A STUDY ON INTERPERSONAL MEANING NEGOTIATED TEACHER-STUDENTS CLASSROOM INTERACTION IN VOCATIONAL HIGH SCHOOL

(A Case of Eleventh Graders of SMKN 2 Purwokerto in the Academic Year

2018/2019)

FINAL PROJECT
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by
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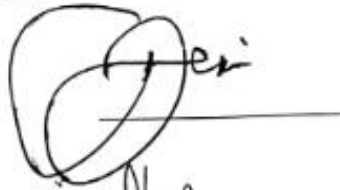**UNIVERSITAS NEGERI SEMARANG**
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i

APPROVAL

This final project entitled *A Study on Interpersonal Meaning Negotiated Teacher-Students Classroom Interaction in Vocational High School (A Case of Eleventh Graders of SMKN 2 Purwokerto in the Academic Year 2018/2019)* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on June 2020.

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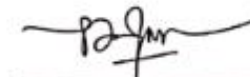   NIP. 197708272008122002

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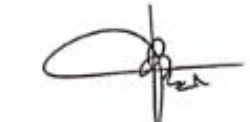   NIP. 195104151976032001

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ii

DECLARATION OF ORIGINALITY

I, Ghita Aning Tyas hereby declare that this final project entitled *"A Study On Interpersonal Meaning Negotiated Teacher-Students Classroom Interaction In Vocational High School (A Case of Eleventh Graders of SMKN 2 Purwokerto in the Academic Year 2018/2019)"* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is given in the references.

Semarang, January 2020

Ghita Aning Tyas

MOTTO AND DEDICATION

Staying positive does not mean that things will turn out okay. Rather it

is knowing that you will be okay no matter how things turn out

-Unknown-

I dedicate this final project to:

My father, my mother, my sisters, my

niece, my family, all of my dear

friends, and someone.

ABSTRACT

This study aimed to analyze interpersonal negotiation, kind of interaction, and role relationship between teacher and students of eleventh grade of SMKN 2 Purwokerto in English classes. The subjects of this study were an English female teacher and students in two classes of eleventh grade. This study belongs to descriptive qualitative study. The researcher collected the data through observation by using audio-video recording & field notes and also interview. The data were analyzed by using Mood system proposed by Halliday & Matthiessen (2004). Theory from Harmer (2001) and Johnson and Paulston (1976) are also used to analyze role relationship between teacher and students.

This study revealed that teacher and students from two classes produced three types of clauses, there were Mood clause (declarative, interrogative, and imperative clause), non-typical Mood Clause and minor clause. In the class, both teacher and students applied various types of classroom interaction. Those were interaction between the teacher and students, interaction between the teacher and a student, and interaction between a student and another student. Then, teacher and students also took some roles during the lesson. Teacher's roles were controller, organizer, prompter, and resource. For students, they had roles as members of a group and learning through interaction with others, tutor for other students, and learners who learn from the teacher, other students, and other sources.

It can be concluded that teacher and students delivered various types of clause, classroom interaction, and roles during the teaching learning process. Although both teacher and students had their own lack in English, the teaching learning process still went well. It is suggested that teacher give motivation to students to use English and make them to have interest in learning English through some teaching methods, so that students are confident to speak in English.

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First and foremost, I would like to express my high gratitude to Allah SWT, the Almighty God for the blessing, love, and health to reach the completion of this final project. Peace and blessing be upon our prophet Muhammad SAW.

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The most importantly, I would like to express my deepest gratitude to my beloved parents who have always given love, prayer, and support for me. I am also grateful for my beloved sisters, my family, and someone who always encourage and support me during the process of finishing my final project, my niece who always cheer me up when I'm at home.

Finally, I hope that this thesis will be useful not only for the researcher, but also for the readers. Needless to say, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Semarang, January 2020

The Writer

TABLE OF CONTENTS

Pages

LIST OF FIGURES

Pages

LIST OF APPENDICES

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter presents the introduction consisting background of the study, reason for choosing the topic, research problem, objective of the study, significance of the study, scope of the study, and outline of the research report.

1.1 Background of the Study

In teaching EFL to students, we need to see carefully about things that determine the success of teaching learning process itself. Material, time, supporting media, and learning facilities are some factors that can influence teaching learning process. All of them must be planned well to reach essence of ''a good teaching-learning''. However, we must see that there is something important which backing up all those factors in successing English lesson in the class. That is interaction.

Teaching-learning and interaction are two things that always together. Yanita, Yusuf, and Gani (2016, cited in Nasir, Yusuf, Wardana 2019) stated that the quality of teacher's interaction with their students is a key for successing teacher's teaching. According to Lier (as cited in Walsh 2006), teaching learning has two essential ingredients: planning and improvising. Teachers not only must have ability in making good lesson plan, but also executing their lesson plan well. If teachers already designed good lesson plan, they have to be good in delivering their teaching plan through good interaction with students because it can influence learning activities and students' outcome. Researcher realized that interaction is a crucial

part in teaching-learning process since the researcher had teaching practice in junior high school.

In the era of communicative language teaching, interaction is the heart of communication (Brown, 2001). Interaction is the process of conveying and receiving authentic message that contain information of interest to speaker and listener in important situation (Rivers, 1987). Brown (2001) opines that interaction is a collaboration process between two or more people in exchanging of thoughts, feelings, or ideas. Interaction in the classroom can be defined as classroom interaction. Walsh (2006) stated that interaction is a central of teaching learning process. Classroom interaction is an important tool to provide comprehensible input for the students (Lynch, cited in Cehan 2002). Classroom interaction becomes more important, because through interaction the material can be delivered well by the teacher so that students can understand the material and improve their ability to master it. In class-based L2 learning is often enhanced when teachers have a detailed understanding of the relationship between teacher talk, interaction, and learning opportunity (Walsh, 2002).

In classroom interaction, teacher and students are playing important role as the main actors or components. Stubs (cited in Cehan, 2002) stated that teacher – student dialogue is the thing that cannot be separated from educational process and classroom routines which the focus is on the verbal expression, close relationship between talking, teaching, and learning. Classroom interaction mainly happens between teacher-students, teacher-each student, and student-student. They determine how interaction takes place, how they send & receive the

massage, how they interpret the message, and how they negotiate meanings. Teacher and students use and apply strategies (verbal and non-verbal) to achieve communicative and social goals (Cehan, 2002). Each student may understand the meaning of interaction differently. These things can influence how they apply it in interaction. Through interaction, students not only learn about the structure (grammar), but also learn about the way to use the language (in this case is English) for communication. Brown (2001) explained that classroom goals are focused on all the components of communicative competence, such as discourse, functional, sociolinguistic, grammatical, and strategic.

Interaction always related with the process in it, which called negotiaton process. Without negotiation, interaction will not work properly. We can find negotiation process everywhere in our life, including in education. Brown (2001) stated that negotiation is one of rules in interaction. In the classroom, negotiation has various forms such as the intent of teachers and students in responding each other's utterances, responding their feeling/message, arguing about something, and many more. Those forms are included in interpersonal form. Interpersonal helps interlucors (teacher and students) to build social relationship in/through interaction, which they exchange meaning or message.

Interpersonal meaning negotiation is one of the important skills that teachers must have to manage the classroom and understand their students who come from different background, feeling, habit, and so on. It is really challenging for teachers to solve conflict in the teaching-learning process with different students' problem almost every day. That is why negotiation should be an

ongoing process. Qingwen (available at www.celea.org.cn) argues that classroom interaction should not be only an approach or method, but it is a way to make decision about content & learning. Not only teachers, students also must have interpersonal negotiation ability. They must know that good listeners are good responders, so that they have to be encouraged in constructing meaning through genuine linguistic interaction (Brown, 2001). If teacher and students already had interpersonal negotiation skill, a successful English class can be achieved.

1.2 Reason for Choosing the Topic

Interaction is a main point or component in communication. The function of communication in classroom is different with the others because main purpose of this communication is to share the information about the lesson between teacher and students. In learning English, interaction is important because it needs time to learn new language. Sometimes teachers are really dominating in the class. It can hamper students' ability in communicating English. As a teacher, she/he must listen her/his students when they are speaking and give chance for students to develop their communication skill by letting students be active in class.

A good communication is when it has meaning in interaction. Communication can be in the form of verbal and non-verbal. In classroom, students may say some words to express their ideas, feeling as the verbal form communication. They can also show their gesture, body language or eye contact to express their feeling in the non-verbal form.

As the researcher said above, sometimes teachers place themselves as the center of teaching learning process. They speak all the time during the lesson.

They only now that the essence good communication is just explain all the material without asking/responding/understanding what their students' intent. Teachers consider that the success of teaching learning process is only by finishing all the material. Even when teachers have conversation with their students, students tend to play limited role in interaction because teachers start to choose the topics and control the conversation's direction. Thus, there is no negotiation process between teacher and students. Whereas, supposedly essence of classroom interaction requires a discussion to encourage students in practicing the language and train them to take responsibility about what they are learning. In this case, teacher should not to dominate in the teaching-learning process. Harmer (2007, cited in Nasir, Wardana ,Yusuf 2019) explained that the quantity of teacher talk is not most important thing in the classroom interaction, but how teacher gives comprehensible input that help students to understand the language. To avoid this case, interpersonal meaning negotiation is the best way to understand what their intent such as the intent of teachers and students in responding each other's utterances, responding their feeling/message, arguing about something, and many more through the interaction in the class.

English is one of subjects, which taught in school from kindergarten, elementary school, junior high school, senior high school, and vocational high school. The purpose of English lesson is to give students a skill in communication in both written and orally. Other case, the researcher has seen several teachers, especially teachers in vocational high scholl. They think that English material is too easy for their students, so the teacher tends to teach casually and doesn't want

to give more material to their students because of the curriculum. The teacher considers that English is not too important for vocational high school students because most of them choose to work rather than continue their studies after graduating from school. Whereas if the teacher gives more material it will give benefit for students in understanding and communicating in English.

Communication is an important skill for students to be mastered especially for Vocational students because they need this skill as preparation for their professional work in the future. In the era of globalization, the skill to communicate in English is a very important asset (Khurniawan, Lee, & Wahidiat 2017). In the professional work, there are many cases which people failed because of the weakness of their English skill. Many smart people cannot convey their great ideas because of their weakness in English, so that they cannot develop even compete with those who have communication skill in English. To avoid that, it is very important to provide English language learning. Mastering English can open the way for students and graduates to have opportunities to develop in the professional work or further education, both in Indonesia and abroad (Khurniawan, Lee, & Wahidiat 2017). To master English well, it can be started from learning process at school. Practice interacting in English is one method to improve students' English skills. Students can practice to interact not only with their friends, but also with their teachers. In this research, the researcher tries to analyze the interaction between teacher and students in the class, especially in eleventh class of SMKN2 Purwokerto.

Long (as cited in Adams 2018) affirms that language learner learning communication not by taught with grammar or vocabulary, but through making sense what they hear & read, and putting their ideas into words in what they say and write. In the classroom, communicative process happens when there is an interaction between teacher and students, teacher-and each student, or student-student. They interact with others by asking question, responding, sharing the information, and giving opinion. These processes will form a text. When people do negotiation in communication process, they produce a text in it. Halliday & Matthiessen (2004) state that when people speak or write, they produce text and text is what listeners and readers interpret. According to Halliday and Hasan, (1976, cited in Halliday & Matthiessen 2004), text is a linguistic form of social interaction and a continuous progress of meanings, which are selected by from the options that can underlie the potential of meanings.

"When language learners are engaged in meaningful communication in a second language, they are able to focus on meaning, negotiate to make input comprehensible, and try out new language forms as they produce language" (Gass & Mackey, cited in Adams 2018). Yuliati (2013) states in her research: "meaning was becoming the core of negotiation because it becomes the main reason or intention for the speaker to negotiate". As said by Halliday's theory, interaction can produce the meaning potential. In semantic, there are three potential meanings based on Halliday & Matthiessen, (2014): Ideational meanings, interpersonal meanings, and textual meanings. In this research, researcher focuses on analyzing interpersonal meaning between teacher and students in English class in the

eleventh grade of SMKN 2 Purwokerto and how it construct their role through interaction.

1.3 Research Problems

Based on background and reason of choosing the topic, the problems of this research can be formulated as follows:

1. How do teacher and students in eleventh grade of SMKN 2 Purwokerto negotiate their interpersonal meaning through interaction in English class?.

2. What kind of interaction that most happen in the classroom?.

3. How is the role relationship between teacher and students in the classroom?.

1.4 Objectives of the Study

Based on research problems above, this research is aimed to analyze interpersonal meaning negotiation, kind of interaction, and role relationship between teacher and students in eleventh grade of SMKN 2 Purwokerto through interaction in English class.

1.5 Significances of the Study

The researcher hopes that the result of this research can give some benefits and contributions as follows.

1. Theoretically, this study gives knowledge and understanding about discourse analysis of interpersonal meaning through mood analysis in classroom interaction, especialy in Vocational High School.

2. Practically, this study can be used as a reference for the teacher to design teaching method for students so that they can achieve best result in English lesson. It also can be used as a reference for students of English Department who are interested in conducting a research in a similar topic.

3. Pedagogically, this study can create an effective teaching-learning atmosphere and improve the quality of teaching learning process itself. By using the result of this study, it can improve students' participation and more interact actively in English class.

1.6 Scope of the Study

There are many types of meaning that present in Systemic Functional Linguistic (SFL). Those meaning can be found in various type whether it is in the form of written or spoken. In this research, researcher only focuses on interpersonal meaning in the spoken form that is classroom interaction, type of classroom interaction, and role relationship between teacher & students.Then, the researcher only analyzed speech function that related to interpersonal meaning.

1.7 Definitions of Key Terms

The researcher provides some key terms to make the reader understand the terms used in the study:

1. Interpersonal Meaning

   Interpersonal meaning is a process which involves the exchange of information, feelings and idea by means of verbal and non-verbal messages, between two or more people.

2.   Classroom Interaction

Classroom interaction is a practice that increases the development of the two very important language skills which are speaking and listening among participants involved in teaching and learning in the classroom.

3.   The Role of Teacher and Students

The role is a part that teacher/students play in the classroom during the lesson to make it runs smoothly and enjoyable.

4.   Vocational High School

Vocational high school is an educational institution's type which designed to give vocational education or technical skills needed to complete specific work tasks.

1.8 Outline of the Research Report

This final project is organized into five chapters. Chapter I presents introduction, which consist of background of the study, reason for choosing the topic, research problem, objective of the study, significance of the study, scope of the study, definition of key terms, and outline of the research report.

In chapter II is review of related literature which consists of three sub chapters. There are review of previous studies, theoretical background, and theoretical framework

In chapter III, it explains about research methodologies, which consist of eight sub chapters. The first is research design. The second is subject of the study. The third is unit of analysis. The fourth is role of the researcher. The fifth is

procedures of collecting data. The sixth is procedures of analyzing data, the seventh is procedures of reporting the result, and the last is triangulation.

In chapter IV, there are further elaborations of findings found in the present study and discussions that interpret the findings

In chapter V, there are conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literatures to this study. It will discuss more about some explanation to support the ideas of this study. It has three sub-chapters, in which it begins by reviewing of previous studies, explaining the theoretical background, and depicting theoretical framework.

