EFL learners' or teachers' belief, attitudes, emotions (cognition) from the perspective of systemic functional linguistics.

Thirdly, the findings of pre-service EFL teachers' cognition (development) seen from sociocultural approach can develop the theory and practice of reflective practice from self-thought to socially-driven-process reflective practice.

5.2.2 Teacher- and student- researchers

Firstly, the findings of pre-service EFL teachers' cognition (development) seen from Systemic Functional linguistics can help teacher-and-student-researchers investigate EFL learners' or teachers' attitudes/ beliefs/cognition using their language (linguistic evidence).

Secondly, the findings of pre-service EFL teachers' cognition (development) seen from Sociocultural approach can help teacher-and-student-researchers investigate EFL learners' and teachers' attitudes/ beliefs/cognition not

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only derived from their self-thinking but also from their interaction with other people.

5.2.3 EFL students, student-teachers, and teachers.

Firstly, the findings of pre-service EFL teachers cognition development seen from sociocultural approach can help teachers and/or teacher-educators develop students and/or student-teachers' critical thinking, creativity, and problem-solving and decision- making skills.

Secondly, the findings of pre-service EFL teachers'cognition development of TBL implementation can provide apprenticeship for the students or student-teacher participants, not only to know "what" (knowledge) but also "how" (skills) to implement TBL cycle.

5.3 Recommendations

Based on the findings and the pedagogical implication of the study, I propose here some recommendations student-and-teacher researchers, EFL teacher education program, future researchers and policy makers.

5.3.1 Future reseachers

First, I propose student- and teacher-researchers to use appraisal theory to analyze EFL students', student-teachers', or teachers' attitudes, beliefs, knowledge, emotions (cognition) of current issues in EFL teaching and learning and teacher education such as of Artificial Intelligent in EFL classrooms.

Second, I propose student- and teacher-researchers to uncover EFL students' and teachers' cognition and thier classroom practice. During the data collection, I also noticed this issue frequently emerged. For that reason, studies on (pre-service) teachers' cognition using the sociocultural approach can be done to reveal their cognitions and classroom practices. The characteristic of interaction in the sociocultural approach, I think, can be effective for digging out factors underlying the match and mismatch of one's cognition and it's practice.

Third, I propose student-and-teacher-researchers to use sociocultural-based-reflective practice instead of self-thinking reflective practice to cultivate student-teachers', or teachers' attitudes, beliefs, knowledge, emotions (cognition) more comprehensively.

Fourth, I propose student- and- teacher-researchers to conduct a study with an opportunity for apprenticeship such as not only examining EFL teachers' atitude toward digital literacy but also gaining knowledge and practice about it.

5.3.2 EFL Teacher Education Programs

First, I propose EFL teacher education programs to integrate sociocultural approach in their microteaching and/or teaching practicum program starting from using one or two mediational tools, to practice collecting and analyzing data, and to see how they deal with their teaching problems, interact with others and come up with their own decision to solve the problem and finally to see how their "learning to teach" takes place.

Second, I propose the use of social networking services like Schoology to make the discussion in sociocultural approach more efficient. This is to anticipate a problem with time consumed in the process of discussion.

Third, I propose an intensive training on TBL for student-teachers or novice teachers to understand how to implement TBL appropriately. This is necessary since the study revealed that few participants needed more time to design which activities appropriate to each stage of TBL cycle although workshop had been given.

5.3.4 Schools and/or Policy Makers

I propose schools, curriculum designers, or policy makers to reduce the coverage of contents in each topic. The idea of accomodating the topic in one meeting and for some communicative purposes can be difficult and not effective for learning process. In order TBL cycle to be effectively implemented, more time, exposures, and practices need to be provided.

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APPENDICES

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Reflective Journal

This reflective journal attempts to find out how you perceive the implementation of the text-based cycle in your lesson. For this purpose, please reflect the implementation of the cycle in your teaching practice (in relation to the lesson plan and teaching materials design; teaching and learning process, teaching environment, classroom activities and to the classroom; school policy, etc). Please write this reflective journal honestly and what you write here will be treated confidentially and will not affect your grade.

 Instruction: **Write in the form of Narrative writing to answer the following questions.**

1   Mention the topic of the lesson and briefly state how you applied the five stages of Text-based Cycle in your lesson.
   - Building knowledge of the fields:
   - Modeling of the text:
   - Joint construction of the text:
   - Independent construction of the text:
   - Relating related text:

2   What do you think of the implementation of the Text-based Cycle in your lesson today?
     OR

     How do you feel when applying the stages of Text-based Cycle in your lesson today?
   - Building knowledge of the fields:
   - Modeling of the text:
   - Joint construction of the text:
   - Independent construction of the text:
   - Relating related text:
     Please explain/provide a teaching event to support your idea.

3   In applying the stages of Text-based Cycle in your lesson, are there any teaching events/practices that went differently from your plan or expectation? Please explain what and how it can happen.

I have done my first teaching using the text-based cycle on Wednesday, November 15th, 2018, and I taught the students of seventh grade. It was in the class of 7A. For the teaching, I got a topic about names and location of public places in a town. The objective was that the students were able to use the expressions of asking for information and telling information about names and location of public places. In order to deliver the topic, I applied the five stages of the text-based cycle. In building knowledge of the fields, I asked the students to observe some pictures of public places and asked them to mention the names of those pictures in both of Bahasa Indonesia and English. Then I asked the students to observe a map and asked them to mention location of public places according to it. After I asked the students to observe pictures and a map, I distributed a summary related to names, preposition, and expressions of asking for and telling information about names and location of public places to the students. In modeling of the text, I showed a map and distributed an exercise which was a table organizer. Then I asked the students to complete it. After filling the table, I discussed the answer and gave further explanation about the topic. In joint construction of the text, I divided the students into ten groups. I showed to them a map and asked them to create a dialogue related to the topic. Then I asked some of them to present it in front the class. In independent construction of the text, I asked the students to work in pairs, and asked them to create a dialogue related to the topic according to a map provided. Then I asked each pair to present the dialogue in front of the class. In linking related text, I gave short explanation about what materials for the next meeting and gave them a homework.

In applying the stage of building knowledge of the fields, I felt happy and confident enough since I had designed activities which were suitable with the purpose of the stage. I gave an opportunity for the students to observe some pictures and a map. In my opinion, it was a meaningful activity for the students in order to build their knowledge about the topic. In modeling of the text, I felt that I had not given my

best effort in order to achieve the purpose of this stage. I did not give an opportunity for the students to analyze the text from the textbook more deeply. Instead, I asked the students to analyze the other texts/material. In my opinion, I was failed in delivering this stage to the students. Actually, I had the text from the textbook in my lesson plan, but I forgot to display it in the power point slide. So, I forgot to explain it to the students. On the other hand, I was successful enough in explaining the expressions of asking and telling information about the names and location of public places. The students were also able to use the expressions. In joint construction of the text, I felt that I was successful in delivering the purpose of the stage. I had created activities which were appropriate to the stage. I gave time for the students to work in groups and to present in class. However, I felt quite guilty to the students since I did not let all groups to present because of the limitation of time. However, I was happy enough in delivering the activities at this stage. In independent construction of the text, I taught that I was also successful in delivering the purpose of this stage. I gave an opportunity for each students in class to be involved in the lesson even though it was a pair work. However, I had given each students to have their own job in their group. In linking related text, I felt that I was on the right track since I had given short explanation about the next materials to be discussed. I had also given them a homework. I taught it represented the purpose of the stage. Overall, I felt happy, excited, confident, and thankful since I could pass all stages of the text-based cycle. However, I was also sorry to my teacher since I could not let the students to analyze the text from the textbook.

Overall, I could deliver all activities according to my lesson plan. It ran smoothly as what I had planned. However, I forgot one thing in the stage of modeling of the text. It was that I forgot to let the students to identify the text from the textbook. Actually, I had put it in my lesson plan, but I forgot to display it on the power point slides. So, I forgot to discuss it in during the teaching.

The other thing was about time. Since I had limited time in teaching, I could not let all groups to present their work in the stage of joint constructions of the text. I just picked some groups to present in the class. Honestly, I could see their sad face,

but I wanted to cover all stages of the text-based cycle. So, I did not let all groups to present it. In addition, in the stage of independent construction of the text, the students could not have the same time for presentation on today's teaching since I ran out of time. Then I decided to continue the presentation in the next meeting, and it was different from my lesson plan.

In my opinion, I have done quite god job in applying the stages of the text-based cycle. I have designed the activities which were suitable for the purposes of the stages. I could also see that the students comprehended the materials well. They could follow each stage and each activity properly during the teaching and learning process. However, I need to stamp in my mind that the text-based cycle should use texts from students' textbook, so I should provide it in the next meeting. Personally, I thought that a table organizer helps the students to analyze texts. It also helps us as a teacher in explaining the materials using the text-based cycle.

APPENDIX 3: Observation sheets for student teacher and teacher supervisor

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Classroom Observation Sheet- Guru pamong

Student Teacher:　　　　　NIM:　　　　　&　　　　　NIM:　　　　　Taching: (1/2/3/4/5)

Topic:　　　　　　　　　　　　　　　　　　　　　　　　　　Observer

Instruction:
-   Please take a look at the components of Building knowledge of the field, Modelling of the text, Joint-construction of the text, Independent construction of the text, and Linking to related text in the student-teacher's RPP. Then, please provide feedback on how the components work in the classroom .