2.1 Review of Previous Studies

Previously, there are many researchers who are concerned with interpersonal meaning, especially in the classroom which is realized through the interaction. Those studies were conducted by undergraduate students from some universities, both Indonesia and abroad. Not only that, those studies also came from researchers who pursue the field of linguistics or discourse. Me as a writer in this study used those studies to support my ideas in deciding this topic. This review is divided into several categories, those are interpersonal meaning in classroom discourse, interpersonal meaning in University, interpersonal meaning in young learners case, interpersonal meaning in speech, and classroom interaction's type.

The first category is about interpersonal meaning in classroom discourse. There have been studies analyzing interpersonal meaning negotiation which focused on classrooom discourse (e.g Nurmasitah, 2010; Yuliati, 2013; Erbaş & İlhan,2016; Lukmana & Setialis, 2018; Nasir et al 2019). Interpersonal meaning negotiation in the classroom can be influenced by the relationship between the teacher and students. Yuliati (2013) and Lukmana & Setialis (2018) held a study

about the role relationship between teacher and students through the use of clause. Those studies have similarities in which both are analyzing the use of speech function through mood system. Those studies revealed that teacher has domination in the class, it is proved by the use of speech function which most produced by teacher. Thus, in both studies has differentiation in the teacher's role. In the Yuliati's research, teacher act as a provider, while the research from Lukmana & Setialis teacher has a role as a provider and also teacher use a scientific approach in the class.

The other research conducted by Nasir, Wardana & Yusuf (2019) and Nurmasitah (2010) that focused on the effect of teacher's talk and role in the students' participation. Their research revealed the same finding. By using Flander's categories, teacher still controlled the teaching learning process that is realized by the use of asking question and lecturing by teacher. Nasir, Wardana & Yusuf explained in their research that the most type of teacher's talk in the class is giving direction whereas Nurmasitah's research claimed that giving direction is least type used in the class. It might happen because she observed the immersion class as the subject of her research meanwhile Nasir, Wardana & Yusuf' study focused on English class.

Beside many factors that influence students having difficulty in doing interaction, teacher and students need to build the social relations. It can be useful to make an understanding about communication between them as the power relation in the class. (Erbaş & İlhan, 2016)

Not only in the school, teacher's domination also take place in university. Some studies showed how classroom interaction is very much dominated by teacher although the teacher tried to be equal with the students (e.g Kasim, 2004; Fen Lin, 2008; Khadidja, 2009; Walker, 2010; Williams, 2011; Nguyen& Phuong, 2017). Teacher's domination still exists in the level of university. Two studies held by Fen Lin (2008) and Walker (2010) found that control of the teacher in the classroom interaction still happened in English by the use of speech function from the teacher. Teacher is more likely to give information rather that demand information. Whereas, negotiation is a teaching skill that the teacher must have and it's honed through interaction in the classroom (Williams, 2011). Same with research from Nguyen & Phuong (2017), they claimed that most type of interaction realized in the class is in form of teacher and whole students but the subject of their research is Non-English class.

Talking about interaction, to develop the communicative competence can be realized in speaking practice. Khadidja (2009) & Kasim (2004) had analysis of the importance of speaking practice to improve the communication skill in their own research. Choosing the speaking class, both of them revealed that students communicative ability improved gradually since they have a chance to practice with their friends although the subject of Khadidja & Kasim' research are different where Khadidja choose the abroad university and Kasim decide to choose university in Indonesia.

In the case of young learners, there are some studies which told about the way children/young learners negotiating their interpersonal meaning (e.g Keiko

(2011; Sutopo, 2014). Both studies revealed almost same finding that is child can produce most of speech function in the conversation. The study conducted by Sutopo (2014) explained that children who come from immersion school are capable to produce almost all of speech choices when they have conversation with their family. He revealed in his study that children who come from immersion program are better in developing communication skill effectively.

The other research held by Keiko (2011) revealed that a child can produce declarative and interrogative sentences in having conversation with the child's mother. In the first half of conversation, the child asked about questions and answered by the mother. In the second half, the child started to use declarative. In the Keiko's research, it was not analyzing child-mother's conversation but also analyzing the other kind of text such as short pictorial information book and classroom talk. It is different with Sutopo's research in which he only focused on child conversation. Both studies were good because it gave construction about how children having conversation with the other. There are many ways for children to construct their knowledge, it can started from their environment or family. Their family can do some activities for the children such as explaining things around them and building some interaction to practice the children to find the answer by themselves.

Some studies also had been analyzing interpersonal meaning in speech (e.g Feng & Liu, 2010; Kondowe, 2014; Nur, 2015; Diana, Samudji, Utarri, 2016; Sukma, 2017; Amalia et al, 2018). They analyzed some state figures as the subject of their research. Kondowe (2014), Diana, Samudji, Utarri (2016), and Amalia,

Subandowo, Faliyanti, Theresia (2018) analyzed speech which focused on mood, modality, personal pronoun, and tense shift. Those researches had same finding that the most mood type used in the speech was declarative mood and followed by imperative mood. Although there were differences in their subject research which in Kondowe's research, he chose political figure named Bingu wa Mutharika while Utarri, Samudji, Diana (2016), and Amalia, Subandowo, Faliyanti, Theresia (2018) analyzed Susilo Bambang Yudhoyono (SBY) speech but Utari's research added Tony Abbott for their research subject. The differences also happen in Kondowe's research. From all the researches, only Kondowe's research which the subject tried to create a distance than the other speech from other research who maintaining the relationship to the audience.

Feng & Liu (2010), Nur (2015), and Sukma (2017) held a study about speech and they analyzed the interpersonal meaning inside it. Feng & Liu (2010) and Nur (2015) analyzed the same points such as mood, modality, and personal pronouns. Even though they analyzed the different figure, in which Feng & Liu (2010) choose Barack Obama and Nur (2015) select Nelson Mandela, they found in their own research that declarative mood was the most mood type used in the speech. The other research from Sukma (2017) also analyzed Barack Obama's speech. Yet there was the difference between both researches. In Sukma's research, the subject tried to build emotional with the audience as the persuasive strategy while the subject in the Feng & Liu's research established an intimate relationship with the audience.

In this study, the researcher wants to analyze the type of interaction. To support that, the researcher used some studies which focus on analyzing interaction's type in the classroom (e.g Astuti, 2011; Petek, 2012; Hin Tai, 2017; Jazadi & Widari, 2017; Nguyen, 2017; Rosita W, 2017; Sundari, 2017; Kos, 2019). Those studies have the similarity in the subject which they choose English class except Nguyen (2017). Jazadi & Widari (2017) and Nguyen (2017) choose University as their subject but in different major.

There were many types of interaction that happened in the class such as interaction between Teacher-Students, Teacher-Student, Student-Student, -Teacher-group of students, Student-group of students, and Student-Material (Rosita W, 2017). Interaction can't work properly because some factors such as the difficulty of the task, lack of opportunity to practice, teacher's domination, the amount of using mother language, and the use of learning's technique which is rarely applied (Astuti, 2011; Petek, 2012; Nguyen, 2017; Sundari, 2017; Kos, 2019). It might be different if the students have a chance to interact with their friends, although they still use the support media such as dictionary, and teacher apply some techniques in the teaching learning process like code-switching, role playing (RP), echoing, recasting, and so on. It should be applied because in classroom interaction contained three basic elements: samples, guidance and management activities. If it was applied, students become active and their communication level will increased (Hin Tai, 2017; Jazadi & Widari, 2017).

The teacher must take over the entire teacher's role, not only one role in the classroom and it is good for teacher to combine first and target language with

various proportions in the class. Mingzhi (2005) explained that there were several ways to improve communication skill, such as giving stimulation to students to have interest in learning English, teacher's feedback which it can help students' learning, and applying some interactive activity in the class.

Teaching learning process basically needs interaction to achieve the goal of the lesson. Besides other factors which influence the success of teaching learning process, factor of interaction must be highlighted as an important part. Interaction should bring many good results for both teacher and students. Students can understand the lesson if teacher can explain it well. Through good interaction, teacher can deliver material not only explaining but also interacting with her/his students. As a teacher, it is important to be communicative with students because when we communicate, we do negotiation, we convey our idea, our intent, our feeling so we can understand each other better and achieve not only the goal of the lesson abut also communicative purposes (Mao, 2019).

Those studies that the researcher already mention above show that teacher and students in school even university still has a problem in doing interaction in the classroom. That problem can indirectly hinder students' communication skills. Especially in the current era, the demand of communication skills is very necessary to support their career in the future. No exception for vocational students. Students from vocational high school are challenged to have more capable abilities in the professional work, one of those abilities is communication skill. This ability must be taught since in the school, by introducing a lot of material or vocabulary, creating a comfortable learning atmosphere, supporting

facilities and the most important is providing opportunities for students to speak or interact with others in the classroom.

In this research, the researcher wants to analyze the kind of classroom interaction in vocational high school, how teacher and students negotiate their interpersonal meaning, and how the role relationship between them.

2.2 Theoretical Background

2.2.1 The Interaction of Teaching Learning in English Class

2.2.1.1 Definition of Interaction

Interaction is one thing that cannot be separated from humans as social beings. We do interaction with people, we exchange the information with them both in verbal or non-verbal forms. According to Devlin & Rosenberg (2006), interaction is a media for transmitting information from A to B.

Donato (as cited in Adams, 2018) stated that interaction is a mini-laboratory for language use. Learners are allowed to make discoveries about their new language as they use it to communicate their ideas. Sociocultural approaches also point out that learners receive help from their interlocutor while producing language and allow them to express their ideas, which they could not put into words through interaction. It makes them improve their language competence.

2.2.1.2 Characteristic of Interaction

McNergney and Carrier (as cited in Astuti, 2011) explained that good interaction comes from students' attitude aspect toward teacher's behavior. There are adequacy and fairness of instruction and grading, fairness in authority and

effectiveness of control, and consideration, friendliness, and concern of interpersonal relationship.

The quality of interaction in the classroom is when teacher give a chance for students to speak in the class and construct their learning. Students must do a lot more than just answering their teacher. They share feeling and ideas, develop their critical thinking to solve the problem (Damhuis & Blauw, 2008).

In summary, many aspects or points that indicate a good interaction in classroom, which have to be highlighted by teacher to create high quality of interaction with their students such as opportunity, relationship, time management and so on.

2.2.1.3 The Importance of Interaction

Based on Brown (2001), the importance of interaction is when people use language to negotiate meaning or to get an idea between one person's head to one person's another head. Through interaction, students can increase their language store when they listen or read linguistic material and output of their skill in group discussion such as problem solving, skits, and so on (Rivers, 1987).

Sato in Adams (2018) stated that students get opportunities to explore their language through interaction and learn to communicate with teacher or native speaker. Shodhganga (available at shodhganga.inflibnet.ac.in) argued:

> "classroom language and interaction are even more important because language is the subject of the study as well as the medium for learning. When students listen to the teacher's instruction and explanation, when they express their views, answer question and carry out tasks and activities, they're not only learning about the language but also putting to use language that they are learning."

2.2.1.4 Classroom Interaction

Walsh (2006) argued that class-based L2 often improved when the teachers have a good understanding about the relationship between teacher talk, interaction and learning chance. The process of interaction between teacher and students can be in many forms.

According to Llinares, Nicula & Puffer, (2013), students' pragmatic abilities by paying attention to interaction with their teacher through face concerns, such as disagreements, misunderstandings, and exchanges involving students initiating exchanges. In English classroom, students will participate in topic that they haven't known yet. Variety in English classroom means that students expected to write or to speak the topic that they have little knowledge about it (Harmer, 2001)

2.2.1.5 Teacher's Role

In the classroom, teacher can plays many roles. Harmer (2001) explained eight teacher's role in the class.

1. Teacher as Controller

   Teachers have responsibility of their class and the way class activity taking place. Teachers who regarded themselves as controller will think that their job is transmissing knowledge to their students. However, not all teachers do that, sometimes they change their role. They are not always put themselves as the main focus but also they give opportunity to students to be active in the class. Since controlling is one of teacher's role, teachers are really comfortable and enjoy with

this role until they forget that the true meaning of "controller" is not only about controlling whole class all the time.

2. Teacher as Organizer

This is one of the important teacher's role because through this role, you must orginize students to do various activities in the class including giving information to students, telling the way of the activity, putting students into pairs or groups, and closing things down when the time is over. When the lesson almost end, teachers must give summary about the lesson that day and give some kind of feedback to students. So we can summarize this role like this:

Engage -> demonstrate -> initiate -> feedback.

3. Teacher as Assessor

In this role, teachers do some acts like offering correction and feedback until grading students in various ways. Teachers must explain the way and the purpose why students are being assessed also what the success look like so that they can have encouragement to reach it.

4. Teachers as Prompter

Teachers be in charge of encouraging their students to think creatively rather than always hear teachers' speak.

5. Teacher as Participant

Sometimes teachers not always act as activity maker in the class, they might join in activity as a participant in their own right. It has many

good benefits to do that such as students more enjoy because they having the teacher and it is more enjoyable for teacher than take a role as a resource.

6. Teacher as Resource

Teachers has a job in offering a guidance to students to look for the information. Teachers must encourage students to use resource material and more independent in learning.

7. Teacher as Tutor

When students have work projects such as writing competition or preparation for debate competition, teachers can act as a tutor. It is really needed for students because they have personal contact and feel suported by their teachers so that they can get the best result. In this role, teachers also combine the roles as prompter and resorce.

8. Teacher as Observer

Teachers must be able to observe and work at the same time, listening, watching, and also absroving students so that teachers can make the best rapport for their students.

2.2.1.6 Student's Role

Johnson and Paulston (1976, cited in Richard and Rogers 1986) spell out about learner roles in language learning in the following terms:

(a) Learners plan their own learning program and have responsibility about what they do in the classroom

(b) Learners monitor and evaluate their own progress.

(c) Learners are members of a group and learning through interaction with others.

(d) Learners are tutor for other learners.

(e) Learners learn from the teacher, from other students, and from other teaching sources.

2.2.2 Systemic Functional Linguistic

2.2.2.1 Definition of Text

Based on Oliviera (2015), Systemic Functional Language (SFL) is a theory which focus on lexico-grammatical features and how their realize in particular social contexts. SFL provides theory about language, especially methodology to analyze texts and their contexts of use (Halliday 1978, cited in Figueiredo 2010). In SFL, language is considered as the main point, especially in the function. The structure of the language is really important to give it's function, so that the structure would be definitely meaningless if there is no function. SFL is a field of knowledge about linguistic or in general we call it Functional Grammar. This field is different from previous grammar knowledge because this field views the language wider. SFL can be a tool for teachers/educators to analyze the text when they have a responsibility to teach English because understanding the way language used in texts is important. "Text is process of making meaning in context" (Halliday & Matthiessen, 2014). For grammarian, text is a system of language, which is in written or spoken form. Text is a product of analyzing. It means that when we analyze something, we produce a product called text. Eggins (2004) explains that text is an authentic product of interaction in social life.

According to Shen (2012), text as linguistic form means the combination of units of language (sounds, words, sentences) to express whole idea of communicator. Brown and Yule (as cited in Shen, 2012) define text is a verbal recording of communicative act. Text is produced & interpreted between two people which influenced by certain context. Functional grammar describe language in use and focus on text & context, how the structures construct meaning. In linguistic, context determines the text and text reflects context.