	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related text
How do you think the following components work in the classroom?					

Instruction: please provide comments on the student-teacher's performance in implementing the following components in his/her teaching

	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related text
Strength					
Weakness					

Classroom Observation Sheet

Student Teacher: NIM: Topic:

Taching: (1/2/3/4/5)   Peer observer: NIM:

Instruction: Please put a tick (√) if the stages of Text-based Cycle is present in the student-teacher's teaching practice and a cross (X) if it is absent.					
	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related text
The presence of each stage of the Text-based Cycle					
Instruction: please identify the classroom activity used in each stage of Text-based Cycle					
Classroom activity					
Instruction: please provide commnets on the strength and the weakness of the implementation of each stage of the cycle					
Strength					
Weakness					

APPENDIX 4: A sample of a completed observation sheet

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Observation PPL1

Classroom Observation Sheet-guru pamong (PPL)

Student Teacher: Afni   NIM: & Jhon   NIM: Taching: ①/2/3/4/5

Topic: Observer   SAS Julistyorini Pratiwi, S.Pd.

Instruction:
- Please take a look at the components of Building knowledge of the field, Modelling of the text, Joint-construction of the text, Independent construction of the text, and Linking to related text in the student-teacher's RPP. Then , please provide feedback on how the components work in the classroom .

	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related text
How do you think the following components work in the classroom?	It's interesting, so students are eager to know. They try to pay good attention.	- It's nice with the game - The teacher should conduct when students read together.	- It's an interesting task to do because it has pictures.		

Instruction: please provide comments on the student-teacher's performance in implementing the following components in his/her teaching

	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related text
Strength	- clear explanation	- students enjoy the game while learning the time and activities	- The pictures and the words provided help students do the task well.		
Weakness	- the example of "getting up at 7" is not suitable with our habit in Indonesia.	- It needs more class management when students read together in turns.	-		

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Observation PPL 1

Classroom Observation Sheet PPL)

Student Teacher: Yulius Jhon Afnie Dian   NIM:

Topic : Telling time

Taching: (1)/2/3/4/5)

Peer observer: Septin Ayu Pratami   NIM: 112014110

Instruction: Please put a tick (V) if the stages of Text-based Cycle is present in the student-teacher's teaching practice and a cross (X) if it is absent.

	Building knowledge of the field	Modeling of the text	Joint-construction of the text	Independent construction of the text	Linking to related
The presence of each stage of the Text-based Cycle	✓	✓	✓	X	X
Instruction: identify the classroom activity used in each stage of Text-based Cycle					
Classroom activity	- Playing a video - Asking students to complete worksheet based on the video	- Textbook page 44 - Showing additional materials	- Playing Game / What is your choice? - Pair work activity		
Instruction: write what you think about the strength and the weakness of the implementation of each stage of the cycle					
Strength	- Clear instruction - Engaging video - Clear worksheet.	- Ask students to read makes them give attention to the lesson. - Good explanation	- Engaging game - Good group activity		
Weakness	- The volume of the video is too low. - Afnie's voice should be raised up a little bit.	- Jhon's instruction is not really clear. - Too many body movement (Jhon)	- It's a bit confusing whether it's pint or Independent construction of the text. (Jhon) - Afnie's voice is not audible enough.		

APPENDIX 5: Post-observation reflective writing guideline

From the result of observation about the strength of my teaching, I think that /I feel that/ I agree with /I disagree with……….(please, state your reasons).

1. From the result of observation about the weakness of my teaching, I think that /I feel that/ I agree with /I disagree with……….(please, state your reasons)

2. From the result of observation and from my own reflection, I believe that/I think that/I feel that/ I get to know that.......

   e.g. *Building knowledge of the field* is/should be/……(explain)

APPENDIX 6: A sample of   the student's post-observation reflective writing.

(participant 9-teaching 1)

I agree with my friends and teacher observation statement about my group's strength of the teaching. It is on the building knowledge of the fields and modeling of the text. Personally, I fully understand about the two cycles' purpose. According to it, my friends and I were able to create proper activities for those cycles. From the result of observation, my teacher said that the activity in the building knowledge of the fields which was watching video and completing blanks lyric of the video were suitable to the purpose of the cycle. My friends also said that the use of the video could attract students' attention and motivate them to learn English. The exercise was proper enough as the instruction of the exercise was to fill the adjectives and language elements. It had answered the purpose of the cycle. According to them, it was good observation activity, and we should maintain it in the next teaching. For the modeling of the text, my friends and teacher said that the activities of this cycle were appropriate. We gave them a pair work activity which was role-play from the dialogues provided and completing table organizer related to the material given. My friends said that it was good activity since we asked them to practice through the dialogues. It was good that we gave the students time to practice and know the material deeper. My teacher said that we created proper table organizer since it led the students to understand the material more deeply. In addition, we had given explicit explanation of the material. It was good, and we should keep doing it in the next teaching.

I agree with my friends' and teacher observation statement about my group's teaching weakness. They said that we got a weakness on joint construction of the text and independent construction of the text cycle. They said that the activities on those cycles seemed similar and did not have any differences. I personally agree with those opinions as we created the same style for the activities on those cycles which were making conversation with their friends. Actually, the activity was appropriate for joint construction of the text cycle. On the other hand, we did not give clear instruction on the independent construction of the text. So, it made the activities on those cycles seemed similar.

From the result of observation from my friends and teacher and from my own reflection, I get to know that *Independent construction of the text* can be set into group work, but we should give clear instruction for each student's job. We should set job for each student clearly. The reason of it is to make sure that each student comprehends the material. However, if we want to set an activity on this cycle individually, it will also be better since teacher will be easy to monitor students' understanding related to particular material.

APPENDIX 7 : Critical Friend Group (CFG) guideline

_____

Critical Friends Group (a group of 3-4 observers)
Time allocated: 15 minute for 1 participant

Protocol:

Who are involved: 1 participant after his/her teaching session; 2 peer observers, 1 facilitator	
Step 1	The facilitator invites the participant to tell about what she/he did in each stage (building knowledge of the field, modeling of the text, joint construction of the text, independent construction of the text, and relating to the text).
Step 2	• the facilitator asks the participant to reflect on the main problems/ questions/dilemmas she/he dealt with when implementing each stage of the cycle. • The facilitator asks the participant to share what she/he did to overcome the problems (if any).
Step 3	the facilitator invites the other participants to respond to participant's problems/questions/dilemma above.
Step 4	the facilitator asks the participant to respond to his friends input/suggestion.
Step 5	The facilitator summarizes the discussion

APPENDIX 8: A sample of participant's CFG reflective writing
(participant 9: teaching 1)

_____

After having the first teaching, my friends and I had problems in implementing each stage of the text-based cycle. For building knowledge of the fields, we had problems related to the video that we used for this cycle. My group' observers said that the video was somehow too childish as we taught junior high school students. Also, they said that the video was too fast, so the students were difficult to follow it. For modeling of the text, we had a problem that we missed an activity on how to give pronunciation modeling to the students. For joint construction of the text, we did not have any significant problem. For independent construction of the text, we had a problem that the students used several adjectives which were not taught during the lesson. In group discussion, we got some input from friends related to our problems as mentioned before. I thought that their input was constructive and motivating, and we can apply it to improve the next teaching. For instance, we should provide a video which is more challenging and appropriate for the eighth grade students in order to give better stimulus for them. For independent construction of the fields, they suggested that it should be done individually in order to check the students' understanding about the material. To conclude, I think that building knowledge of the fields is the cycle which gives students first impression of learning English. In addition, it is an observation activity in the text-based cycle, so the students should be given appropriate, motivating, and comprehending material in order to observe the topic or give students introduction of the topic. However, I personally have a question related to the problem in independent construction of the text. The question is 'do the eighth students in real situation use adjectives or new vocabularies which are not taught during the lesson?"

_____

RENCANA PELAKSANAAN PEMBELAJARAN 3.4 4.4

Sekolah	:SMPNEGERI 7 SALATIGA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	:VII/1 (Gasal)
Materi Pokok	:This is my world(memberi danmeminta informasi terkait nama dan letak bangunan publik di kota)
Alokasi Waktu	:2 x 40 menit
Pertemuan	:Pertama

A. Kompetensi Inti (KI)

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	KompetensiDasar	Indikator
1	3.4 Mengidentifiasi fungsi sosial, struktur teks, dan unsur kebahasaan teksinteraksi transaksional lisan dan tulis yang melibatkan tindakan memberi danmeminta informasi terkait nama dan jumlah binatang, benda, dan bangunanpublik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengankonteks penggunaannya. (Perhatikan unsur	3.4.1 Mengidentifikasi fungsi sosial terkait tindakan memberi dan meminta informasi terkait nama dan letak bangunan publik sesuai dengan konteks penggunaannya. 3.4.2. Mengidentifikasi struktur teks terkait tindakan memberi dan meminta informasi terkait nama dan letak bangunan publik sesuai dengan konteks penggunaannya. 3.4.3. Mengidentifikasi unsur kebahasaan*article a* dan *the, plural dan singular,*

		keterangan tempat *(across from, in front of, on the right, on the left, etc.)*dan kosakata terkait tindakan memberi dan meminta informasi terkait nama dan letak bangunan publik sesuai dengan konteks penggunaannya.
2.	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dansederhana yang melibatkan tindakan memberi dan meminta informasi terkaitnama binatang, benda, dan bangunan publik yang dekat dengan kehidupanpeserta didik sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, danunsur kebahasaan yang benar dan sesuai konteks.	4.4.1. Menyusun teks tulis dan lisansederhana untuk menyebutkan nama dan letak bangunan publikdi kota. 4.4.2. Mengungkapkan ekspresi dengan jawaban sederhana terkait tindakan memberi dan meminta informasi terkait menyebutkan nama dan letak bangunan publik di kotasesuai dengan kontekspenggunaannya.