2.2.2.2 Definition of Context

According to Halliday & Matthiessen (2004) as cited in Endarto 2017 (https://www.researchgate.net/publication/318700637_Systemic_Functional_Linguistics_A_Brief_Introduction) revealed that SFL is a term that include about many kinds of analyzes such as analyzes of expression (phonetics & phonology), content (lexicogrammar and semantics), and context. Context is an linguistic environment that a certain word happens (Dash, 2008).

> "The context is the classroom where either the teacher or a student produces utterances in the TL through interacting with one another" (Babativa, 2012).

In his research, he found that there were 3 aspects of interaction patterns: context, intentions, and conditions. The intentions built by the condition and it helps interaction still be in line. Conditions formed by three things, there are interaction's content, utterances reference, and the effort of making meaning.

Context is very important because it helps making meaning process. Searle (1979, cited in Babativa 2012) explained that meaning in utterance depends on the context. There are two perspective of context, first is context of situation and the second is context of culture.

2.2.2.3 Context of Situation

If we talk about utterance, there are expressions that used in it. Those expressions are context and situation. Both are interchangeable. The relationship between context and situation always related, which context is regarded as the situation both as prompt and 'receptable' in discourse (Illes, 2001). When we hear or read a text, we can reconstruct context of situation from the text. We can do that because there is relationship between context and text (Gerot & Wignel, 1994). Song (2010) defined context of situation as the environment, time and place, etc. in which the discourse happens, and also participants' relationship. Halliday & Matthiessen (2004) stated that "language operates in context". In helping to identify the relationship between language and context, it can carried out by three basic headings:

1) *Field*   : Subject matter or topic or idea

2) *Tenor*   : People who involved and relationship between them

3) *Mode*   : How language is being used, whether it is spoken or written

Through those headings, we can know the context of situation and understand it easily.

2.2.2.4 Type of Meaning

In linguistic, language is always analyzed or interpreted in environment of meaning. We know that in the text, there are many words, which arranged become a full text. Those words encode meaning.

When we communicate, we intend to get particular end with people who we communicate with, we share meaning. Functional grammar view language as making meaning source. Meaning refers to intention of the speaker or desire of communicative effect from utterance (Mwihaki, 2004). Based on Halliday (2004), functional grammar has three meaning meta-functions, there are ideational, interpersonal and textual.

2.2.2.5 Ideational Meanings

Halliday & Matthiessen (2004) stated that, ideational meaning are meaning about human experience. They believe that human experience can be transformed into meaning. Eggins (2004) defined ideational meanings are meaning about how we use language to represent our experience. Ideational meanings are meanings about phenomenon or things, what happened and circumstances around them (Gerot & Wignell, 1995). Ideational function views "language as a reflection" because meaning is more active than language.

2.2.2.6 Interpersonal Meanings

If ideational function states language as a reflection, interpersonal function views language as an action. Interpersonal meta-function presents speakers to reveal their feelings, opinions, taste in communicative context (Ilie, Sandel, & Tracy, 2015). Interpersonal meaning expresses the judgment and attitude of people. Martin (cited in Ilie, Sandel, & Tracy, 2015) argues that interpersonal meta-function operated by interpersonal system of speakers/writers' speech function, like questioning, responding, offering, commanding, asserting and many more.

We can build relationship with other people through interpersonal meta-function as opinion from Mwihaki (2004):

> "through the interpersonal meta-function we use language to establish, regulate and maintain relationships with other people".

It means that interpersonal meaning is a role for people to build good relationship. According to Eggins (2004), interpersonal meanings can be defined as a role relationship and expression of our attitude to other people.

2.2.2.7 Textual Meanings

Ilie, Sandel, & Tracy (2015) explained textual meanings are meaning which ideational and interpersonal meanings organized into coherent text that it is appropriate for communicative setting. Textual meanings described how the text organized as a piece of writing and speech (Eggins, 2004). This meaning represents the relationship between language and its environment, both verbal environment (what it is said or written) and non-verbal environment (context).

In learning second language, it needs time and commitment/dedication and learners hope that there is a result of their efforts in developing communication skills. To do that, learners must understand the description about grammar (forms and structures) and how they apply it in their social life when they interact with other people.

2.2.2.8 Mood

If we discuss about interpersonal meaning, we will talk about mood. Halliday & Matthiessen (2004) stated that mood is an primary interpersonal system of the clause. So through the system of mood, we can know interpersonal meaning that exist in a text. Mood has two elements, there are subject and finite.

A. *Subject* is a part of sentence that contain thing or person which do the action (verb).

Example :

(1) Rudi kicks the ball

Rudi	kicks	The ball
Subject	Verb	

(2) You are a great musician

You	are	great musician
Subject	Verb	

B. *Finite* is a form of verb and has the function as the root of clause. It can be done in two ways, the first is primary tense (either past, present or future) and second is modality (Halliday & Matthiessen, 2004).

Examples:

(3) She comes on time.

She	**Comes**	on time
Subject	Finite	

(4) Agnes could sing.

Agnes	**Could**	Sing
Subject	Finite : modalitiy	

2.2.2.9 Residue

Halliday & Matthiessen (2004) considered residue as the remainder of the clause. There are three elements of residue: Predicator, Complement(s), and Adjunct(s).

    a) *Predicator* is verbal elements of the clause which happen after single finite. It tells about what's doing, happening or being. Predicator also exist in a clause with a long verbal.

    Examples:

    (5) The sun will shining

The sun	**Will**	Shining
Subject	Finite : modalitiy	Predicator
MOOD		RESIDUE

    (6) John might have been going to read "Times"

John	**might**	Have been going to read	"Times"
Subject	Finite : modalitiy	Predicator	
MOOD		RESIDUE	

    b) *Complement(s)*

    "Complement, which is a nominal group that is not functioning as Subject — something that could have been a Subject but is not" (Halliday & Matthiessen, 2004). Complement is the answer of 'is/had what', 'to whom', and 'did to what' (Gerot & Wignel, 1994).

    Examples:

(7) My brother must have been very nervous.

My brother	**Must**	have been	Very nervous
Subject	Finite : modality	Predicator	Complement
MOOD		RESIDUE	

(8) The house had four big rooms.

The house	**Had**	Four big rooms
Subject	Finite	Complement
MOOD		RESIDUE

c) *Adjunct(s)*

Adjunct is realized by an adverbial group or a prepositional phrase to answer the question of how, where, whom, and when.

Examples:

(9) The song was played badly.

The song	**Was**	played	Badly
Subject	Finite	Predicator	Adjunct
MOOD		RESIDUE	

(10)   Josh built his first office in his backyard.

Josh	**Built**		his first office	in his backyard
Subject	Finite	Predicator	Complement	Adjunct
MOOD		RESIDUE		

2.2.2.10 Mood Types

Mood also indicated by clause positon. Based on Halliday & Matthiessen (2004), there were two types of mood.

A. <u>INDICATIVE MOOD</u>

a.   Declarative

It can be said declarative mood if the subject comes before finite (Subject+finite).

Example:

(11)   The house had four big rooms

The house	**Had**	four big rooms
Subject	Finite	Complement
MOOD		RESIDUE

b.   Interrogative

a.) POLAR (YES/NO QUESTION) : finite + subject

Example:

(12)   Did Josh built his first office in his backyard ?

Did	*Josh*	**built**	his first office	in his backyard ?
Finite	Subject	Predicator	Complement	Adjunct
MOOD		RESIDUE		

b.) WH-QUESTIONS :   Querying subject Wh/Subject + finite, example :

(13)   What happened in this morning ?

What	**Happened**		In this morning ?
Subject/Wh.	Finite	Predicator	Adjunct
MOOD		RESIDUE	

B. <u>IMPERATIVE MOOD</u>

The mood element in imperative only consist of Subject+finite/ finite only/subject only/or there is no mood. But the important point is there will be a predicator in imperative mood.

Examples:

a.) Commands => *Turn it off*

b.) Offer => *Have a sit*

The mood system is concluded as follows
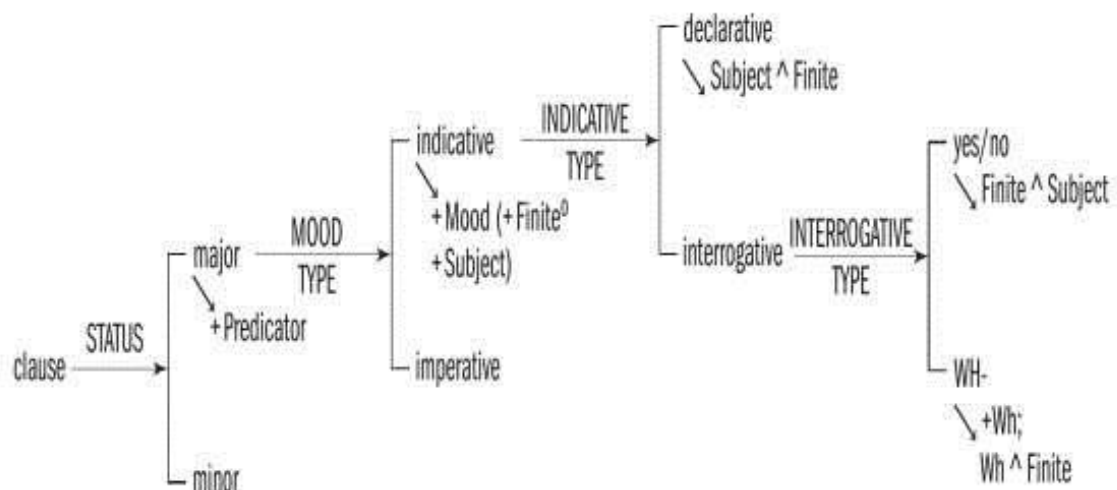
Figure 2.1 The Mood System (Halliday & Matthiessen, 2004)

2.3 Theoretical Framework

In teaching learning process, there are two main actors who involved in that process. First is the teacher and the second are students. During teaching learning process, both the teacher and students need interaction as media for transmitting any kinds of information. Through interaction, the teacher and students not only exchange about information, but also they exchange their idea, opinion, feeling, and intent. In SFG (Systemic Functional Linguistic), the process of exchange feeling, idea, and opinion called interpersonal meaning negotiation. Based on SFG, there are three kinds of potential meaning that can be done by the people; those are ideational meaning, interpersonal meaning, and textual meaning. In this research, the researcher analyzed interpersonal meaning which is negotiated by teacher and students of eleventh graders through many kinds of interaction in SMKN 2 Purwokerto by using Mood system in SFL and how it can build role relationship between them. If the teacher and students have understood well about the meaning of interaction and could apply it, the goal of the lesson can be achieved. Below was the map of theoretical framework of this final project.

```
┌─────────────────────────────┐
│      Teaching & Learning     │
└─────────────────────────────┘
```

```
┌──────────────┐          ┌──────────────┐
│   Teacher    │          │   Students   │
└──────────────┘          └──────────────┘
```

```
┌──────────────────┐
│   Interaction    │
└──────────────────┘
```

```
┌─────────────────────────────────────────┐
│          Interpersonal Meaning           │
│  (eleventh grades of SMKN 2 Purwokerto)   │
└─────────────────────────────────────────┘
```

```
┌─────────────────────────────────────────┐
│   Mood analysis  By Halliday & Matthiessen │
│            (Speech Function)              │
└─────────────────────────────────────────┘
```

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┌─────────────────────────┐
│   Role Relationship by   │
│  Harmer and   Johnson &  │
│         Paulston         │
└─────────────────────────┘
```

```
┌──────────────────┐          ┌──────────────────┐
│   Realization    │          │   Realization    │
└──────────────────┘          └──────────────────┘
```

```
┌──────────────────┐
│       Goal       │
└──────────────────┘
```
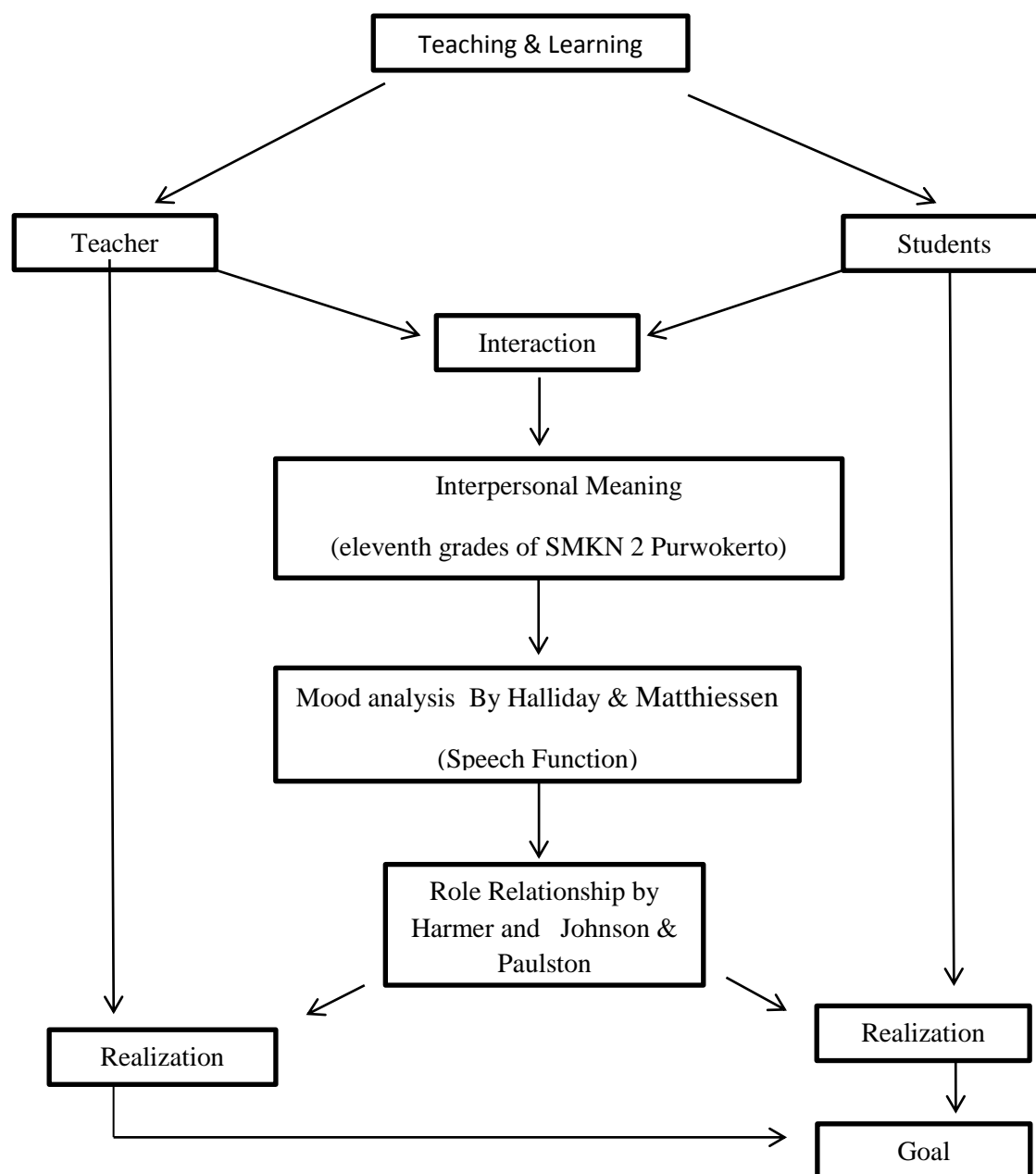
Figure 2.2 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGIES

This chapter presents methodology that was employed in this study. It consistsresearch design, object of the study, unit of analysis, roles of the researcher, procedures of collecting data, procedures of analyzing data, and triangulation. Each of those is further elaborated in the following sections.

3.1 Research Design

This study belongs to qualitative research because it is concerned to understand the result than to calculate it. Qualitative research is a social action form which focused on how people interpret and understand the social reality of individuals through their experiences (Mohajan, 2018). Qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon (Cresswell, 2014). Even though this study is qualitative research design, this study also used a simple calculation which it is the characteristic of quantitative research design. The use of simple calculation used in this study because the researcher must find out the most dominant of Mood types that delivered by teacher and students in the classroom. However, this study still can be called as qualitative research because the data of this study are represented by the explanation about the interpersonal meaning and interaction types, not by the numbers.

For the type of this study, it can be grouped as a descriptive research. It can be that because the researcher focuses to analyze and describe the data in this study. This study analyzes the form of clauses in the interaction between teacher

and students in the classroom, role relationship, and type of interaction used by them. The data of this study are analyzed by identifying the mood types to answer how role relationship between teacher and students and also analyzing interaction's type that occurred in the class.

3.2 Object of the Study

The object of this study is transcription of interaction between teacher and students during the lesson. Accroding to Halliday & Matthiessen (2004), when people speak or write, they produce text and create potential meanings. In this study, the researcher concern on interpersonal meaning in spoken text and select classroom discourse. In conducting this study, the researcher was decided to select classroom interaction and had interest to choose teacher and students from SMKN 2 Purwokerto. This school is located on Jalan Jend Gatot Subroto No. 81 Purwokerto, Banyumas. The class which was chosen as the researcher's subject was eleventh graders. Researcher took two classess, which were consist of 68 students (34 for MM class and 35 students for TP class). T P class means teknik pemesinan/engineering class and MM means multimedia class. The reason of choosing both classes were the English skill that they have is much better than the other classes. It proved by the English score which they achieved is higher rather that the other classes.

The choice of SMKN 2 Purwokerto as research subject is based on the following considerations:

a. One of the vocational high school in Purwokerto which the students has good achievement input.

b. Have very complete learning support facilities.

c. The distance of the school that is not too far from my house. It makes me easy to retrieve the data.

d. There are many majors in this school.

3.3 Unit of Analysis

Unit of analysis of this study was transcription from interaction between teacher and students. The transcription will be analyzed using Mood system by Halliday & Matthiessen (2004). The analysis started from the transcription as a whole, the sentence level, and the clause level.

3.4 Roles of the Researcher

In this study, the researcher takes some roles as:

a. Data collector

    The researcher got the data from field notes, observing and recording interaction between the students of eleventh grade and teacher in classroom. Observation conducted in two times to get maximum data. Then after got the data, the researcher made a transcription from the video.

b. Data Observer

    The researcher observed the data by recording all the interaction that happen in the classroom. While the researcher was recording it, the researcher also was watching and writing the condition/activities happened in the class.

c. Data analyst

The researcher broke down the transcription into several clauses. Some of the clauses are used in Indonesia language. However, the researcher stated only focuses on the clause that used English to be analyzed.

3.5 Procedures of Collecting Data

In carrying out my study, the researcher must collect the data which contain the information for the needs of the study. The researcher used several methods in collecting the data. There are observation, audio-video recording, and interview.

The researcher used a camera to record their interaction. The researcher also took a note about the condition that happened in each class when recording them. To support the data, the researcher conducted an interview with the teacher about teaching in vocational high school.

3.5.1 Observation

The first instrument to get the data was classroom observation. The purpose of choosing observation was to know the interaction between teacher and students during the activities. The researcher used video recorder to observe the classroom interaction and complete the information that needed in this study.

In the first meeting, the researcher conducted observation and recording in the XI TP class which consists of 35 male students. The material was about telephone handling (taking and leaving message). In the second meeting, I observed XI MM class, this class consist of 34 students (6 females and 28 males). With the formal invitation material and the same teacher, I recorded the teacher and students throughout learning activities. The classroom observations were

conducted two times in two classes and it took 90 minutes for each class. The

observation schedule as follows.

Table 3.1 Observation Schedule

No.	Observation	Date	Day	Time	Class
1.	1st observation	August, 9th 2019	Friday	10.45-12.00	XI TP
2.	2nd observation	September, 5th 2019	Thursday	07.00-08.30	XI MM

3.5.2 Interview

The second instrument that the researcher used in this study was interview. The

purpose of the interview was to know how the teacher manage and understand

about classroom interaction. Interview session was held once after the class

observation ended and addressed to the English teacher. The interview was

conducted on Thursday, September 5th 2019. The interview questions were made

in Bahasa Indonesia and it would be transcribed.

3.6 Procedures of Analyzing Data

To analyze the data, the researcher used Mood Analyze System in SFL (Systemic

Functional Linguistic) by Halliday & Matthiessen (2004). There are some steps

that researcher did in this research:

a. Transcribing

Transcription is the transformation process from speech to the text in

social science research as qualitative method's component (Ross, 2019).

After getting the data, which in the form of audio video recording, the

researcher must hear it carefully and then transcribed it into the written

form to make the analysis process become clear and easier. The

transcription covered all of the conversation and activities between teacher & students in the classroom.

b. Breaking up

When transcription finished, the next step was breaking the sentences up into clause. So there would be list of clauses.

Example: *How do you give an opinion? What is the question for giving an opinion?*.

1)

How	Do	You	give	an opinion?

2)

What	Is	the question	for giving	an opinion?

c. Classifying

The next step after all clauses were found, then each words in clause was classifying it into mood system by using the Systemic Functional Grammar (SFG) under "the systemic functional linguistics" advocated by Halliday & Matthiessen (2004).. The first one is mood types, consist of sbject and finite. The second is residue which consist of predicator, complement(s), and adjunct(s). To make it become easier, the researcher made a table to classify each word.

Example:

How	Do	You	give	an opinion ?
	Finite	Subject	Predicator	Complement

d. Categorizing

The fourth step was categorizing the clause into the appropriate kind of

clause's category by using codes.

Table 3.2 Code List of Clause's Category

No.	Clause's Category	Code
1.	Declarative	D
2.	Interrogative	IN
3.	Imperative	IM
4.	Non-typical Mood Clause	NN
5.	Minor clause	M

Example:

Teacher: *How do you give an opinion? (**IN**) What is the question for*

*giving an opinion?.(**IN**)*

e. Calculating

The next step was calculating each speech function and then making it into

the form of percentage by using the formula:

$$P = \frac{X\,1}{\sum X} \times 100\%$$

In which:

P(x)   : Percentage of each clause

x1   : Total of each clause

$\sum x$: Total of the whole clauses

1) Teacher's talk

Table 3.3 Teacher's Talk

Subject	Clause		
	Mood Clause	**Non-typical Mood Clause**	**Minor clause**
Teacher			
TOTAL			

2) Students' talk

Table 3.4 Students' Talk

Subject	Clause		
	Mood Clause	**Non-typical Mood Clause**	**Minor clause**
Students			
TOTAL			

3) Summary of Teacher & students' Talk

Table 3.5 Summary of Teacher & students' Talk

Subject	Clause			Total
	Mood Clause $(\sum(\%))$	**Non-typical Mood Clause** $(\sum(\%))$	**Minor clause** $(\sum(\%))$	$(\sum)$
Teacher				
Students				

f. Interpreting

The last step was interpreting the clause which is already categorized in the type of clause's category.

g. Drawing conclusion

After interpreting it, the researcher could draw a conclusion about interpersonal meaning negotiated by the teacher and students, the role relationship between them in the classroom by using theory which proposed by Harmer (2001) and Johnson and Paulston (1976). The researcher would also find out the type of interaction in the classroom from the conversation.

3.7 Procedures of Reporting the Result

To report the result of this study, the researcher did several steps, those are:

1. Presenting the Table

The researcher presented the table as the result from process of analyzing data. The table used to show the amount of every kinds of speech function and accompanied by the percentage of each.

2. Giving Description

After presenting the table, the researcher describing the result in the table so that the reader can more understand it easily.

3.8 Triangulation

Triangulation is a method to increase the validity of the data analysis and often used in the qualitative research. Furthermore, triangulation involves the process of reviewing the data carefully through different methods in order to get a more

accurate and valid estimate of the result. Triangulation stated by Honorene (2017) triangulation is a powerful technique that provides validation of data through cross verification from two or more sources. Later, according to Guion (2002) argued that triangulation is a method used to check and establish validity in qualitative studies.

There are several types of triangulation proposed by Denzin (cited in Fusch, Fusch, and Ness, 2018) but only the type that was used in this study will be discussed. In this study, investigator triangulation was used. Investigator triangulation used more than one observer or data analyst to review the data of the research. The ability to confirm findings across investigators can improve the credibility of the findings. There are two data analyst who involved in the triangulation's process, the researcher and Prof. Dr. Dwi Rukmini, M.Pd as the lecturer in English Department of UNNES who expert in discourse field. In the triangulation's process, she as the second analyst gave her comment, perspective, and feedback to the data presentation and the process of interpreting data. For further, comment, perspective, and feedback from the second data analyst build more credibility of this study. She stated that the data in this study was valid.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding of the analysis and discussions which concern on interpersonal meaning analysis, type of classroom interaction, and role relationship between teacher and students of eleventh grade from SMKN 2 Purwokerto. This analysis gives the complete aspects of discussion to answer the research questions.

4.1 Findings

In this study, the researcher observed one teacher and two classes from eleventh grade in SMKN 2 Purwokerto academic year of 2018/2019. Actually, there are three teachers who teach English in eleventh class, two of them are females. The researcher only chose one female teacher as one of the research subjects because there were some considerations that caused the other two teachers not recommended by the teacher coordinator. The teacher coordinator was the people who handle students in doing research in that school. The researcher met her when the researcher gave the research permit letter.

The teacher, chosen by the researcher, teaches in several classes. The researcher chose two classes from all the class that she taught as her research subject. The researcher chose both classes based on teacher's recommendation. Both classes have better English skills than the other classes. Those two classes are TP (Teknik permesinan/engineering class) and MM (Multimedia class). Both of them have the differences in terms of the classroom condition and the quality of

the students itself. There are 35 students in the TP class, most of them are having less interest in English lesson. Different with MM class, this class consists of 34 students and they have more enthusiasm during the English class. The researcher observed once for each class by recording the teaching-learning interaction and activity.

In this chapter, the findings are divided into two sub sections. The first is the realization of interpersonal meaning in the classroom. The focuses of the first sub section were speech function types which were further divided into four, namely indicative/declarative, interrogative, imperative, and non-typical mood clause, then role relationship between teacher and students. The second sub section discusses the type of interaction that most happen in the teaching learning activities. In this section, the researcher tried to answer the research problems of this study. Those are what kind of interaction that most happen in the classroom, how do teacher and students in eleventh grade of SMKN 2 Purwokerto negotiate their interpersonal meaning through interaction in English class, and how is the role relationship between teacher and students in the classroom.

4.1.1 The realization of Interpersonal Meaning

Based on classroom observation, the teacher and students applied the interpersonal meaning through interaction in the class. By the researcher, the interaction analyzed and categorized based on the Mood System proposed by Halliday & Matthiessen (2004). Here, the researcher divided the explanation into two based on the class. In each class, the researcher separated the clause produced by the teacher and students in order to give more detailed information related to

the type of clauses, then ended up with the description of role relationship between them in discussion section.

4.1.1.1 The realization of Interpersonal Meaning in TP Class

The first observation conducted on Friday, August 9th, 2019. The participant was an English teacher and students from TP Class. In this class, students were taught the material about telephone handling. This material emphasized more on students' speaking abilities. During the observation, teacher and students produced 301 clauses in the class. Those clauses were in the form of English because in the previous, the researcher only focused on the clause in English form. From those 301 clauses, 122 of them were in the mood clause category and 179 were not. Those 179 clauses consist of 4 non-typical Mood Clause and 175 minor clauses. With the total number of clauses, it indicated that the result of speech functions made by teacher and students seem to be varied. From the total clause, teacher produced 226 clauses, while the rest were produced by students.

For the first, the researcher would explain about the teacher's clause analysis then the second was students. From 122 total numbers of mood clauses applied by the teacher in the classroom interaction, for example, statement (declarative) was 34 clauses, question (interrogative) was 39 clauses, and command & offer (imperative) was 49 clauses. Below was the analysis result.

Table 4.1 Teacher's Clause IN TP Class

Subject	Clause		
	Mood Clause	**Non-typical Clause mood**	**Minor clause**
Teacher	Declarative= 34	4	100
	Interrogative= 39		
	Imperative= 49		
TOTAL	122	4	100

From the table above, it showed that Mood Clause was the highest clause which produced by the teacher with 122 clauses. The second clause was minor clause with 100 clauses, and the lowest number of clause delivered by the teacher was Non-typical Mood Clause with the total number only 4 clauses. As it has been mentioned in the finding of table 4.1 above, there was typical Mood Clause. Mood Clause was the clause which has mood structure based on Mood system. There were three types; declarative, interrogative, and imperative clause and the teacher produced all of them.

4.1.1.1.1 Declarative Clause

Declarative clauses spoke by the teacher were 34 clauses in this class. The teacher had a role as a giver through this type of clause because she gave information to students. In the half opening session of the lesson, some examples of statement realized in terms of declarative clause were found like in the extract below.

Extract 1 (from the transcription of TP Class)

> *(18) T : Now we will study about new chapter,*

> *(18) T: it is about telephone handling.*

Mood analysis of clauses which presented above can indicate that those clauses above grammatically belongs to mood clause because there were elements of mood system that proposed by Halliday. Those elements were Subject and Finite. Structurally, the mood elements of the declarative clauses are Subject then followed by Finite. *We* was the subject in the first clause and *will* belong to finite. The first clause has a function that the teacher tried to give information about new material which they will learn at that day. Then, the teacher gave the further information about "telephone handling" as the topic for the material (second clause). Mood elements in the second clause realized in *it* (subject) and *is* (finite)

Another example of declarative clause was realized in explaining the lesson. It was found such as in the extract below.

Extract 2 (from the transcription of TP Class)

(28) T : So you with your friend, I think it is informal

(34) T : Yeah, okay. So I think when we use telephone handling in formal situation, we use several ways.

(96) T: There are some words that sometimes use in telephone handling

After introducing the new material, the teacher gave an example of informal to distinguish between formal and informal (28). The teacher also told that there were several ways when students do formal telephone handling (34) and they must be careful with the words or expression that they use (96).

The teacher not only applied declarative clause when explaining material, but also when she doing a role play with her student. The teacher explained that the focus of this material is on the speaking, so she used this technique. Role play

technique is one of the techniques that the teacher can use to improve students'

skill in speaking. It was found in this extract below.

Extract 3 (from the transcription of TP Class)

> *(145) I am a caller*
>
> *(146) you are a receiver.*
>