C. Tujuan Pembelajaran
Fokus Penilaian sikap :Percaya diri
Melalui serangkaian kegiatan pembelajaran peserta didik dapat:
1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan letak bangunan publik di kota sesuai dengankonteks penggunaannya.
2. Menentukan makna ekspresi dari teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan letak bangunan publik di kota
3. Melafalkan ekspresi memberi dan meminta informasi terkait nama dan letak bangunan publik di kota sesuai dengankonteks penggunaannya dengan lafal, tekanan dan intonasi yang benar dan tepat.

D. Materi Pembelajaran
Reguler
Teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama, letak dan aktivitas yang dilakukan di bangunan publik di kota.

Fungsi sosial

Menyebutkan/menanyakan nama dan letak bangunan publik di kotasesuai dengankonteks penggunaannya.

Struktur teks

No.	Purpose	Question for asking the name of a public building/place.	Responses for telling the name of a public building/place.
1.	**to ask and tell the name of a public building/place.**	What is it?	- It's a bank. - It's a post office. - It's a tax office. - *Etc.*
		What is this? What is this building?	- This is a hospital. - This is a school. - This is a police station. - This is a bank. - This building is a bank. - *Etc.*
		What is that?	- That is a park. - That is a library. - That is a market. - That is a bus station. - *Etc.*
		What about that building across from the city bus stop? Do you know that building on the corner?	- That is a police station. - That building is a school.
		What about that building next to the bank? Do you know that building on the right, across from the bank and post office?	- That is a post office. - That building is a tax office.
2.	**Purpose**	**Questions for asking the location of a public building/place.**	**Responses to tell the location of a public building/place.**
	to ask and tell the location of a public building/place.	Where is the post office? Where is the market?	The post office is behind the bakery. The market is next to the gas station.

Unsur kebahasaan

1. Pernyataan dan pertanyaanterkait nama dan letakbangunan publik.
2. Penyebutan benda dengan *a,the*
3. Penggunaan kata penunjuk*this, that*
4. Preposisi untuk *in front of, near, across from, etc* untuk menyatakan tempat.
5. Ucapan, tekanan kata,intonasi, ejaan, tanda baca,dan tulisan tangan.

Daftar nama bangunan publik

No.	Nama bangunan publik	Arti
1.	A bank	Sebuah bank
2.	A post office	Sebuah kantor pos
3.	A tax office	Sebuah kantor pajak
4.	A police office/station	Sebuah kantor polisi
5.	A hospital	Sebuah rumah sakit
6.	A school	Sebuah sekolah
7.	A library	Sebuah perpustakaan
8.	A market	Sebuah pasar
9.	A bus station	Sebuah terminal
10.	A city bus stop	Sebuah halte
11.	A restaurant	Sebuah rumah makan
12.	A park	Sebuah taman
13.	A bakery	Sebuah toko roti
14.	A drug store	Sebuah apotek
15.	A gas station	Sebuah pom bensin

Daftar keterangan tempat*(Preposition)*

No.	Keterangan tempat (preposition)	Arti
1.	On the left	Di sebelah kiri
2.	On the right	Di sebelah kanan
3.	In front of	Di depan
4.	Next to	Di sebelah
5.	Across from	Di seberang
6.	On the corner	Di pojok
7.	Near to	Di dekat
8.	Behind	Di belakang
9.	Between	Di antara
10.	Among	Di antara

Topik

Benda, binatang, dan **bangunan**yang biasa dijumpai dalamkehidupan nyata di rumah,sekolah, dan lingkungansekitar peserta didik yang dapatmenumbuhkan perilaku yangtermuat di KI.

Metode Pembelajaran
Text-based Approach

E. Kegiatan Pembelajaran
Pertemuan pertama
Pendahuluan (10 Menit)
1. Guru memberisalam (*greeting*) danmemimpinberdoa.
2. Guru memeriksakehadiranpeserta didik.
3. Guru mengkondisikansuasanabelajar yang menyenangkan.
4. Guru meminta peserta didik untuk membuka materi *Chapter IV*pada *textbook"When English Rings a Bell"* dan meminta mereka untuk menebak materi pembelajaran hari ini.
5. Guru menjelaskan tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Guru menjelaskan tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
7. Guru menjelaskan tentang lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti (65 menit)
Building knowledge of the field
1. Guru meminta peserta didik untuk mengamatibeberapa gambarbangunan publik. (Lampiran 1)
2. Guru meminta peserta didik untuk menyebutkan nama bangunan publik tersebut dalam Bahasa Indonesia dan Bahasa Inggris.
3. Guru mengajak peserta didik untuk mengamati denah terkait letak bangunan publik. (Lampiran 2)
4. Guru meminta peserta didik untuk menyebutkan letak bangunan publik tersebut dalam Bahasa Indonesia dan Bahasa Inggris.
5. Guru membagikan rangkuman terkait nama, *preposition,* ekspresi menanya dan menjawab terkait nama dan letak bangunan publik. (Lampiran 3)

Modeling of the text
1. Guru menampilkan sebuah denah terkait nama dan letak bangunan publik. (Lampiran 4)
2. Guru meminta peserta didik untuk membuka *textbook "When English Rings a Bell"* halaman 67. (Lampiran 4)
3. Guru membagikan sebuah lembar kerja kepada peserta didik. (Lampiran 5)
4. Guru meminta peserta didik untuk mengerjakan lembar kerja tersebut.
5. Guru memberikan penjelasan lebih mendalam terkait nama dan letak bangunan publik.
6. Guru memberikan latihan secara lisan *(drill)*terkait ekspresi meminta dan memberi informasi tentang nama dan letak bangunan umum yang telah dipelajari.

Joint Constructions of the text

1. Guru membagi peserta didik menjadi 10 kelompok. Setiap kelompok berisi 3peserta didik.
2. Guru menampilkan sebuah denah kepada setiap kelompok. (Lampiran 6)
3. Guru meminta setiap kelompok untuk membuat sebuah dialog berdasarkan denah tersebut terkait meminta dan memberi informasi tentang nama dan letak bangunan publik.
4. Guru meminta setiap kelompok untuk mempresentasikan hasil kerja mereka di depan kelas.

Independent Constructions of the text

1. Guru meminta setiap peserta didikmencari satu *partner* untuk melakukan *role-play.*
2. Guru menampilkan sebuah denah. (Lampiran 7)
3. Guru meminta setiap pasangan membuat sebuah dialog terkait meminta dan memberi informasi tentang nama dan letak bangunan publik berdasarkan denah tersebut.
4. Guru meminta setiap pasangan mempresentasikan dialog mereka di depan kelas.

Linking to related text

1. Guru menjelaskan secara singkat terkait materi pertemuan selanjutnya yaitu aktivitas yang dilakukan di bangunan publik.
2. Guru memberikan sebuah pekerjaan rumah yakni membuat daftar aktivitas minimal 5 yang dilakukan di bangunan publik dalam Bahasa Indonesia.

Penutup (5 menit)

1. Guru dan peserta didik membuatrangkuman/simpulanpelajaran.
2. Guru dan peserta melakukanrefleksiterhadapkegiatan yang sudahdilaksanakan.
3. Guru memberikanumpanbalikterhadap proses danhasilpembelajaran.
4. Guru melakukanpenilaian (Pengambilan data dari LK-LK yang sudah dikerjakan.)
5. Guru menyampaikanrencanapembelajaranpadapertemuanberikutnya.

E. Penilaian
1. Ketrampilan berbicara
a. Teknik Penilaian   : Unjuk kerja

No.	IndikatorSoal	Butir Soal
1.	Mampu mempresentasikan denah dalam Bahasa Inggris terkait meminta dan memberi informasi tentang nama dan letak bangunan publik.	PRAKTIK LISAN

b. Bentuk Instrumen   : Lisan
c. Pedoman penskoran :
   Score = Jumlah poin per aspect / 24 x 100
d. Rubrik penskoran

Speaking Activity Rubric				
Aspects	1	2	3	4
Fluency	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interferes with communication.	Speaks smoothly, with little hesitation that does not interfere with communication.
Pronunciation	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand.	Pronunciation and intonation are usually clear or accurate with a few problem areas.	Pronunciation and intonation are almost always very clear or accurate.
Tone	Not change in voice to engage audience	Limited change in voice to engage audience	Changes voice to engage audience	Consistently changes voice to engage audience
Volume	Does not use appropriate volume.	Limited use of appropriate volume.	Uses appropriate volume most of the time.	Uses appropriate volume all of the time.
Purpose	Speaks without a purpose.	Speaks part of the time with a purpose in mind.	Speaks with a purpose in mind.	Consistently speaks with a purpose in mind.
Effort	Lack of effort and attention to detail.	Lack of effort or attention to detail.	Good effort and attention to detail.	Outstanding effort and attention to detail.