> *(150) We make a call like in this video,*

From those clauses above, the teacher attempt to give information about

the role of the conversation practice with her student ((145) & (146)) and tried to

practice a conversation like in the video (150).

4.1.1.1.2 Interrogative Clause

The second type of speech function is interrogative, which realized in the question

form. The question form indicated that the teacher apply a role as a demander

information. The teacher asked student about information which students must

answer. There are two types of interrogative clause: polar interrogative (yes/no

question) and WH-question. In this class, the teacher produced 39 interrogative

clauses. For the first, the researcher will present analyzes of WH question

delivered by the teacher. WH question has a WH-question word, e.g. who, what,

when, where, why, and how. It applied in the beginning of the lesson when the

teacher asked students' condition. Such in these extract below.

Extract 4 (from the transcription of TP Class)

> *(3) T : How are you ?.*
>
> *(4) S : Fine, thank you. And you ?.*
>
> *(5) T : Fine, thank you.*

In the clause (3), subject realized in *How* and finite is *are*. In the first half of the lesson, interrogative clause delivered by the teacher to review the previous material. It was realized in this extract below.

Extract 5 (from the transcription of TP Class)

(9) T : How do you give an opinion?

(9) T : What is the question for giving an opinion?

(9) T : what will you say?.

In interrogative clause, Mood elements contain Finite and Subject. Interrogative clause is when the order Finite happen before Subject (Halliday & Matthiessen, 2004). In the clause (10), the teacher asked students a question related to the previous material about "giving opinion". The teacher asked more detailed about the question in the clause (11) which the teacher wants to know the expression to give an opinion from her students (12).

Not only in reviewing the previous lesson, the teacher also delivered interrogative clause in introducing new material. Before the teacher told the new material, the teacher asked some questions to students related to the new material. Like the extract below.

Extract 6 (from the transcription of TP Class)

(41) T : Where will you do a formal telephone handling?.

What is formal?

(42) S : Resmi

The teacher asked simple questions to relate it with the material like where students usually do a formal telephone handling but before focus on the first

question, the teacher asked definition of formal (41) as the main point of the first question so that students can answer it. WH question also occurred when the teacher showed video then asked students about the video to make sure whether students understand it or not such in this extract below.

Extract 7 (from the transcription of TP Class)

(37) T : where does the conversation happen?.

(38) S : Ofiice.

(40) T : Okay, whom does the caller want to speak to?.

(41) S : Rey Johnson

After showed the video, the teacher asked students about the setting of conversation (37) and the people who become the caller in the video (40). Another example of interrogative clause was realized in the polar form. Polar interrogative clause can be identified as clauses where the Finite occurs before the Subject. This extract below belongs to polar interrogative clause.

Extract 8 (from the transcription of TP Class)

(19) T : Have you ever make a phone?.

(20) S : Yes.

(25) T : Do you use Whatsapp?.

(26) S : Yes.

Have in the clause (19) represented finite then *you* as the subject. Similar with clause in the first line, in clause (25) *Do* belong to finite and *you* is the subject. In clause (19) and (25), teacher asked student have they ever make a

phone (19) and do they use Whatsapp (25) because Whatsapp is one of the communication tools and it associated with the new material in that day.

4.1.1.1.3 Imperative Clause

The third type of speech function employed by the teacher is imperative clause, which it realized in command an offer forms. The teacher had a role as a demander when produce this clause type. The forms of the demand itself were goods and services. Predicator is the element of this mood type which means there are no Subject and Finite, but it might have too. 49 imperative clauses spoke by the teacher when teaching in this class. This type of clause is the highest clause produced by the teacher than the other mood clause types. It indicated that the teacher want students to practice in the class than just learning the theory by giving gave instructions, requests, and commands to students about what to do or what not to do. It proved by the teacher who always applied some techniques to her students. It represented through extract below.

Extract 9 (from the transcription of TP Class)

(63) T : *Okay, follow me would you like to leave a message?.*

(96) T : *Okay look at the first page please. Let's listen pronunciation. There are some words that sometimes use in telephone handling. Follow after me ya, [spiːk]*

In the extract (63), the teacher asked for students to repeat the expressions about telephone handling and students followed it. Similar with extract (63), the teacher also wanted students to follow her in saying some words related to the material (96). From that extract, the teacher applied ALM (Audio Lingual

Method) technique in the class. ALM is a method where the instructor would demonstrate the correct model of a sentence then repeated by the students.

The other technique used by the teacher was role play technique. This technique was very communicative because the teacher involves students in explaining material. In applying this technique, the teacher gave some instructions before students do role play so that they understand what they have to do. It can be seen in this extract below.

Extract 10 (from the transcription of TP Class)

(122) T : We will make a short dialogue in telephone handling together.

Now I would like you to be first (pointing first row), the second

(pointing second row) and the third (pointing third row)

(123) S : Greet caller, state your company and offer help.

In extract (122), the teacher gave instruction before students do the role play. The instruction was about the division of role in practicing the dialogue. Role play based on those excerpts above was between students and students. Not only students and student, but the teacher also used role play between student and student when doing the task together. It realized in this extract below.

Extract 11 (from the transcription of TP Class)

(154) T : Do you want to help me to read the task ?. Septio. Listen to your

friend please.

(155) S1: Ronald Enterprise, good morning. Dewi's speaking. ....

(156) T : What do you think the answer ?.

(157) S : How may I be of assistance ?.

(160) T   : Okay next. Continue Saiful Rizal

In extract (154), the teacher offer students who want to read the task before pointed one student. That extract above showed that the teacher want student not only do the task but also practice the dialogue to improve their speaking skill. The other form of practicing speaking skill was make a simple improvised dialogue and practice it. Look at this extract below.

Extract 12 (from the transcription of TP Class)

(93) T : How about for example, one of you want to help me ?. I am a caller you are a receiver. Okay you want to help me ? (pointing one of students). Please stand up. We make a call like in this video. Okay kringg, I want to meet your manager, is he in ?.

(94) S : Yes he is in.

In the excerpts (93), the teacher asked students who want to practice the dialogue with her, and then the teacher pointed one student. But before practice, the teacher gave instruction about the role and did like in the video. Other examples of imperative clause occurred when the teacher asked for students to work in pair to do the task. It was found in this extract below.

Extract 13 (from the transcription of TP Class)

(95) T : Okay next, I would like you work in pair. I would like you to move your chair first please.

(192) T : Now I would like you with your pair, I want you to look at page 17

In extract (95), the teacher asked for students to do the task in pair and move their chair to make it easier for them in finishing the task. Similar with extract (95), after the teacher asked for students to work in pair, the teacher told the students to look at the book so that students can understand the task that they will do (192). That extract above also showed that the teacher applied one of the CLT (Cooperative Learning Techniques) techniques in this class, which is TPS (Think Pair Share).

4.1.1.1.4 Non-typical Mood Clause

The researcher classified a number of clauses that have different structure and meaning into non-typical Mood Clause types, even though they have mood elements inside. There were 4 clauses which belong to non-typical Mood Clause. It was found in this extract below.

Extract 14 (from the transcription of TP Class)

> *(20) T : All of you have a phone right ?*
>
> *(93) T : one of you want to help me ?.*
>
> *(93) T : Okay you want to help me ?*
>
> *(197) T : I think your time is up, right ?.*

In the clause (20) and (197), the teacher used the word *right?*, which it is an ellipsis of MOOD TAG constituents *don't we?*. The structures of Mood Tag of the clause [93] are Finite positions before Subject. In those excerpts above, the teacher wanted to ask questions to students but structurally those excerpts didn't belong to imperative clause.

4.1.1.1.5 Minor Clause

Minor clause is a clause that does not have both a subject and a complete predicate. Based on that definition, the researcher analyzed and classified 100 clauses into the category of minor clause. The word *Okay* often used by the teacher during the observation. Look these extract below.

Extract 15 (from the transcription of TP Class)

(1) T : Good morning.

(5) T : Fine, thank you.

(6) T : Okay,

(12) T : Okay next,

(18) T : Ya okay

In this class, students also produced only minor clause. The total number of this clause was 75 clauses. Students delivered this clause type in responding the teacher's question and mostly were in the form of yes/no responds. It realized in some extract from the transcription below.

Extract 15 (from the transcription of TP Class)

(53) T : Okay yang kedua masih sama ya di office ya ?.

(54) S : Yes.

(55) T : Okay, does he leave a message ?.

(56) S : Yes.

(57) T : Yes, what is the message?.

(58) S : Call back.

Here the researcher presents the summary of the teacher and students' clause from

TP Class below.

Table 4.2 Summary of Teacher and Students' Clause in TP Class

Subject	Clause			Total ($\sum$)
	Mood Clause ($\sum$(%))	**Non-typical Mood Clause** ($\sum$(%))	**Minor clause** ($\sum$(%))	
Teacher	122 (54%)	4 (2%)	100 (44%)	226
Students	0 (0%)	0 (0%)	75 (100%)	75

4.1.1.2 The realization of Interpersonal Meaning in MM Class

The second class that observed by the researcher was MM Class. The observation

held on Thursday, 5 September 2019. With same teacher, the researcher also

observed students in this class. In that day, they learned about formal invitation

letter. The teacher said that she wanted to focus on students' writing in this class.

Based on the observation, there were 439 clauses which produced by both the

teacher and students. 345 clauses from the total number of clauses were belonging

to the teacher, while 93 clauses delivered by students. For the teacher clause, the

teacher spoke 162 clauses which include in the mood clause type and 173 clauses

were not. From the three type of clause, minor clause was the highest clause type

which produced by the teacher with 169 clauses and followed by Mood Clause

which the total number of clause was 162 clauses. Then non-typical Mood Clause

was the lowest number of clause that produced by the teacher with 14 clauses.

Students in this class produced various type of clause. It proved by the

clause that they made. The result showed that students produced 3 clauses which

belong to the mood type clause and 91 clauses were not included as mood type clause. Here was the detail of clause from the teacher and students in this class.

Table 4.3 Teacher's Clause in MM Class

Subject	Clause		
	Mood Clause	**Non-typical Mood Clause**	**Minor clause**
Teacher	Declarative= 86	14	169
	Interrogative= 45		
	Imperative= 31		
TOTAL	162	14	169

Table 4.4 MM Students' Clause

Subject	Clause		
	Mood Clause	**Non-typical Mood Clause**	**Minor clause**
Students	Declarative= 1	1	89
	Interrogative= 2		
	Imperative= 0		
TOTAL	3	1	89

4.1.1.2.1 Declarative Clause

As mentioned on the table of the teacher's clause, there were 84 clauses that classified into declarative clause. This clause was a type of mood clause that mostly produced by the teacher. Act as a giver, the teacher always give information that needed by students and delivered through this clause's type.

Some of the clause which belonging to declarative clause realized in some extract below.

Extract 22 (from the transcription of MM Class)

(14) T : Now, we are going to next. We will study about formal invitation. I think it is about letter of invitation.

(22) T : Yes. Next it is common format of formal invitation. The first line is name, the second line is request for participant, what it is in Indonesia?

(30) T : No, never ya. In Indonesia it is unusual to reply the invitation. If we want to come so we will come, and if we don't want to come we will not come. So I think there is no replay for the invitation

In three extract above, the teacher gave the information about the new material that students must learned. The new material in that day was about formal invitation, the detail was letter of formal invitation letter. For the mood elements of declarative was subject followed by finite so the mood clause in extract (14) were *we are* (we= subject, are=finite), *we will* (we= subject, will=finite), *it is* (it= subject, is=finite). In extract (22), the teacher tried to give information related to the material, that was format that commonly exists in formal invitation. We can see the mood clause in that extract, they were *it is* (it= subject, is=finite), *The first line is* (the first line = subject, is=finite), *the second line is* (the second line= subject, is=finite) and it ended up with the question. The teacher also gave additional information about the reply of invitation in Indonesia (30). *it is, we want, we will, we don't want, we will not* were the mood elements of

the clause in extract (30). Declarative clause also produced by student even only one clause. It was found in this extract below.

Extract 23 (from the transcription of MM Class)

> *(6)   T   : Okay, for the last we have studied about invitation, right?*
>
> *(7)   S   : Yes, it's invitation.*

In extract (7), students only produced declarative clause when answering the teacher's question. Even though only answering, the researcher classified that students clause into declarative because structurally it has subject and finite. The structure of clause in extract (7) was subject then followed by finite (*it+'s)* which it included in declarative clause.

4.1.1.2.2 Interrogative Clause

For this clause type, the teacher produced 45 clauses when teaching in this class. Interrogative clause was realized in the form of questioning to her students. By demanding some questions, it indicated that the teacher had a role as demander information from the students. This clause type was found in this class and it proved by some extracts below.

Extract 24 (from the transcription of MM Class)

> *(20) T: Okay good. Have you ever get the invitation in formal invitation?*
>
> *(26) T: Yes. Next line is occasion for invitation, what is occasion?*
>
> *(51) T : Are you sure date ?*
>
> *(225) T: Do you want to use your English?*

Those extracts above were some of the realization of interrogative clauses delivered by the teacher. After informing the new material, the teacher asked a

question related to the material before going to the main explanation. The question was about whether students ever get the formal invitation or not (20). Then after gave the explanation about definition and format of formal invitation, there was occasion as one of the formal invitation's format and the teacher asked that word to her students (26). The other example of interrogative clause was found when the teacher asked students to make sure about their answer (51). At the end of lesson, the teacher asked students whether they want to use English in daily life, especially the expression to invite and refuse the invitation that they had learnt (225). The mood elements from each extract above were *Have you, what is, Are you, Do you.*

Students from this class also delivered interrogative clause when the teacher explain the material. There were only 2 clauses and realized in the extracts below.

Extract 25 (from the transcription of MM Class)

(33) S : What is friendly and sincere bu?

(184) S : Would you like to come to my birthday party?

Although grammatically the structure of clause was wrong, but students in this class had more brave to ask question to the teacher. The clause in extract (33) should be what are because there were two things (friendly and sincere), but for the formula, it belongs to interrogative clause because that was WH question and had subject + finite. Another example of interrogative also happened when student practice the dialogue with the teacher. Student asked whether the teacher want to come to his birthday party (184).

4.1.1.2.3 Imperative Clause

The clause that belongs to imperative clause was in the form of command. It means that the teacher apply a role as a demander goods and services to students during the lesson. The total number of this clause that spoke by the teacher was 31 clauses. This type was the lowest number of mood clause type that produced by the teacher. The imperative clause realized in the form of command by the teacher. It was found such in this extracts below.

Extract 26 (from the transcription of MM Class)

> *(127) T : Now I would like you to look at page 43.*
>
> *T : Pick your book*
>
> *(129) T : but I want you to look at the example of replay of invitation letter.*
>
> *(135) T : Okay, I would like you to make a group of two.*
>
> *(145) T : I would like you to format the line out.*
>
> *(146) T : Now, I would like you to give the number,*

In extract (127) and (129) above showed that the teacher always asked students to pay attention with the material in the book. It caused the focus of this material was on the writing, so students must read and understand carefully about the material which the points were in the book. After they understand the material, the teacher asked students to work in pair to do the task (135). After finishing the work, students asked by the teacher to check their friends' work by giving line out (145) and they reminded to write their identity through the absent number (146).

Same with the previous class, the teacher not only wanted students to learn the theory but also practice it by themselves so that they understand the material well.

Imperative clause can consist by subject or finite only. It can also consist of subject+finite. Structurally, imperative clause has a similarity with declarative clause, which subject followed by finite. Yet, we must see the context of the clause first to classify it whether it belongs to imperative or declarative clause.

4.1.1.2.4 Non-typical Mood Clause

The fourth type of clause that produced by the teacher in this class was Non-typical Mood Clause. 14 clauses were the number of clause that categorized as this clause type. The realization of this clause type would place by the researcher in some extracts below.

Extract 27 (from the transcription of MM Class)

(6) T : for the last we have studied about invitation, right?

(8) T : You made the dialogue, right?

(10) T : And you have to perform it?

(14) T : You got the page?

(194) T : you can help me?

In those extracts above, the wood elements were *we, you, you, you, you* as subject and *have studied, made, have to, got, can* as finite.Most of all clauses of this type had mood elements with the structure is subject the followed by finite Yet, their intent was not to provide information about something but to ask questions or make sure about the words the teacher has said to students in the previous meeting.

This clause type also produced by student when they having dialogue with the teacher. Although the clause had the same structure with their intent that is asking, but grammatically it was not entirely correct. Look at extract below.

Extract 28 (from the transcription of MM Class)

> *(196) S   : Would you like to go teacher's house?*

In extract above showed that student didn't understand well about the structure of the sentence which they already learned from the material. The clause (196) should be added "to" after go, so that it would be "*Would you* like to go to teacher's house?".

4.1.1.2.5 Minor Clause

When teaching this class, the teacher also delivered another type of clause that is minor clause. The number of this clause was 169 clauses which came from the teacher. It was represented in some extracts below.

Extract 29 (from the transcription of MM Class)

> *(1)   T : Good morning class.*
>
> *(5)   T : Fine too, thank you.*
>
> *(18) T : Good.*
>
> *(20) T : Okay good.*
>
> *(110) T : Oh sorry.*

Minor clause that produced by the teacher has a various type such as greeting (1), compliment {(18)& (20)}, apologizing (110), answering students' question (5) or only saying the expression of "Okay". From three types of clause, this type was the most highly clause that produced by the teacher in this class. Not

only the teacher, but students also delivered this clause. They spoke 89 minor

clauses when learning English class in that day. It realized when they asked by the

teacher then they answered by using "yes/no" response. They also answered the

teacher's question by mentioning some answers and tried to explain their answer

although they use Indonesian language. The other example of this clause

happened when students asked a question to the teacher. Those situations were

represented in this extracts below.

Extract 30 (from the transcription of MM Class)

> *(4) S : Fine, thank you. And you?*
>
> *(9) S : Yes.*
>
> *(11) S : Yes.*
>
> *(13) S : Yes, of course*
>
> *(19) S : Graduation ceremony, birthday.*

Here the researcher presents the summary of the teacher and students'

clause from MM Class below.

Table 4.5 Summary of The teacher and Students' clause in MM Class

Subject	Clause			Total ($\sum$)
	Mood Clause ($\sum$(%))	**Non-typical Clause mood** ($\sum$(%))	**Minor clause** ($\sum$(%))	
Teacher	162 (47%)	14 (4%)	169 (49%)	226
Students	3 (3%)	1 (1%)	89 (96%)	93

4.1.2 Type of Classroom Interaction

4.1.2.1 Type of Classroom Interaction in TP Class

This study aimed to analyze the type of interaction in the class. Based on the observation, there were 4 types of classroom interaction that happened in this class: interaction between teacher-students, teacher-student, student-student, and students-students. The further analyzes were presented as follows.

4.1.2.1.1 Teacher and Students Interaction

The first type of classroom interaction was interaction between teacher and students. This type was commonly happen in the classroom, so do this class. This classroom interaction's type was the most used in this class during the lesson. The teacher spent more time to ask question and lecture in teaching learning process. The teacher actively used English in the class, although the teacher spoke some ungrammatical sentences during teaching learning process. Sometimes the teacher used Indonesian language to translate some the material that had difficult word. In this class, the teacher used some media to support learning activities and increase students' learning motivation, such as video and many kinds of textbook. As a result, students became focus and more interest in joining the lesson but it couldn't make students more active. The students didn't active enough in this class. They only participated by responding the teacher's question. They didn't practice English by asking question or giving opinion, but they actually know what the teacher said. When reviewing the previous lesson, the students could mention some expressions easily from the teacher's question. It indicated that students still remember about the previous material. In learning the new material,

students also could answer the question from the teacher even though mostly in the form of yes/no response.

Actually students understood the lesson. It could be seen when they were asked to do the class activity. They did all the activities well such as write the material on their book, answer the teacher's question orally and written, they practice the dialogue. But students kept silent when they interact with the teacher. They had more willingness to speak when they were in discussion. Students seemed to have confidence to talk with their friend rather than asking or giving opinion from the teacher's question.

Beginning the lesson, the teacher greeted students classically using *Good morning*, then greeting also used by the teacher to end the lesson by using *Okay that's all thank you, see you on Wednesday*.

During the observation, the researcher saw the interaction between the teacher and students in the form of ask question and lecture. The frequency of asking question and lecturing by the teacher were often happened in this class. It can be seen in these two extracts (extract 16 & 17) below.

Extract 16 (from the transcription of TP Class)

> *(18) T : Ya okay. I agree with you but I have my own idea. Misal kita mau menolak dengan halus biasanya we accept first and then next we refuse. Yang jelas kalo misalnya ada agree disagree berarti we've been has study about an opinion, ask about opinion, giving an opinion, and then next the respon of opinion it is agree or*

disagree. Now we will study about new chapter, it is about

telephone handling. Have you ever make a phone ?.

(19) S : Yes.

(20) T : Yes of course. All of you have a phone right ?.

(21) S : Yes.

(22) T : How often do you make a call in a day ?.

(23) S : No.

(24) T : Do you use Whatsapp ?.

(25) S : Yes.

(26) T : Okay. We will study about telephone handling in formal situation.
So what do you think about formal situation ?. Where will you do
a formal telephone handling ?. What is formal ?.

(27) S : Resmi.

(28) T : So you with your friend, I think it is informal. Now we talk about
formal telephone handling, so what dou you think? Where is it?
Dimana kira kira kalo melakukan telephone handling resmi ?.

(29) S : In the office.

In extract 18 above, the teacher started to deliver new material with a question *"Have you ever make a phone ?"* to relate activity around students with the material, then all students answered "yes" which indicated that students know things related to the material. After that, the teacher asked more question then begun a little explanation and continued asked questions. The researcher also

provided another example of this interaction type which the researcher found during the observation.

Extract 17 (from the transcription of TP Class)

(48) T : What is the message ?.

(49) S : Meninggalkan nomor.

(50) T : Number ya. Give the number and want to call back ya ?.

(51) S : Yes.

(52) T : Okay next.

(53) T : Okay yang kedua masih sama ya di office ya ?.

(54) S : Yes.

(55) T : Okay, does he leave a message ?.

(56) S : Yes.

(57) T : Yes, what is the message?.

(58) S : Call back.

(59) T : Yes, call back at home. Okay itu tadi ada beberapa bentuk kalo misalnya disitu berearti yang menelfon tidak bertemu jadi yang diminta adalah pesannya. Jadi cara menanyakan pesan itu seperti apa ?. May I ?, May I leave itu berarti yang callernya ya. Kalo yang ditelfon kan I take your message tapi kalo yang menelfon berarti Can I take/give him a message. Jadi ada beberapa bentuk yang sama tapi biasanya kita mengucapkannya beda-beda tergantung callernya atau receivernya. Okay next, ada beberapa kata yang kalian gunakan ketika kalian telephone handling. Yang pertama tadi apa ?. I'd like to speak to, what is it in Indonesia ?.

In extract 2, the teacher asked question *"What is the message ?."* from the video that showed before, then answered by students *"Meninggalkan nomor"* .

Although students didn't know how to answer the question in English, they still tried to answer it in Indonesian language. Later, the teacher translated it into English *"Give the number…* and completed the answer *"Give the number and want to call back ya ?.".* The teacher didn't forget to make sure the answer to her students and finished by "yes" from students before showing the second video with questioning and lecturing activities.

4.1.2.1.2 Teacher and Student Interaction

Even the teacher spent more time in asking and lecturing, it was not mean that the teacher did not give students time to practice in the class. In making students more talk actively, the teacher employed some interactive activities. The use of interactive activities was applied by the teacher to give opportunity to her students to practice so that their English can be improved, especially in speaking skill.

Teacher and student interaction realized when the teacher asked a student volunteer to practice the dialogue. Because there was no student who wanted to be a volunteer, so the teacher pointed one student. The teacher interacted with student individually represented in this extract below.

Extract 18 (from the transcription of TP Class)

> *(93) T : Okay, itu kalo misalnya kita tidak ketemu orangnya ya. How about for example, one of you want to help me ?. I am a caller you are a receiver. Ada yang mau ?. I am Ma'am, dont call your friend. Okay you want to help me ? (pointing one of students). Please stand up. We make a call like in this video, anda receiver dan*

saya caller ya. Okay kringg, I want to meet your manager, is he in ?.

(94) S : *Yes he is in.*

(95) T : *It's okay sit down. Okay next, I would like you work in pair, pokoknya sebelah sebelahan saja ya jadi kamu ngga pindah kemana mana. I would like you to move your chair first please*

In extract above, after pointed one student, the teacher gave a role in practicing the dialogue and started to rehearse the dialogue. Although the dialogue was very simple, the teacher wanted students to participate actively in the class. Same with this, interaction between the teacher and student occurred when the teacher pointed student to read the dialogue and answer the question in the dialogue although the instruction not only used in English but also in Indonesian language, like in the extract below

Extract 19 (from the transcription of TP Class)

(154) T : *How may I be of assistance ?. Ada yang bisa saya bantu, can I help you, may I help you, may I be of assistance itu sama saja can I help you ya. Now look at the dialogue, lihat dialognya. I would like you to discuss with your friend to fill in the blank. Coba kira kira isinya yang mana saja. Do you want to help me to read the task ?. Septio (calling one of students) ya coba ibu dibantu baca you as receptionist, yang keras. Listen to your friend please.*

(155) S1 : *Ronald Enterprise, good morning. Dewi's speaking. ....*

(156) T : What do you think the answer ?.

(157)   S : How may I be of assistance ?.

Another example of teacher-student interaction realized when students had a group discussion. The teacher walked and observed all the groups one by one. After observing, the teacher asked to every student in the group whether he has a question about the task and maybe difficulty or not.

4.1.2.1.3 Student-Student Interaction

The third type of interaction that occurred in this class was interaction between one student and the other one student. This interaction realized when two students practice the dialogue. The teacher asked for two students to read the dialogue in the book. Not only read, both students also must answer the question in the dialogue. This extract below was the representation of the situation.

Extract 20 (from the transcription of TP Class)

(163)   S1 : May I ask who is calling ?

(164)   S2 : This is Harry Marga from Twins Travel.

(165)   S1 : I am sorry the line is engaged at the moment. ....

The interaction between student and student also happened when they were in group discussion. They asked for to make a group consist of two members. After got the member group and know the task, every student started to talk actively with their partner even they didn't always discuss about the task the task. Each student in every group also talked in Indonesian language.

4.1.2.1.4 Students-Students Interaction

The last type of classroom interaction that found by the researcher was students and student interaction. The teacher not only involved student individually in delivering the material, the teacher also gave a chance to some students to participate actively in the class. Role play the dialogue was the implementation of this interaction type. Role play which involved group of students had the opportunity to practice the dialogue together. By dividing students based on the row, there were 3 groups. Every group has a turn to read the dialogue after pointed by teacher, it was found in this extract below.

Extract 21 (from the transcription of TP Class)

> *(126) T : Perhatikan. So I think it is about telephone handling in the office*
>
> > *ya. Coba sekarang semua baca bareng ya one two three*
> >
> > *(pointing first row)*
>
> *(127) S : Good morning Mr. Santoso, may I help you ?.*
>
> *(128) T : Yes (pointing second row)*
>
> *(129) S : Good morning, I want to meet Mr. Dani*
>
> *(130) T : Okay (pointing third row)*

4.1.2.2 Type of Classroom Interaction in MM Class

Based on the observation, the researcher found that there were 3 type of classroom interaction which happened during teaching learning process in this class. Those types were interaction between teacher-students, teacher-student, and student-student. The further analyzes were presented as follows.

4.1.2.2.1 Teacher and Students Interaction

Not much different with the previous class, the interaction between teacher and students still occurred in this class. Asking question and lecturing were the activities that most represent this type of classroom interaction. In explaining the material, the teacher used both English and Indonesian language. The frequency of Indonesian language used by the teacher in this class was higher than the previous class. The teacher also used media such as power point to support the learning process. Even though the teacher only used power point as a media, students in this class seemed more active. They focused on the teacher's explanation, wrote the material in the textbook, answered the teacher's question, asked question, and did all the tasks well.

In the beginning of the lesson, the teacher greeted students. The teacher didn't review the previous material and directly introduced the new material. Start with asking for students to open the book then ask questions to them. It realized in the extract below.

Extract 31 (from the transcription of MM Class)

(6) T : *Okay, for the last we have studied about invitation, right?*

(7) S : *Yes, it's invitation.*

(8) T : *You made the dialogue, right?*

(9) S : *Yes.*

(10) T : *And you have to perform it?*

(11) S : *Yes.*

(12) T : *You have done it?*

(13)   S   : Yes, of course

(14)   T   : Now, we are going to next. We will study about formal

invitation. Formal invitation bukan secara directly ya.

Bukan secara langsung. I think it is about letter of

invitation. You can open your book page 34. You got the

page?

(15)   S   : Yes.

(16)   T   : Okay I think it is about type of formal invitation, for

example?

(17)   S   : Opening school.

In extract 1, the teacher only asked the previous material & the task, the teacher didn't review it. The teacher immediately introduced the next material which was about formal invitation by saying "We will study about formal invitation". The teacher explained the detail of the material that would learned by students. The detail material was the indirect formal invitation or letter of invitation.

This interaction type classically found when the teacher explained the material. The teacher read the material from the book then students paid attention. Students also wrote some points that they think it would be important in their book. The teacher showed some example related to the material using LCD and discussed it together with students. Another example of teacher-students interaction was found in extract below. In extract below, the teacher more spent the time to explain the material in the book. The teacher also used Indonesian

language to translate the material in the book and explain it, so that students could more understand about it.

<u>Extract 32 (from the transcription of MM Class)</u>

> *(30) T : No, never ya. In Indonesia it is unusual to reply the invitation. If we want to come so we will come, and if we don't want to come we will not come. So I think there is no replay for the invitation. Next disitu ada social function nya, ada inviting people to formal and social events. Jadi kalo kalian misalnya ada pertanyaan what is the purpose of the letter, jawabannya?*

> *(31) S : To invite.*

> *(32) T: Yes, to invite. Pasti jawabannya kamu pilihnya harus yang to invite, karena itu social function nya atau fungsi sosialnya. Next, linguistic characteristcs nya simple, precise, concise words, detailed information, the tone should be friendly & sincere, words should be chosen carefully, the style of writing should be formal. Jadi harus dalam bentuk formal.*

After explaining the material, the teacher gave a task to students to discuss the material. Students did the task in a group. All students were participated in the class discussion by expressing their answer. After all students finished the task, the teacher discussed with students to get the correct answer from the task.

Questioning activity by the teacher in this class can be described as the question which related to the material. Question related to the material realized before and while the teacher explaining the material. The teacher asked a question

before explaining the material which related to the material itself was when students already got the book page. It indicated that the teacher wanted to know the readiness of students to study the new material. Another example was about students' understanding about the new material. The teacher asked about the example of the material (formal invitation) which students know. This extract below was the interaction that represents that situation.

Extract 33 (from the transcription of MM Class)

(14) T : *Now, we are going to next. We will study about formal invitation. Formal invitation bukan secara directly ya. Bukan secara langsung. I think it is about letter of invitation. You can open your book page 34. You got the page?*

(15) S : *Yes.*

(16) T : *Okay I think it is about type of formal invitation, for example?*

(17) S : *Opening school.*