G. Media, Alat, danBahanPembelajaran

Alat

- LCD
- Laptop
- Papan tulis
- Spidol

Sumber Belajar

- Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
- Contoh interaksi tertulis
- Contoh teks tertulis
- LKS
- Buku paket Bahasa Inggris "When English Rings a Bell" Chapter IV.
- Sumber dari internet (gambar)

   https://i0.wp.com/ioncasino.info/wp-content/uploads/2017/03/Bank-BRI.jpg?fit=640%2C360

   http://images.solopos.com/2015/05/RS-Panti-Waluyo-Dok..jpg

   http://klikkabar.com/wp-content/uploads/2016/04/MG_0054.jpg

   http://3.bp.blogspot.com/-6n1sI_AjOzI/VFIt3d_ETQI/AAAAAAAAAC0/wAVxzhxSpds/s1600/DSC_8997.JPG

   http://static.panoramio.com/photos/large/113252563.jpg

   http://gissalatiga.info/fasilitas/images/foto/bc779c41985c72d3477b25ae7e45384f.JPG

   http://2.bp.blogspot.com/-3X3MKWL61Jw/VKVavnpINDI/AAAAAAAAAT8/QfHBTzf6Xik/s1600/DSC_0150.JPG

   http://cdn2.tstatic.net/jateng/foto/bank/images/suasana-taman-kota-salatiga-rabu-2862017_20170629_110011.jpg

   http://cdn2.tstatic.net/jateng/foto/bank/images/terminal-tingkir_20170629_204827.jpg

   https://assets-a1.kompasiana.com/items/album/2015/12/09/pp-1-5667ed9b8e7a61b51a7c902d.jpg

   http://beritabenar.com/wp-content/uploads/2017/03/KPP-Pratama-Salatiga-Sosialisasikan-KSWP.jpg

   http://riaupotenza.com/img_berita/96halte.jpg

   https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwj44c2hhrPXAhUBuI8KHYwRCu8QjBwIBA&url=http%3A%2F%2Fwww.rotikecil.com%2Fimg%2Fupload%2F979.jpg&psig=AOvVaw1Ga_WdYKpSM0boAI-26lHV&ust=1510370361714900

   http://cdn2.tstatic.net/tribunnews/foto/bank/images/apotek-kimia-farma_20170320_151159.jpg

https://image.shutterstock.com/display_pic_with_logo/2212181/19616
8433/stock-vector-cartoon-illustration-of-a-map-of-the-city-with-
different-houses-road-tree-lake-field-196168433.jpg

Salatiga, 10 November
2017

Guru Praktikan   Guru Praktikan

Putri Nur Ani   Septin Ayu Pratami
NIM: 112014067   NIM: 112014110
Mengetahui

Guru Pamong,   Supervisor,

Dini Asnuning   Debora Tri Ragawanti
NIP. 19801128 201406 2 002

APPENDIX 10: A sample of field note

(participant 9: teaching practicum 1)

_____

Topic: Asking and giving info about what and where public places
1. Preface
2. Public places
   What is this
3. BKOF public places

| What is this? | Intonation |
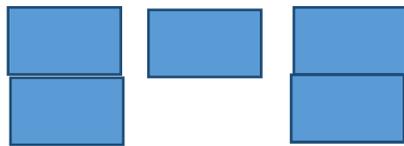
Students are enthusiastic
Septin : gas → gæs

What is that? office?
What is it?

Where is the post

Pronunciation
juga harus diexplore
(among, bus, school)
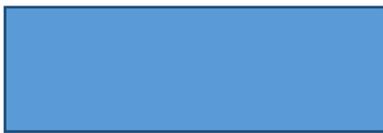
Denah

What is this?
Where is the post office?

You have looked public places, denah, and the expressions

4. MOTT

Denah

Dari denah ngisi table

No.	Asking	Response
	What is it	Is it a bank

→ Ngisi, jadi sama seperti joint dan independent

Itu siswa hanya mengisi askingnya (yang atas) dan responsenya (yang bawah)
- Tidak ada teks yang dijadikan model untuk melihat questions dan response
- Ada teksnya tetapi bukan teksnya yang dijadikan model untuk melihat questions dan answernya
- Murid disuruh melihat daftar building dan preposition tapi tidak diajari pronunciation or di review bacanya
- Karena ada siswa yang jawab under, baru putri menerangkan between, in front of
5. JCOT

Kelompok

Denah

Membuat dialogue
"What is this?" "This is a bakery."
"Where is the bakery?" "The bakery is near the hospital"

Guru tidak beprutar
Presentasi
Good → latihan independent
The post office on the left of the <u>tax office.</u>

6. ICOT

In pairs, making dialogue
➔ What is it? It's a park.   Mereka confident
➔ Where is the park? It is a…..

Maju: 1 pair maju, yang lain ramai
<u>Belum selesai dilanjut besok</u>

Review expressions dan jawaban: good

7. Linking to related text
   PR daftar aktivitas yang dilakukan di public places (5 dalam Bahasa Indonesia)

APPENDIX 11: A sample of the appraisal theory analysis
Participant 9: micro teaching- teaching 1

Teaching 1		instrument	appraising item	appraiser	engagement	Graduation	affect	judgement	Appreciation	appraised
stage	statement									
BKOF	Activities in BKOF were appropriate	journal	appropriate	I					Val	Activities in BKOF
	Video for BKOF was good strategy to attract students' interest in learning English	Journal	good strategy	I					Reac	Video for BKOF
	Technology (ppt), video, VA, songs are proper stimulus for students to memorize quickly.	Journal	proper stimulus	I					Val	Visual aids video, songs, technology (ppt) for BKOF
	The use of video could attract students' attention and motivate them to learn.	Observation	Attract	I					Reac	The use of video
			motivate	I					Reac	The use of video

	My group observer said that the video was somehow too childish for Junior High School	Observation	said that	my observer	att.						I
		Observation	*too* childish	my observer		*int.*				neg.reac.	I
	We should provide a video which is more challenging and appropriate for eight grader students	Observation	should provide (appropriate video)	I	ent						we
	I have done great job in MOTT		Have done	I					Cap		I
		Journal	great job	I						Reac	I
	My teacher said that it is good to use table organizer it can make the students understand the material more deeply		said that	my teacher	ent.						I
		CFG	good	my teacher						reac.	Table organizer
MOTT		Journal	make student understand	my teacher						val.	Table organizer
	I should provide graphic organizer	CFG	should provide	I	ent						I
	I gave explicit explanation about descriptive text about the topic at the end of this stage	Journal	Gave (explicit explanation)	I					Cap		I

			Think	I	ent						I
	I think I was on the right track for this stage	Journal	was on the right track	I					Cap		I
	I missed modelling pronunciation to student	Journal	missed	I					neg.cap		I
JCOT	I Had delivered the aim of JCOT quite well	Journal	Had delivered	I					Cap		I
	My friend and teacher said that my JCOT and ICOT simillar and did not have any differences	Journal	said that								I
			Simillar							neg.comp.	JCOT and ICOT
			did not have (any difference)	my friends &teacher							JCOT and ICOT
	I personaly agree with their opinion that I didn't give any clear instruction for ICOT so the activity in ICOT was the same as JCOT	Journal	agree with	I	pro						I
			didn't give	I					neg.ap		I
			was the same	I						neg.comp p	JCOT and ICOT activity
											JCOT and

										ICOT activity
	I did quite good job ICOT									I
		Journal	did quite good job	I				Cap		I
		Journal	Agree that	I	pro			Prop		JCOT and ICOT
ICOT	I agree that my JCOT and ICOT are simillar		Similar						comp	JCOT and ICOT
LTRT	I was on the right track	Journal	was on the right track					Cap		I
TBL	I had delivered the aim of each cycle quite well	Journal	Had delivered					Cap		I
			Quite well			Qua				I
	I had followed the cycle procedure quite well	Journal	Had followed					Cap		I
			quite well			Qua				I
	I should create engaging and meaningful activities	Journal	should		ent					I
	I should provide proper stimulus (visual aids; video, ppt) because students will memorize quicky.	Journal	should		ent					I

					dis	0	qua	2	Hap	0	norm	0	reac	4	
					pro	2	int	0	inc	0	cap	8	comp	1	
					ent	5	ups	0	sec	0	ten	0	val	2	
					att	0	dns	0	sat	0	ver	0			
									neg.hap	0	prop	1	neg.reac	0	
									neg.inc	0	neg.norm	0	neg.comp	1	
									neg.sec	0	neg.cap	1	neg.val	0	
									neg.sat	0	neg.ten	0			
											neg.ver	0			
											neg.prop	0			

APPENDIX 12: Appraisal theory analysis for all participants (microteaching)

Engagement		Graduation		affect		judgement		Appreciation	
dis	1	qua	0	hap	0	norm	0	reac	0
pro	3	Int	0	inc	0	cap	1	comp	1
ent	17	shrp	0	sec	0	ten	0	val	2
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	1
				neg.inc	0	neg.norm	0	neg.comp	0
				neg.sec	0	neg.cap	1	neg.val	1
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	21		0		0		2		5