While explaining the material, the teacher asked some question related to the material. For example, the teacher asked about the meaning of the word in the book. Next, while explaining the material the teacher also asked whether students understand about the explanation or not. We could see this extract below.

Extract 34 (from the transcription of MM Class)

(26) T : *Yes. Next line is occasion for invitation, what is occasion?*

(27) S : *Acara.*

(103) T : *Pleasure, noun, enjoyment, what is enjoyment?*

(104) S : *Kesenangan*

(131) T : *Any question for me about invitation letter?*

(133) T : *Is it clear enough for you?*

4.1.2.2.2 Teacher and Student Interaction

The second type of classroom interaction that observed by the researcher was the interaction between the teacher and student individually. The situation of this interaction represented when one student asked a question related to the material. That student asked about the two words that she didn't know the meaning of it. Look at the extract below for the detail interaction.

Extract 35 (from the transcription of MM Class)

(32) T : *Yes, to invite. Pasti jawabannya kamu pilihnya harus yang to invite, karena itu social function nya atau fungsi sosialnya. Next, linguistic characteristics nya simple, precise, concise words, detailed information, the tone should be friendly & sincere, words should be chosen carefully, the style of writing should be formal. Jadi harus dalam bentuk formal.*

(33) S : *What is friendly and sincere bu?*

(34) T : *Friendly bersahabat, sincere menghormati.*

First, the teacher read and explained about linguistic characteristics of invitation. The teacher mentioned some words and then one student tried to ask a question about the meaning of two words from those words that were friendly and sincere. The next situation that classified as teacher-student interaction was when the teacher pointed one student to answer the question from the power point. The teacher gave an example of formal invitation letter and asked students about the

problem on the invitation. Because there was no student who raised their hand, the teacher finally pointed one student and allowed her to answer the question using Indonesian language. Here was the extract from that situation.

Extract 36 (from the transcription of MM Class)

> (110) T : Oh sorry. Okay next, what is the letter about? Can you say in Indonesia? suratnya tentang apa itu?. Do you know the concern of the letter? What is it? What is the problem in the letter? One of you please raise your hand, in Indonesia no problem. Yes you try. No problem.
>
> (111) S : Pemberitahuan kepada orang tua siswa untuk memeri meeting tentang mendiskusikan anak perempuannya apa yang dilakukan disekolah dan dia disuruh bimbingan oleh orang tua.
>
> (112) T : Yes, thank you. Very good.

Another realization of this classroom interaction type was found when the teacher pointed some students to practice their understanding about the material. After pointed one student, the teacher would give the situation and student must create the dialogue orally based on the situation. After both the teacher and student understood the situation then they would do role play. The application of role play technique in this class could enhance students' speaking skill although in that day the focus of the material was on the writing. This extract below was the interaction from the situation above.

Extract 37 (from the transcription of MM Class)

> (183) T : No, I don't think so ya. Okay, you celebrate your birthday party, please invite me.
>
> (184) S : Would you like to come to my birthday party?
>
> (189) T : Tomorrow? Oh tomorrow I can't. I will be busy tomorrow, but I truly appreciate your invitation. Okay next. Wahyu.
>
> (190) T : You will celebrate your brother's birthday. Invite me.
>
> (191) S : Would you like to my brother's party?
>
> (195) T : I have many homework and I can't do that. So, you ask me to go to my teacher's house.
>
> (196) S : Would you like to go teacher's house?

We can see from the extract above that the teacher gave the situation before each student does the role play. The first student got the situation where he has a birthday party and he must invite his friend (the teacher). The second student got the situation where his brother will held a party to celebrate his brother's birthday and then he must invite the teacher. The different situation obtained by the third student. He got the situation where he has a friend (the teacher) who can't do the homework and he asks his friend to meet the teacher's house. This interaction type also found by the researcher when the teacher asked for two students to b ring book from the library, then the teacher said thank you to every student. The teacher also asked one by one student when they had group discussion to make sure their understanding about the task.

4.1.2.2.3 Student and Student Interaction

The next interaction type was the interaction that happened among two students. It was found when the teacher asked for students to make a group consist of two members. After got the members, students gave the task by the teacher. During the group discussion, student actively interacted with his/her partner. Besides discuss about the task, students in a group also talked about something that unrelated with the task with their friend. The situation of the group discussion which consists of two members inside realized through this extract below.

Extract 38 (from the transcription of MM Class)

> *(133) T : Is it clear enough for you?*
>
> *(134) S : Yes.*
>
> *(135) T : Okay, I would like you to make a group of two. You can move your chair. With someone next you its okay.*

4.2 Discussion

The focus of the discussion section will be on the interpersonal meaning, classroom interaction type, and role relationship between students and teacher, as stated in the research questions. In this section, the researcher explains, discuss, and interpret three main focuses that mentioned before. The further discussion will be explained in this following sub sections.

4.2.1 Interpersonal Meaning negotiated in TP & MM Classes

Halliday & Matthiessen (2004) define 4 primaries of speech function: offer, command, statement and question. That theory applied in the findings of this research. Based on the findings, the teacher produced 3 types of speech function

that has mood elements inside. Those were declarative (giving information), interrogative (questioning), and imperative clauses (offering & ordering).

In MM Class, declarative clause was the highest clause that delivered by the teacher among the other. From the total clauses, 53% were belonging to declarative clause. Generally, the power of the teacher in this class was dominant. This finding has a similarity with Araghi & Sayegh (2011), which in their study declarative clause was dominant mood used by teachers and students even though they used English as second and foreign language. The teacher was the one who give the information and put the students as the receiver of information. It different with TP Class, the highest clause produced by the teacher was imperative clause in MM class. It means that the teacher's authority was dominant and also indicated that the teacher tried to decrease their domination as the information source by giving a chance to students to learn the material with their friends or it's called group discussion. Although the teacher also applied group discussion techniques in MM class, but the frequency of the teacher in giving information was much lower than in TP class. This result was not much different with Yuliati (2013). However she used the theory from Eggins (2004) to analyze the mood clause, her research result showed that the dominant clause from the teacher was in command form, besides the teacher used declarative or interrogative clause to equalize with students.

The different result of mood clause which delivered by the teacher might be caused by the different of learning focus in both classes. In TP class, the teacher said that the teacher wanted students to improve their speaking skill so

that the teacher gave more explanation and model how to pronounce the expression well. While, in MM class the teacher tried to improve students' writing, so the teacher often asked for students to do the task in written form.

The highest frequency of giving command by the teacher in MM Class indicated that the teacher want students not only understand about the theory, but also they understand how to apply it. The dominant of using command form also happened in the research from Nasir, Wardana & Yusuf (2019). They held a study about teachers talk in senior high school and they found that the teacher mostly controlled the students with directions, commands, or orders during the learning process.

In giving command, the teacher more often to use *"would like you"* rather than *"want you"*. The modality that used by the teacher can express the expression, attitude, or the degree of politeness. The use of modals in the clause or sentence can express the degree of possibility, certainty, politeness, and also directness of the speaker (Celce-Murcia & LarsenFreeman, 1999 cited in Widyanti & Yulia, 2016). *"Would"* and the addition of *"like"* can show a polite form of *"want"*. The use of *"would like"* by the teacher showed that the teacher seemed to decrease the tendency of domination in the class by softening the force of *"want"* become *"would like"*. It means that the teacher wanted to curtail the distance between her and students. In TP class, the teacher also often to use *"would like"* rather than *"want"*.

The use of various modalities by the teacher also occurred in both classes, such as must, can, and have to. To express the interpersonal meaning to the

students can be seen by the use of modality which selected by the teacher. Modality is the part of mood clause that has various functions. The use of those various types indicated that the teacher knew how to place herself when facing students. The use of *"Thank you"* by the teacher also showed that the teacher want to build the relationship with student in both classes through showing the emotion feeling. The emotion of gratitude has a function, that is to build a high-quality relationship between a grateful person and the target of his/her gratitude (Algoe et al.,2008 cited in Fikri, Dewi, Suarnajaya 2014).

The Mood clause results produced by students from the two classes were also different. Students from MM Class produced 1 declarative clause and 2 interrogative clauses. It was different with students in TP class who didn't produce any mood clauses. Based on that result, it indicated that students from MM class were more active in learning the material, even though the clause they produced was ungrammatical but students had courage to talk with the teacher. The grammar was still a problem in speaking (Sari, 2018). The ungrammatical sentence still became a problem not only for students, but also the teacher so they must be aware of this problem.

Both classes were dominated by the teacher's speech to give instruction, explain activity, and deliver question. In doing those activities, both the teacher and students had some errors. Mostly, the error was on grammatical sentence that they produced. Nevertheless, the teachers gave feedback related to grammatical errors in order students do not repeat the same mistake. This finding had similarity with Sundari (2017) which in her study the teacher had domination in the class

and sometimes both the teacher and students did error during the lesson. The error that made by students indicated that students need time produce the language without having no fear it would be wrong and corrected.

Error is something that commonly happened when learning new language. Every language learner will do error in their learning process. In learning language, there involved error process (Touchie, 1986). Error is the natural process that will occur in learning something. Some language learner feel fear when she/he doing error. Whereas, error can be called as the development process which they must passed to reach the target language they learnt. Error is the part of natural acquisition processes in which second language learner apply it through make some errors (Harmer, 2001). The teacher and student in both classes also did some errors, for examples *Have you ever reply an invitation?* (from the transcription of MM Class no. 28), *that sometimes use in telephone* handling. (from the transcription of TP Class no. 96), *What is friendly and sincere bu?* (from the transcription of MM Class no. 33). When students do some error, the teacher must respond it as the providing feedback and helping them as the learning process rather that telling if they wrong. It was realized when the teacher asked student to try the expression of invitation. Student made error sentence by saying *Would you like to go teacher's house,* then teacher helped student by providing additional answer *To go to teacher house* and finally student said *Would you like to go to teacher's house with me?* (from the transcription of MM Class no. 195-197). The teacher also must pay attention about the error that she/he

made. The teacher has to evaluate their teaching performance, so that some error can be prevented in the future.

The other clause that produced by the teacher in both class was non-typical mood clause. There were 4 non-typical mood clauses produced by the teacher in TP class. Those numbers were differing greatly when the teacher taught at MM Class, where the total number of this clause type was 14 and 1 clause spoke by students. Non-typical mood clause is the clause which structurally it belongs to one mood clause type and functionally it belongs to another mood clause type. The example was *"you have done it ?"* (from the transcription of TP Class). In that example, the teacher tried to ask students whether they already finished the homework or not. But if we see the mood structure, that clause was belong to descriptive clause because the subject (you) followed by finite (have done). It might better if the teacher said *"have you done it?'*, so the structure and the function are belong to one clause type. The finding of non-typical mood clause also occurred in the study from Fikri, Dewi, Suarnajaya (2014). They analyzed mood structure of teacher's talk and found that there were some clauses which didn't belong to mood clause, even though those clauses has mood elements inside.

The last type of clause was minor clause. Minor clause was the clause which didn't have mood or transitivity structure (Halliday & Matthiessen, 2004). The use of *"Okay"* was the minor clause that often produced by the teacher beside greeting and compliment. For example when the teacher asked students in TP Class whether they use Whatsapp or not then answered by students with yes. After

that the teacher said *"Okay"* (from the transcription of TP Clas no. 24-26), it means that the teacher believe if the students use it in their life. If *"Okay"* is changed into a complete sentence, it would be *"You already used it"*. Another example was in MM Class when the teacher asked students to mention some verb related to the material (from the transcription of MM Class no. 117-119). After mentioning it, the teacher said *"Okay"*. It means that the verb which mentioned by students was correct and if it converted into complete sentence, it became *"You're right"*. Actually, the use of *"Okay"* by the teacher almost had the same meaning which the teacher receives students' answer and feel if they already understand about it.

Greeting and Compliment also should be paid attention by the teacher. Even though it was a simple, but it could make a good impact for students. The teacher and student in both classes only replied with a *fine* answer when doing a greeting. Whereas the teacher can use *I'm fine* when answering students' question. The use of complete sentence by the teacher can be followed by students and it will become a good habit. Learners' participation in the way they use language is influenced by the teacher (Walsh, 2006). No exception when the teacher gives a compliment. The teacher could say *"you're good/ you're very good"* rather than *"good/very good"*. It is possible to use full of another language in the class if there are commitment and support (Jazadi & Widari, 2017)

Minor clause also produced by students in both classes when answering the teacher's question. Besides mentioned the answer, students also used yes/no response in answering the teacher's question. The use of yes/no response

indicated that students understand or agree with what the teacher said. For example, when the teacher asked about the information from the video about the caller who leave a message or not (from the transcription of TP Class no. 46-47), the students answered *"yes"*. It would be better if students answer it with complete sentence like *"Yes, the caller leave a message"*. Next example was in MM Class in which the teacher asked a question whether the material was difficult or not for students and they answered *"no"* (from the transcription of TP Class no. 158-159). The answer *"no"* can be changed into *"It is not difficult"*. To enhance students' skill in English, it would be better if the teacher habituate students to answer a question completely.

Astuti (2011) conducted a research about classroom interaction in junior high school. She found that the teacher and students could improve their English if both the teacher and students use English in a disciplined manner. So when students were asked by the teacher, they could answer well and confident with their answer. That situation was different because that teacher in her research teaches in bilingual class where they used English in the every subject. In this study, the teacher was teaching vocational high school where they used English only in English class so the English competency was different. It's okay if the teacher allowed students to speak in Indonesia but not too often. It would be better if the teacher habituate students to speak more often in English. As a teacher, she/he has to promote as much English use as possible and encourage students to try to use it as often as possible (Harmer, 2001).

4.2.2 Type of Classroom Interaction in TP & MM Classes

Interaction has a critical role in the teaching learning process. Through interaction, the teacher can deliver the material to the students and students can also ask a question if they have a difficulty about the material. If the material is delivered very well, it will make students understand the material well and has a great impact on their learning progress. Understanding of interaction in L2 classroom is the requirement to success learning a second language (Walsh, 2006). That's way, interaction is more important to be highlighted not only by the teacher, but also students themselves. That theory seemed well understood by the subjects in this research. Based on the observation and finding, the subjects, that were the teacher and students from two classes, used various kinds of interaction in the class. The use of various interaction types helped the teacher and students to understand the material which being taught and built the interpersonal relationship between them.

To improve student's English skills, it can also be done by using several learning methods which communicative and easy to be understood by students. Since the learners do not interact in English outside the classroom so the best way for them to practice are through the interactive activities in the class (Khadidja, 2009). Talking about communicative, the teacher and student must interact actively one another during the lesson. The interaction that happened in the class has various kinds, such as interaction between teacher and students, teacher and student, and so on. In both classes, the teacher did many kinds of interaction.