Engagement		Graduation		affect		judgement		appreciation	
dis	1	qua	1	hap	0	norm	0	reac	2
pro	0	Int	2	inc	0	cap	7	comp	0
ent	12	shrp	0	sec	0	ten	0	val	1
att	0	soft	0	sat	0	ver	0		
				neg.hap	1	prop	0	neg.reac	3
				neg.inc	0	neg.norm	0	neg.comp	1
				neg.sec	2	neg.cap	1	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	13		3		3		8		7

Ngagement		Graduation		affect		judgement		Appreciation	
dis	12	qua	3	hap	1	norm	0	reac	6
pro	5	Int	1	inc	0	cap	3	comp	1
ent	39	shrp	0	sec	1	ten	0	val	1
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	1	neg.reac	0
				neg.inc	2	neg.norm	0	neg.comp	0
				neg.sec	0	neg.cap	5	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	56		4		4		9		8

Engagement		graduation		affect		judgement		Appreciation	
dis	0	qua	3	hap	0	norm	0	reac	6
pro	2	Int	2	inc	0	cap	24	comp	3
ent	29	shrp	0	sec	0	ten	0	val	9
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	1	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	2
				neg.sec	0	neg.cap	2	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	31		5		0		27		20

Engagement		graduation		affect		judgement		Appreciation	
dis	1	qua	4	hap	0	norm	1	reac	9
pro	3	Int	3	inc	0	cap	6	comp	5
ent	17	shrp	0	sec	0	ten	0	val	4
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	1
				neg.inc	0	neg.norm	0	neg.comp	1
				neg.sec	2	neg.cap	4	neg.val	1
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	21		7		2		11		21

Engagement		graduation		affect		judgement		appreciation	
dis	3	qua	1	hap	1	norm	0	reac	4
pro	3	Int	2	inc	0	cap	7	comp	1
ent	25	shrp	0	sec	0	ten	0	val	3
att	1	soft	0	sat	1	ver	0		
				neg.hap	0	prop	0	neg.reac	4
				neg.inc	0	neg.norm	0	neg.comp	6
				neg.sec	4	neg.cap	5	neg.val	0
				neg.sat	1	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	32		3		7		12		18

Engagement		graduation		affect		judgement		appreciation	
dis	0	qua	0	hap	1	norm	0	reac	2
pro	4	Int	1	inc	0	cap	10	comp	2
ent	28	shrp	0	sec	0	ten	0	val	2
att	0	soft	0	sat	2	ver	0		
				neg.hap	0	prop	0	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	0
				neg.sec	1	neg.cap	4	neg.val	0
				neg.sat	1	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	32		1		5		14		6

Engagement		graduation		affect		judgement		Appreciation	
dis	3	qua	1	hap	1	norm	0	reac	12
pro	1	int	0	inc	4	cap	27	comp	0
ent	34	shrp	0	sec	0	ten	0	val	6
att	3	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	1
				neg.sec	0	neg.cap	1	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	41		1		5		28		19

Engagement		graduation		affect		judgement		Appreciation	
dis	1	qua	1	hap	2	norm	0	reac	7
pro	1	int	2	inc	0	cap	10	comp	7
ent	16	shrp	0	sec	0	ten	0	val	7
att	4	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	1
				neg.inc	1	neg.norm	0	neg.comp	0
				neg.sec	4	neg.cap	3	neg.val	0
				neg.sat	2	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	22		3		9		13		22

Engagement		graduation		affect		judgement		appreciation	
dis	1	qua	0	hap	1	norm	0	reac	5
pro	1	int	3	inc	0	cap	5	comp	1
ent	10	shrp	0	sec	0	ten	0	val	0
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	1
				neg.inc	0	neg.norm	0	neg.comp	0
				neg.sec	4	neg.cap	7	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	12		3		5		12		7

APPENDIX 13: Appraisal theory analysis for all participants

(teaching practicum)

Engagement		graduation		affect		judgement		appreciation	
dis	5	qua	4	hap	0	norm	0	Reac	0
pro	0	int	2	inc	0	cap	3	Comp	5
ent	42	shrp	0	sec	1	ten	0	Val	1
att	2	soft	0	sat	1	ver	0		
				neg.hap	0	prop	0	neg.reac	0
				neg.inc	0	neg.norm	6	neg.comp	2
				neg.sec	2	neg.cap	5	neg.val	0
				neg.sat	2	neg.ten	0		
						neg.ver	0		
						neg.prop	1		
	49		6		6		15		8

Engagement		graduation		affect		judgement		appreciation	
dis	1	qua	0	hap	0	norm	0	reac	4
pro	4	int	3	inc	0	cap	8	comp	3
ent	33	shrp	0	sec	2	ten	0	val	8
att	3	soft	0	sat	2	ver	0		
				neg.hap	0	prop	0	neg.reac	1
				neg.inc	0	neg.norm	1	neg.comp	0
				neg.sec	2	neg.cap	3	neg.val	1
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	41		3		6		12		17

Engagement		graduation		affect		judgement		Appreciation	
dis	3	qua	5	hap	0	norm	0	reac	1
pro	6	int	2	inc	0	cap	11	comp	7
ent	61	shrp	0	sec	1	ten	0	val	7
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	1	neg.reac	1
				neg.inc	0	neg.norm	0	neg.comp	4
				neg.sec	1	neg.cap	2	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	70		7		2		14		20

Engagement		graduation		affect		judgement		appreciation	
dis	5	qua	7	hap	13	norm	1	Reac	4
pro	2	int	7	inc	1	cap	32	Comp	11
ent	56	shrp	0	sec	2	ten	0	Val	6
att	2	soft	0	sat	0	ver	0		
				neg.hap	3	prop	0	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	2
				neg.sec	3	neg.cap	12	neg.val	1
				neg.sat	1	neg.ten	1		
						neg.ver	0		
						neg.prop	0		
	65		14		23		46		24

Engagement		graduation		affect		judgement		Appreciation	
dis	14	qua	6	hap	0	norm	2	Reac	1
pro	5	int	6	inc	1	cap	5	Comp	3
ent	73	shrp	0	sec	0	ten	0	Val	12
att	1	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	2
				neg.inc	0	neg.norm	0	neg.comp	1
				neg.sec	3	neg.cap	28	neg.val	2
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	93		12		4		35		21

Engagement		graduation		affect		judgement		appreciation	
dis	3	qua	7	hap	3	norm	0	reac	3
pro	1	int	4	inc	0	cap	17	comp	5
ent	73	shrp	0	sec	3	ten	0	val	1
att	0	soft	0	sat	0	ver	0		
				neg.hap	1	prop	0	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	5
				neg.sec	8	neg.cap	14	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	77		11		15		31		14

Engagement		graduation		affect		judgement		Appreciation	
dis	8	qua	1	hap	0	norm	0	reac	0
pro	3	int	2	inc	1	cap	13	comp	4
ent	67	shrp	0	sec	0	ten	0	val	5
att	0	soft	0	sat	0	ver	0		
				neg.hap	0	prop	0	neg.reac	0
				neg.inc	0	neg.norm	0	neg.comp	0
				neg.sec	3	neg.cap	4	neg.val	0
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		
	78		3		4		17		9

APPENDIX 14 : Summary of pre-service EFL teachers' Initial cognition about

TBL implementation as viewed from the Systemic Functional Linguistics

Participants' cognition about	Positive	Negative	Graduation
Their performance(capacity) in dealing with			
TBL cycle/stages	Have done pretty well, was successfully applied the cycle, have applied the stages in a good order.	Did not provide activities appropriate for ICOT, have difficulties to choose activities for JCOT and ICOT, did not apply the last stage.	Pretty well Quite well
TBL activities	Have provided videos/pictures, did meaningful and interesting activities, can use table organizer, have created JCOT and ICOT activities integratedly, can choose activities which are suitable for each stage.	Had difficulties in choosing a story or other authentic materials, got difficulties in finding interesting games and video for JCOT and ICOT, had difficulties in creating fun activties	
Students	Can ask them to identify langugae expressions in the video, can ask the students to observe characteristics of animals, can give feedback and tasks.		
Explaining	Successfully stressed on the text structure, langauge features, the use of past tense and direct sentence properly, can explicitly explain the text structure and language expressions, have taught the social functions and text structure clearly	Did not give list of adjective, struggled to emphasize the text structure and language substances, emphasized text structure too much that I abandoned fun activities	Too much
Students' performance (capacity) in dealing with			
TBL activities		Did not know what to fill in the table organizer, can not complete the table organizer,could not get the ideas from the two videos	270

valuation on TBL activities	BKOF activities are helpful, my teaching activities are appropriate for each stage, my teaching activites are interesting, enjoyable, and meaningful, my explanation and activities were meaningful, my activiteis in BKOF were appropriate, my activities in JCT are suitable.	JCOT was more appropriate for ICOT, my teaching activities were not appropriate	
Valuation on authentic material (AVA)	The GO could help me organize students' answer by looking at the table, the story delivered in the form of visual helped students understand the story better, techology used (video, AVA) are proper stimulus for students to memorize quickly		
Composition about TBL teaching	My teaching go smoothly, The activities in JCOT and ICOT more *integrated*.	The video was too *short*, Crossword puzzle and fill in the blank are *overlapped*, the text used is too *long*, was *not clear* to enalyzed. the words of jumble text *can be guessed easily* form the shape of the paper not from reading the text. It is *hard to find* a story with an appropriate length and clear part (orientation, complication, resolution, orientation) and a right moral value as we need. It is *difficult* to find a story which is not too long, familiar, has clear text structure.	too lon g

their emotional reaction			
	satisfied in this part, *successful* in conducting activities, feel *happy* because what I planned can be implemented	*confused* how to apply MOTT, to decide what activities appropriate for each stage, to decide which activities to teach in JCOT, if the story is too easy or too difficult for the students with the order of activity, It (dull teaching) made me *nervous*. not *sure* to determine points/elements that I should focus on the table organizer if galery walk can be done in a real class situation.	
		tired because I have given too many activities, overwhelmed in doing the activity, Mousedeer and Crocodile and The Wolf and the Sheep Clothing.	
Students' emotional reaction	*enjoyed* the activities (participant ,*enjoyed* the activity.	*seem not to enjoy* the lesson because they were forced to write some sentences on the table organizer, f*eel bored* to do the same thing which was completing the graphic organizer, *confused* to differenciate adjective and characteristic of object in table organizer.	

TBL	(for students)	For teachers	
	does provide opportunities for students to learn the language elements, social function, and practice by looking at the examples provided by the teachers, *will* create independent learning, *will* improve students' and teachers' habit to "learner-centered' process instead of "spoon feeding"*will* be more creative, critical, and independent in comprehending the material by having this kind of cycle, TBL cycle is *clear,*The cycle makes *easier* because each stage has each own purpose.	TBL *can help* me improve my skill in teaching because it trains me to be organized, Text-based *can definitely* improve my teaching skill because the cycle itself is well organized, I *think* It [TBL] enables teachers to be organized.	
For teachers	Making lesson plan with this cycle *is obviously* more understandable to both teachers' and students	is for teachers to give a very clear instruction for the activities, to provide a context for constructing a text which is closely connected to students' real life.	
Strategies to implement better TBL			
BKOF	need to focus on activating students' background knowledge about the topic, providing enough exposure for the activation, not providing too many details, and bringing students to observation experience (i.e. observing real objects) in order to activate their background knowledge.	JCOT need to emphasize on TBL elements: social function of the text, explicit explanation on the text structure, language features (grammatical items), and language expressions. For those purposes, some activities can be done for example identifying and collecting information about the TBL elements in the texts used, giving more examples, focusing on the details, and not repeating the BKOF stage too much.	

TBL stages	Successfuly identify the text structure in the graphic organizer, can construct texts together, can do tasks individually, could apply the text structure in MOTT, were able to write a 6-sentence descriptive texts.		
TBL Teaching & learning process			
Based on reaction	The recordings are engagaging, games are interesting, videa for BKOF was a good strategy to attract students' interest, the video could attract studnets' attention, the game is fun, games in JCOT was good, graphic organizer is good for me to explain the language elements	Too many activities, my BKOF is flat, my teaching was monotonous	Too childish Too many
JCOT	JCOT should provide activities for students to construct a text together with their classmates and/or with the teacher.	JCOT should provide assistance from the teacher	
JCOT	JCOT should be interesting and meaningful.	to maximize ICOT for an idividual student to practice language expressions learned and for teachers to check her/his individual student's understanding	
Teachers' roles	to make the TBL teaching and learning process meaningul and fun, teachers should cater both meaningful dan fun activities, is to make sure that the language features should be emphasized and used well in JCOT and ICOT. Secondly, a teacher should provide a graphic organizer modified with fun activities to identify and to summarize the text		

	structure, the language features and/or expressions in texts.thridly, teachers should provide stimulus that can make students remeber and absorb materials more quickly.		

APPENDIX 15: Summary of pre-service EFL teachers' final cognition about TBL implementation as seen from the systemic functional linguistics.

Participants' cognition about	Positive	Negative	Graduation
Their performance (capacity) in dealing with (*judgement*)			
TBL cycle/stages	I *gave an opportunity* for each student in class to be involved in constructing a conversation eventhough it was a pairwork. I *have given* corrections to their errors such as pronunciation and type writing. I *have also corrected* students' errors and also given compliments to them. I *have reviewed* the important parts of dates and months and asked them to compare its structures and its language features to the ones used in the previous teaching (days and time).	I *couldn't finish* all stages, I *forgot to construct* the LTRT because of limited time, I *didn't have* enough time to ask students to link the elements of TBL in the text used with the ones in the text used in the previous meeting, I *was not able* to do LTRT due to running out of time, I *could not apply* this stage [ICOT] in my second teaching because I was lack of time.	
Teaching materials	I *decided to make* video by myself, I *created* my own video that contains a conversation about asking and giving information about time, I *provided* interesting and easy to listen video, In my opinion, I *have created* meaningful and suitable activities for the students, I *modified* the text in the "When English rings a bell".		
Managing time	I *could manage* classroom situation better than the	I think I *have a difficulty* in	

	previous meetings. This time I *could apply* all stages in at once. I *could* also *finish* all of the stages though I should deal with some trouble makes in the classroom. In this 3rd teaching, I learned a lot to manange time and finally *could finish* all of the stages and bring the students to understand the materials.	managing time related to the level of students' thinking and the limited time, I *could not manage* the time well, I *had difficulty* to manage time for all stages.	
activating students' background knowledge, in giving explanation, exposures, and practice.	I *provided* enough backround knowledge about the structure and features used in asking and giving instruction, I *have provided* suitable videos, I *had given* examples about the expressions. Here I *gave* deeper *explanation* on how to read time and more examples, I *have explained* some important prepositions (in, on) related to the topic of dates and months, I *have given* good explanation to the students and *could simplify* the discussion of the material		deeper enough
Language		I *didn't discuss* the punctuation of the expressions,I *didn't discuss* about singular and plural, I *made mistake* to pronounce several vocabularies of animals (e.g. rhinocerous, elephant, and cacoon)	
Students' performance (capacity) in dealing with *(judgement)*			
using language	The students *were* also *able to use* the expressions, the students	Some of them *pronounces* the words	

expressions, in comprehending the materials, in identifying the text structure, and in responding the teachers in English	*were fast* enough in comprehending the materials and it made me happy, they *could finish* identify the text structure in the video in one time (no need to repeat the video), they *can respond* my question with English too.	*incorrectly* and I always corrected it, Some students *mispronounced* names of animals, students *could not tell* the preposition of date and month correctly when having a conversation.	
Following TBL		Students *had* a very limited background knowledge about the English use of "time", Students *spent much time* identifying the language expressions stated in the video, The students *have* low level of thinking. Thus, I repeat the explanation again and again, They *could not* remember the expressions in English directly, Students *kept asking* the activities people do in the public places when doing the conversation.	much
Students' performance (normality) in (*judgement*)			
Following TBL	They *paid attention to* the video, ...The students *were active* in class		
TBL Teaching & learning process (*appreciation*)			
Based on reaction			
the use of audio and video for TBL.	The video speed was *good*, it was *interesting* enough to start teaching in the class by showing an audio visual material for the students in the beginning of the lesson, The video was *attractive*, clear, and also complete, The video played was *interesting* so it can attract students' attention		enoug h

	to the lesson.		
the use of game	"Simon says" for BKOF was *fun*, I found the game was also *good* to practice their speaking, Games used for drilling text structure (question and responses) was going so *fun,* Crossword puzzle for MOTT was *fun.*	I made the classroom became *chaotic* since they came forward to complete it, My JCOT and ICOT were *confusing,* The games are a little *chaotic, t*he class was noisy.	little
the overall TBL teaching	The activities were *interesting*, the teaching and learning was *fun* and energetic.	The activities *look the same* from teaching 1 to 3, the activities from teaching 1 to 3 were a bit *boring*.	A bit
based on valuation			
the use of video	Using video about birthday *helps* students to know the pronunciation because most of them don't know the correct pronunciation, I felt using videos is a *powerful* way to grab students' attention, It (using video) *encourages* students' enthusiasm to start the lesson, The video is creative and completely *related to* the material, The video is interesting and *meaningful*.	watching video while writing *was not* really *appropriate,*	really
the use of table organizer	Using table organizer is *helpful* to know what and to remember expressions used in a text, table organizer also *helps* a teacher explains the materials in using the text-based cycle.		
the use of games	Using games for drilling the language expressions is *helpful* to check students' understanding before doing more complex activities, It (using games) *encourages* students to be able to tell time through playing games.		
their activities	My BKOF activities were *meaningful* and fun, the summary (of expressions, vocabularies, and language features) given in the end of this stage [MOTT] *helps* them (students) learn in the next stage, the activity (observing animals outside the classroom)		

	helped students practice asking and giving information about the language expressions.		
time deduction		The time limitation *can* also *affect* the classification of the stages,	
the level of lesson difficulty, activity, and materia		*t*aking too much time in BKOF *affected* the duration of the other stages, the difficulty level *was not* significantly *increased, t*he text I made was contextually *inappropriate*.	
Based on composition			
the use of video	The video was attractive, *clear*, and also *complete*, The video used in the BKOF stage was *easy* so it can be used to build students' knowledge about the topic, the video is *concised* and *easy* to understand. They can identify the text structure, language expressions, and language features in the easily, the video was *short* and *clear*.	The video is too *fast* and loud, the video is *not clear, t*he video was *too complicated* for students to understand, Selecting videos *took hours* because I had to look for the one containing the same text structure or language expressions, or language features as the one in the text, it was not easy for sometimes to find a suitable video that is suitable with our lesson, especially in a limited time	too
TBL teaching and process in general	The class was *managable*		
Time	Fortunately time was *enough* for all stages.		
Material	The material was *simple* compared to the previous topic (inviting someone to do something ans asking for permission.	The material was *too easy, t*he topic of the lesson was too *simple* to be done in three meetings, It is *hard* to find the material (such	too

		as videos) that were related with the basic structure on the textbook, in real situation, it is *hard* to use fun activities in each stage due to the limited time.	
TBL stages		Speaking assessment (1 by 1) *took longer* that we expected, Jcot *take a long time, m*y BKOF has *many focuses,* JCOT and ICOT *are not in line*	
Based on participants' affect			
security	I *felt relieved* because most of the students did speaking assessment well eventhough the class was a little chaotic, I was *feeeling confident* to start the first teaching and thankfully it is going well, I *felt confident* because we have provided two suitable videos for building students' knowledge about garden and zoo animal, I *felt at ease* because I only needed to finish 2 stages of the five stages of TBL in this teaching 1, I *felt at ease* we already provided more critical and various activities for the learning process.	I was a *bit surprised* to know that my teaching was deducted from 80' to 60' only (participant 1). I was *really surprised* to get only 40' for teaching this topic (participant 1 & 5). I am *confused* when to give summary (of expressions, language features, and vocabulary) (participant 6). I am *confused* to give example how to fill the blank table first (participant 7). I am *not sure* to determine points/elements that I should focus on the table organizer till this last teaching (in translating the theory of text structure into points) (participant 7) . I *felt anxious* that the activites I provided was not enough (participant 9). I am *not sure* whether the students could	a bit really

		understand the whole materials or not (participant 4).	
Satisfaction	For BKOF, I *felt satisfied* remembering that the video was made by ourselves, I was *enjoying* the stage (MOTT) because they did not have any difficulties in completing the table organizer, I was quite *satisfied* since I could pass the stage (MOTT) smoothly.	I *didn't think* that my students really *enjoyed* the teaching and learning process, I was *lack of time* in delivering materials, so I could not give explanation related to the materials more deeply to the students, I felt that I was like a horseplay when I was delivering materials. I was *in a rush* explaining the materials.	Really
Happiness	I agree that "Simon says" game was fun and meanigful because the students were *enthusiastic* while playing games, I am glad to see students active (in aswering every questions related to the picture), I was happy to know that all of the students could do the task, I am grateful to see the students' performance was good, I am glad to know that all groups participated and enjoyed to come first in front of class and raise their hand up to get teacher's attention, I was *very happy* since the students looked so excited in conducting the activity,	I *felt dissapointed* because I did not really emphasize the material. so felt that I was tired because there were many activities and because of the naughtiness of my students.	Very So
	I felt *very excited* and satisfied with this third teaching performance because teaching and learning session went so fun and energetic, I am *excited* when applying this stage (MOTT), I was *happy* Since I could deliver the materials properly.		Very

Based on participants' affect			
security		The result of oservation stated that the video has unfamiliar accent (Australian English) for common teaching whereas the teacher tends to use the American accent. Therefore, the students *got confused* when I corrected their pronunciation, When we did game for drilling, their expressions (asking and telling names of days) *looked confused,* My students *got confused* in answering the blank aparts in the table organizer, the students were confused to differenciate between "adj" and "characteristic of object in table organizer, the JCOT and ICOT were not related so the students *got confused* doing the task in ICOT, it is because in BKOF I didn't really explore deeper so they kept asking the activities people do in the public places when doing the conversation they were also still *confused* with the preposition.	really
Happiness	Some students *laugh* when they watched video (participant 6).	I noticed that they *got bored* to do grouping again, Some students told me to *get bored* to do the same tasks from	

		the first until the third meeting.	
Satisfaction	I had given some interesting activities and the students *enjoyed* it, the students *enjoyed* the song and the activity, students could also *enjoy* the learning process properly and achieve the purpose of the stage itself.		
TBL			
For teachers	TBL help teachers make an organized lesson plan, help students get involved in the teaching and learning process		
For students	help students develop their thinking skill		
	the participants believe / get to know that time, instruction, and model texts become essential factors in implementing TBL		
	teaching the materials required by using TBL cycle can not be implemented in one meeting (2 x 40 minutes and even 2 x thirty minutes)		
	The teaching should be done in two meetings. The two meetings are for dividing the TBL stages or the two meetings are for dividing the materials.		
	Teachers have to finish all stages in one meeting when teaching such spoken texts. To do that, teachers need to the time wisely, reduce the number of texts and tasks or in another word provide enough materials which do not contain too many language features and language structure/expressions.		
strategies to Implement the Stages of TBL Cycle Better			
BKOF	First, BKOF should tell about the structure, language features, and social functions of texts not in an explicit way. Second, the activities provided for that purpose should be simple and clear ones. Third, not only simple and clear, but the BKOF stage should be interesting and meaningful. Fourth, BKOF should be made coherent to the other stages.		
MOTT	First, teachers should explicitly explain the text structure and the language features. Second, more examples about texts containing the text structure and language expressions also need to be given. Third, table organizers can be used for students to identify two elements and for teachers to explain them. Fourth, the model texts is not necessarily long but more importantly contain correct model of text structure and lanugage features.		
JCOT	First, they believe that this stage is time for students to practice constructing a text using language expressions and text structure learnt in the previous stages with their friends' and teacher's assistance. Second, the teacher should assist them to have deeper understanding in this stage.		

	Third, Since it is group work, it is possibly done in a fun way.
	Fourth, this stage should require higher thinking skill than the previous stages because this stage is the "bridge" for students to construct texts individually in the ICOT stage.
	Fifth, activities in JCOT and ICOT should be made parallel.

APPENDIX 16 : Summary of participants' cognition development about TBL
implementation seen from the Systemic Functional Linguistics.

	The students *were* also *able to use* the expressions, the students *were fast* enough in comprehending the materials and it made me happy, they *could finish* identify the text structure in the video in one time (no need to repeat the video), they *can respond* my question with English too.	Some of them *pronounces* the words *incorrectly* and I always corrected it, Some students *mispronounced* names of animals, students *could not tell* the preposition of date and month correctly when having a conversation.	
		Students *had* a very limited background knowledge about the English use of "time", Students *spent much time* identifying the language expressions stated in the video, The students *have* low level of thinking. Thus, I repeat the explanation again and again, They *could not* remember the expressions in English directly, Students *kept asking* the activities people do in the public places when doing the conversation.	much

	They *paid attention to* the video, ...The students *were active* in class		

	The video speed was *good*, it was *interesting* enough to start teaching in the class by showing an audio visual material for the students in the beginning of the lesson, The video was *attractive*, clear, and also complete, The video played was *interesting* so it can attract students' attention to the lesson.		enough
	"Simon says" for BKOF was *fun*, I found the game was also *good* to practice their speaking, Games used for drilling text structure (question and responses) was going so *fun,* Crossword puzzle for MOTT was *fun*.	I made the classroom became *chaotic* since they came forward to complete it, My JCOT and ICOT were *confusing,* The games are a little *chaotic, t*he class was noisy.	little
	The activities were *interesting*, the teaching and learning was *fun* and energetic.	The activities *look the same* from teaching 1 to 3, the activities from teaching 1 to 3 were a bit *boring*.	A bit
based on valuation			
the use of video	Using video about birthday *helps* students to know the pronunciation because most of them don't know the correct pronunciation, I felt using videos is a *powerful* way to grab students' attention, It (using video) *encourages* students' enthusiasm to start the lesson, The video is creative and completely *related to* the material, The video is interesting and *meaningful*.	watching video while writing *was not* really *appropriate,*	Really
the use of table organizer	Using table organizer is *helpful* to know what and to remember expressions used in a text, table organizer also *helps* a teacher explains the materials in using the text-based cycle.		
the use of games	Using games for drilling the language expressions is *helpful* to check students'		

	understanding before doing more complex activities, It (using games) *encourages* students to be able to tell time through playing games.		
their activities	My BKOF activities were *meaningful* and fun, the summary (of expressions, vocabularies, and language features) given in the end of this stage [MOTT] *helps* them (students) learn in the next stage, the activity (observing animals outside the classroom) *helped* students practice asking and giving information about the language expressions.		
time deduction		The time limitation *can* also *affect* the classification of the stages,	
the level of lesson difficulty, activity, and materia		*t*aking too much time in BKOF *affected* the duration of the other stages, the difficulty level *was not* significantly *increased, t*he text I made was contextually *inappropriate*.	
Based on composition			
the use of video	The video was attractive, *clear*, and also *complete*, The video used in the BKOF stage was *easy* so it can be used to build students' knowledge about the topic, the video is *concised* and *easy* to understand. They can identify the text structure, language expressions, and language features in the easily, the video was *short* and *clear*.	The video is too *fast* and loud, the video is *not clear, t*he video was *too complicated* for students to understand, Selecting videos *took hours* because I had to look for the one containing the same text structure or language expressions, or language features as the one in the text, it was not easy for sometimes to find a	Too

		suitable video that is suitable with our lesson, especially in a limited time	
TBL teaching and process in general	The class was *managable*		
Time	Fortunately time was *enough* for all stages.		
Material	The material was *simple* compared to the previous topic (inviting someone to do something ans asking for permission.	The material was *too easy, t*he topic of the lesson was too *simple* to be done in three meetings, It is *hard* to find the material (such as videos) that were related with the basic structure on the textbook, in real situation, it is *hard* to use fun activities in each stage due to the limited time.	Too
TBL stages		Speaking assessment (1 by 1) *took longer* that we expected, Jcot *take a long time, m*y BKOF has *many focuses,* JCOT and ICOT *are not in line*	
Based on participants' affect			
Security	I *felt relieved* because most of the students did speaking assessment well eventhough the class was a little chaotic, I was *feeeling confident* to start the first teaching and thankfully it is going well, I *felt confident* because we have provided two suitable videos for building students' knowledge about garden and zoo animal, I *felt at ease* because I only needed to finish 2 stages of the five	I was a *bit surprised* to know that my teaching was deducted from 80' to 60' only (participant 1). I was *really surprised* to get only 40' for teaching this topic (participant 1 & 5). I am *confused* when to give summary (of expressions, language features, and vocabulary) (participant 6). I am *confused* to give	a bit really

	stages of TBL in this teaching 1, I *felt at ease* we already provided more critical and various activities for the learning process.	example how to fill the blank table first (participant 7). I am *not sure* to determine points/elements that I should focus on the table organizer till this last teaching (in translating the theory of text structure into points) (participant 7) . I *felt anxious* that the activites I provided was not enough (participant 9). I am *not sure* whether the students could understand the whole materials or not (participant 4).	
Satisfaction	For BKOF, I *felt satisfied* remembering that the video was made by ourselves, I was *enjoying* the stage (MOTT) because they did not have any difficulties in completing the table organizer, I was quite *satisfied* since I could pass the stage (MOTT) smoothly.	I *didn't think* that my students really *enjoyed* the teaching and learning process, I was *lack of time* in delivering materials, so I could not give explanation related to the materials more deeply to the students, I felt that I was like a horseplay when I was delivering materials. I was *in a rush* explaining the materials.	Really
happiness	I agree that "Simon says" game was fun and meani[gful] because the students were *enthusiastic* while playing games, I am glad to see students active (in aswering every questions related to the picture), I was happy to know that all of the students could do the task, I am grateful to	I *felt dissapointed* because I did not really emphasize the material. so felt that I was tired because there were many activities and because of the naughtiness of my students.	Very so

	see the students' performance was good, I am glad to know that all groups participated and enjoyed to come first in front of class and raise their hand up to get teacher's attention, I was *very happy* since the students looked so excited in conducting the activity,		
	I felt *very excited* and satisfied with this third teaching performance because teaching and learning session went so fun and energetic, I am *excited* when applying this stage (MOTT), I was *happy* Since I could deliver the materials properly.		Very
Based on participants' affect			
Security		The result of oservation stated that the video has unfamiliar accent (Australian English) for common teaching whereas the teacher tends to use the American accent. Therefore, the students *got confused* when I corrected their pronunciation, When we did game for drilling, their expressions (asking and telling names of days) *looked confused,* My students *got confused* in answering the blank aparts in the table organizer, the students were confused to differenciate between "adj" and "characteristic of object in table	Really

		organizer, the JCOT and ICOT were not related so the students *got confused* doing the task in ICOT, it is because in BKOF I didn't really explore deeper so they kept asking the activities people do in the public places when doing the conversation they were also still *confused* with the preposition.	
Happiness	Some students *laugh* when they watched video (participant 6).	I noticed that they *got bored* to do grouping again, Some students told me to *get bored* to do the same tasks from the first until the third meeting.	
Satisfaction	I had given some interesting activities and the students *enjoyed* it, the students *enjoyed* the song and the activity, students could also *enjoy* the learning process properly and achieve the purpose of the stage itself.		
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For teachers	TBL help teachers make an organized lesson plan, help students get involved in the teaching and learning process		
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	The teaching should be done in two meetings. The two meetings are for dividing the TBL stages or the two meetings are for dividing the materials.		
	Teachers have to finish all stages in one meeting when teaching such spoken texts. To do that, teachers need to the time wisely, reduce the number of texts and tasks or in another word provide enough materials which do not contain too many language features and language structure/expressions.		

strategies to Implement the Stages of TBL Cycle Better	
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MOTT	First, teachers should explicitly explain the text structure and the language features. Second, more examples about texts containing the text structure and language expressions also need to be given. Third, table organizers can be used for students to identify two elements and for teachers to explain them. Fourth, the model texts is not necessarily long but more importantly contain correct model of text structure and lanugage features.
JCOT	First, they believe that this stage is time for students to practice constructing a text using language expressions and text structure learnt in the previous stages with their friends' and teacher's assistance. Second, the teacher should assist them to have deeper understanding in this stage. Third, Since it is group work, it is possibly done in a fun way. Fourth, this stage should require higher thinking skill than the previous stages because this stage is the "bridge" for students to construct texts individually in the ICOT stage. Fifth, activities in JCOT and ICOT should be made parallel.
ICOT	First, they believe that ICOT is time for students to learn and practice constructing texts individually, therefore each student should have an opportunity to do so. Second, in respond to the first cognition, participant 3 stated that assessing individual work of constructing texts, e.g. speaking, can be noisy. Therefore, after each student finished being assessed, she/he can proceed to the next stage. i.e. LTRT. Third, texts that students constructed should be closely related to their life. Fourth, ICOT activities should contain higher level of thinking than the activities in previous stages. Fifth, in relation to the third cognition, activities in JCOT should be made related so that students get facilitated when constructing texts in ICOT.
LTRT	First, participants understand that in implementing LTRT, the activities can be changing the spoken form of text to the written one, vice versa, using particular lanuaage expressions. Second, LTRT

	can be composing language expressions from one context to another one.
Teachers' roles	
First, in employing TBL, a teacher should be a time keeper. Participants believe that a teacher needs to keep time for each activity or each stage and more importantly tell students about the time left for doing their tasks.	
Second, teachers have to understand students' capacity and be patiently guide students working on tasks in all stages. Additionally, they should not hurrily complete the cycle.	
Third, teachers need to pay attention to as pronunciation, spelling, intonation, and grammar. Likewise, they also make their students awarae of their pronunciation and grammar.	
Fourth, teachers need to provide fun and engaging learning through, for example, the use of videos and pictures. besides, teachers also need to use technology for enhanching TBL implementation.	
Fifth, teachers need to provide the summary of text structure, language expressions, and language features used for the lesson, teachers need to focus on the most frequent language expressions used in daily lifes and need to relate the language expressions to their communicative purposes. Furthermore, when creating a conversation, teachers need to keep the conversation not only grammatically correct but also naturally appropriate.	
Sixth, participants firmly believe that a teacher has to manage her/his instruction well to keep the activities on the objective of the teaching and learning and to make students work on the task easily.	

APPENDIX 17: Summary of participants' cognition development of TBL implementation seen from the sociocultural approach.

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Microteaching	
Actual development (object regulation)	**Potential development (self-regulation)**
unaware of overlapped JCOT and ICOT activities	aware, know how and able to apply the stages of TBL cycle.
unaware of the absence of LTRT in their teaching.	aware of the absence of LTRT in their teaching
ignorance the TBL elements in their fun learning activities	aware of the ignorance of TBL elements in their fun learning and able to connect the fun learning activities to the TBL elements (potential knowledge).
not knowing how to treat the table organizer better.	knowing how to treat the table organizer better.
not knowing how to deal with too many activities	having new (reframed) knowledge and practice in designing activities appropriate for the stages (i.e BKOF).
Difficult to find and provide video story texts.	Able to create their own videos and to hold their newly defined belief about how to select videos (potential development).

Teaching practicum

Actual development (object regulation)	Potential development (self-regulation)
not knowing of how to solve the problem of applying TBL in limited time	knowing "how to" and able to apply TBL in limited time
Never thought about dividing the TBL cycle into two meetings	Coming up with a newly defined belief that TBL cycle can be divided into two meetings.
not aware of their and their students' pronunciation errors and intonation stress	aware of their and their students' pronunciation errors and intonation stress
being much controlled with the availibility of videos (i.e. authentic materials)	being less controlled with the availibility of videos (i.e. authentic materials) through self-created texts.
not aware of an unnatural context when creating text.	aware of an unnatural context when creating text.
not aware of unsynchronized activities in JOCT and ICOT	aware of and able to create synchronized JCOT and ICOT
being confused with when to give the summary of TBL elements used on that day	knowing when to give the summary of TBL elements used on that day
being confused with how to make use of the extra time during teaching	knowing and able to make use of the extra time during teaching.
not aware of designing intellectually-enganging activities	aware of the quality of intellectually-engaging activities by scalling up the activites to be more intelectually engaging.