The first type of classroom interaction that almost happened in both classes was interaction between the teacher and students. This interaction's type

was commonly happen in every teaching-learning process. The activities that represent this interaction's type were questioning and lecturing by the teacher, then responding by students. This finding in line with the research from Nurmasitah (2010) which the time of the teaching learning process was devoted to question and lecture from the teacher. Question and answer routine by the teacher and students are the classroom behavior and that's how classroom interaction is characterized (Walsh, 2006). In teaching both classes, the teacher seemed to pay attention about the time that used to explain the material. The teacher didn't spend all the time to deliver the material from the beginning until the ending of the lesson. The teacher had good time management in teaching both classes. Nurmasitah (2010) found in her research that the teacher's domination in spending time to explain the material because the teacher didn't have a discipline about the time and didn't apply some interactive activities. Although had the same finding about domination of teacher-students interaction, the teacher in this study had balance it by applying some interactive activities to enhance their understanding.

The second type that dominant in both classes was interaction between the teacher and student individually. Rosita W. (2017) and Kasim (2004) conducted a study about classroom interaction. In their own findings has a similarity with this research in which there was interaction between teacher and individual student in the classroom. Although they analyzed university students but the findings is similar with this research which the participant was from vocational high school students. In delivering material, the teacher wanted to

involve students directly through the learning methods, for example ALM and role play methods. Those methods are good to improve speaking skill. It is related with the theory from Harmer (2001) that role play can be used to encourage students to improve their oral fluency. Audio Lingual method is a method which focuses on oral skills and has a purpose to improve students' speaking achievement (Mart, 2013). There are some features of this method, such as repetition, substitution, backward build-up, transformation, chain, and question-and-answer. The teacher applied those methods when teaching in TP Class in which the focus of the material was on the speaking.

Khadidja (2009) held a study about the effect of classroom interaction on developing speaking skill. In her study, she found that students in speaking class were more active to produce language and negotiation process was highly highlighted. The similar finding also found in Kasim's study (2004) which communicative ability in speaking class was improving gradually through some interactional features. Although the focus of one class (TP Class) in this study was speaking, it didn't make students active enough in the class. They only spoke actively if the teacher asked a question.

Another method used by the teacher was CLT (Cooperative Learning Techniques). This method emphasizes on group discussion rather than work individually. This method requires student to do the task independently with their friend. Both classes were applied this method. This method applied in the middle of the teaching-learning process. TP and MM classes used one of the CLT methods, that was TPS (Think, Pair, and Share) method. Think, Pair and Share is

the activity that requires students to reflect on problem(s) and then share their thoughts with others (Nyunt & Tint, 2015). A group discussion had the advantages not only to make students more confident in conveying their opinion with their friend, but also it is a way for the teacher to get students' understanding progress. Lockhart & Richards (1996) mentioned some benefits about group discussion, there are:

a) Decreasing the teacher's domination in the clas

b) Improving the students' participation in the class.

c) Giving a chance for students to practice

d) Promoting collaboration among students

e) Making the teacher to have more roles in the class

f) Giving a more active role for students in learning

Those methods above that involve students in discussion also become an example if there was other type of interactions occurred in the class, namely student-student interaction. This type of interaction became the third common type of interaction in both classes. This finding in line with the research from Kasim (2004), he found that there was interaction between student and student which took 50% in the class besides the other kinds of classroom interaction.

4.2.3 Role Relationship between Teacher and Students in TP &MM Classes

Basically, in both classes the teacher and students had basic relationship, there were a person teaching and a person learning. Role relationship in the research question means the role of the teacher and students in the classroom. The activeness of teacher and students when having an interaction shows the role

relationship between them. It can be seen through how much mood types they used during the lesson. Declarative and imperative clauses as the higher numbers of clause production indicates the domination the classroom activity. It proves that the teacher has a position as the initiator in teaching and learning process. As teacher becomes the initiator, students also become the interactants who follow the order automatically.

Talking about the role of the teacher itself, there are eight teacher's roles in the classroom proposed by Harmer (2001). Those roles are controller, organizer, assessor, prompter, participant, resource, tutor and observer. Based on the observation, the teacher applied some the teacher's role proposed by Harmer in both classes. The first role of the teacher was controller. The teacher still has job to transmit the knowledge to students and organize activity in the classroom (Harmer, 2001). It was realized when the teacher deliver the material and manage some activities in both classes. It indicated that the teacher still be responsible about everything that happened during the lesson. But all students still have a chance to speak or convey their opinion, and not controlled by the teacher at all.

The next role of the teacher in both classes was the teacher act as an organizer when students do classroom activities. The teacher always gave the information about the way students in both classes do the activity, putting them into group discussion, and closing the activity when it is time to stop (Harmer, 2001). The teacher has engaged students to join the activity so that they enjoyed doing the activity. After that, the teacher gave some demonstration in order to students understand what they have to do and finished by giving the feedback in

the end of the lesson. It is similar with the research from Cehan (2002). However Cehan analyzed Romanian EFL students, it was found that the teacher has roles as an organizer and language model in the classroom.

The teacher also had a role as a prompter when teaching in both classes. The teacher tried to encourage students to give their opinion even they use Indonesian language rather than English. In the end of the lesson, the teacher gave motivation for students to use English in their daily life. The teacher then took the role as a resource in the class. Students in both classes sometimes ask about things which they don't understand. They want to get the information which they looking for. In this case, the teacher can be one of the resources which students have. This finding in line with the study from Hin Tai (2017), he analyzed ESL classroom students and found that the teacher has a role as the explanation provider for students. The teacher was the source of the students' input (Brown, 2001). The teacher must be helpful and available when act as this role.

Cehan (2002) conducted a study about interpersonal and pedagogical communication in EFL Class. The result showed that even though the teacher has many roles during the lesson, she/he still has difficulty to encourage students to do the conversation. Similar with the findings from Cehan, although the teacher has more than one role during teaching learning process in both classes, students still has less encourage to have interaction in the class.

Johnson and Paulston in Richard and Rogers (1986) proposed the students' roles in the teaching-learning process: (a) students plan their own learning program and has responsibility about what they do in the classroom, (b) Students

monitor and evaluate their own progress, (c) Students are members of a group and learning through interaction with others, (d) Students are the tutors for other students, (e) Students learn from the teacher, from other students, and from other teaching sources.

Students from both classes already had some those roles. Students had some interaction types in the classroom, they were not only talking with one students but also all the students. They discussed the task together, shared what they understand, and corrected if their friends do mistake. Those activities showed that students applied role as the members of group and tutors which learning through interaction with their friend.

Students also used other source when doing the task, beside from the teacher. They used their mobile phone to search some example about the material or the task that they would do. It indicated that students not only learned from the teacher, but also got the learning material from the other source. The command of the teacher for students to make a note if they have a difficulty was good. It can be used as the evaluation not only for the teacher but also for students themselves. The teacher not only has a responsibility to make sure students are interacting, but also both the teacher and students have time to reflect and learn from their interaction (Walsh, 2006).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter consists of two sections which are conclusions and suggestions. The conclusions come from the result of findings and discussions done in the previous chapter. This chapter also mentions some suggestions, which especially addressed for those who want to conduct a study with this kind of topic.

5.1 Conclusions

This research was conducted to analyze interpersonal meaning through Mood system proposed by Halliday & Matthiessen (2004), classroom interaction's types, and role relationship between the teacher and students in eleventh grades from SMKN 2 Purwokerto. By conducting this research, it was found that:

1. The teacher and students negotiate the interpersonal meaning through their speech function. Based on the findings, the most dominant of speech function produced by the teacher and students were Declarative clause and Imperative clause. It reflected that most of the teaching-learning time was devoted to lectures and commands by the teacher.

2. The classroom interactions occurring in the English class were interaction between the teacher-students, the teacher-a student, and a student-another student. The most classroom interaction type used in both classes was interaction between the teacher and students. It can be seen from the transcription/the conversation.

3. The teacher and students had a role relationship in the class. It could be seen through the mood types that most used by them. Mood types that

most used by the teacher andstudents were Declarative and imperative clauses. It indicated that the the teacher has a position as the initiator and students become the interactants during the teaching and learning process. The teacher met the requirements of teacher's roles made by Harmer (2001).The roles applied by the teacher in the class were controller,organizer, prompter, and resource whn teaching English. For students, they had some roles during the lesson as proposed by Johnson and Paulston (1976): (a) members of a group and learning through interaction with others, (b) tutor for other students, (c) learn from the teacher, from other students, and from other teaching sources.

5.2 Suggestions

After conducting the research, the researcher gives several recommendations for the English teacher, students, and other researchers.

1. For the teacher

   It is suggested to the teacher to give more support and motivation to students to use English in communicating with other students. Besides giving support and motivation, the teacher should use other techniques or activities to improve students' interaction in the classroom. Through communicative classroom activities, it can maximize the chance for student to practice. It can also be a media for the teacher to evaluate his/her teaching performance. In teaching, the teacher should pay attention about their talk. The teacher should speak not only communicatively, but also correctly. During the lesson, it will be better if the teacher apply more

roles in the classroom so that the teaching learning process can run effectively.

2. Students

Students should be more active in English class when they interact with their friends. By maximizing the use of English, students will be more familiar in using English so that they will be motivated to join and involve themselves actively in classroom activities. To mastering English, students should attempt to get more confidence and do not feel afraid of making mistakes.

3. Other researchers

It is suggested for other researchers who will conduct the similar research to make some efforts to improve the classroom interaction. Other researchers could carry out a research and development in order to increase the effectiveness of classroom interaction in EFL class.

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XI TP CLASS

(August, 9th 2019)

Material: Telephoning

TRANSCRIPT

T: Teacher   S: Students

1. T : Good morning.
2. S : Morning.
3. T : How are you ?.
4. S : Fine, thank you. And you ?.
5. T : Fine, thank you.
    (checking absence with calling sudent's name)
6. T : Okay, for the last we have studied about giving an opinion, right?
7. S : Yes.
8. T : How do you give an opinion ? What is the question for giving an opinion ?. Menanyakan tentang pendapat, what will you say ?.
9. S : What do you think
10. T : What do you think, apalagi ?. do you have an idea, can you tell me about you of. Iya kan kemarin belajarnya itu ?.
11. S : Yes.
12. T : Okay next, to answer opinion, what will you say ?.
13. S : I think, in my opinion, in my mind, what I mean is.
14. T : Next, when we talk about opinion, there are agree and disagree about an opinion, so what do you think ? What will you say to agree an opinion ?.
15. S : Yes of course, I agree with you, I think so, (mentioning some answer)
16. T : What about disagree ?.
17. S : I disagree with you, I am sorry
18. T : Ya okay. I agree with you but I have my own idea. Misal kita mau menolak dengan halus biasanya we accept first and then next we refuse. Yang jelas kalo misalnya ada agree disagree berarti we've been has study about an opinion, ask about opinion, giving an opinion, and then next the respon of opinion it is agree or disagree. Now we will study about new chapter, it is about telephone handling. Have you ever make a phone ?.
19. S : Yes.
20. T : Yes of course. All of you have a phone right ?.

21. S : Yes.
22. T : How often do you make a call in a day ?.
23. S : No.
24. T : Do you use Whatsapp ?.
25. S : Yes.
26. T : Okay. We will study about telephone handling in formal situation. So what do you think about formal situation ?. Where will you do a formal telephone handling ?. What is formal ?.
27. S : Resmi.
28. T : So you with your friend, I think it is informal. Now we talk about formal telephone handling, so what dou you think? Where is it? Dimana kira kira kalo melakukan telephone handling resmi ?.
29. S : In the office.
30. T : Other ?.
31. S : Travel agent
32. T : What do you think in a hotel? Is it formal or informal? When we want to booking hotel room, is it formal or informal ?.
33. S : Formal.
34. T : Yeah, okay. So I think when we use telephone handling in formal situation, we use several ways. Okay I have a video, wait a minute
     (Showing the video about formal conversation)
35. T : Jelas tidak suaranya ?.
36. S : Yes.
37. T : Ada beberapa yang jelas ada yang tidak ya. Okay, where does the conversation happen ?.
38. S : Ofiice.
39. T : Yes right, in the office. Next, whom does the caller want to speak to ?. Tadi jelas ngga ?. Okay look at here.
     (Repeating certain part of the video)
40. T : Okay, whom does the caller want to speak to ?.
41. S : Rey Johnson
     (Repeating certain part of the video)
42. T : So the conversation happen in office. Okay next look at the question, is the present in ?. Apa yang dicari ada ?.
43. S : No.
44. T : No ya, so bagaimana kalimatnya ?. He is not in. Dia ngga ada. Biasanya kamu kalo ngomong dia ngga ada susah kalimatnya. He is not in, dia ngga ada. Oke kemudian, where is he ?.
45. S : Out.

46. T : Out ya, but there is no information. The information is he is not in. Informasinya hanya ada he is not in saja. Next, does the caller leave a message ?.
47. S : Yes
48. T : What is the message ?.
49. S : Meninggalkan nomor.
50. T : Number ya. Give the number and want to call back ya ?.
51. S : Yes.
52. T : Okay next.
    (Showing the second video)
53. T : Okay yang kedua masih sama ya di office ya ?.
54. S : Yes.
55. T : Okay, does he leave a message ?.
56. S : Yes.
57. T : Yes, what is the message?.
58. S : Call back.
59. T : Yes, call back at home. Okay itu tadi ada beberapa bentuk kalo misalnya disitu berearti yang menelfon tidak bertemu jadi yang diminta adalah pesannya. Jadi cara menanyakan pesan itu seperti apa ?. May I ?, May I leave itu berarti yang callernya ya. Kalo yang ditelfon kan I take your message tapi kalo yang menelfon berarti Can I take/give him a message. Jadi ada beberapa bentuk yang sama tapi biasanya kita mengucapkannya beda-beda tergantung callernya atau receivernya. Okay next, ada beberapa kata yang kalian gunakan ketika kalian telephone handling. Yang pertama tadi apa ?. I'd like to speak to, what is it in Indonesia ?.
60. S : Saya ingin bicara dengan.
61. T : Next, would you like to leave a message.
62. S : Apakah kamu ingin meninggalkan pesan.
63. T : Could you please help me to call. Ya itu ya beberapa kata yang digunakan. Kata speak mungkin sering sekali digunakan ketika kita menelfon. May I speak with Janice, kemudian ada lagi could I leave her a message. So we will talk about telephone handling, I still have note in white board it is sticking a phone message and having a phone message. Okay, follow me would you like to leave a message ?.
64. S : Would you like to leave a message ?.
65. T : Do you want to hold on or to call me back later ?.
66. S : Do you want to hold on or to call me back later ?.
67. T : Can I take a message.
68. S : Can I take a message.
69. T : If I take your message and number, ask him to call you back.

70. S : If I take your message and number, ask him to call you back.
71. T : I will ask him to call you back.
72. S : I will ask him to call you back.
73. T : Just a moment.
74. S : Just a moment.
75. T : I will write a message for him.
76. S : I will write a message for him.
77. T : Just a minute.
78. S : Just a minute.
79. T : Let me take a note of that so I can pass your message to him.
80. S : Let me take a note of that so I can pass your message to him.
81. T : May I leave a message ?.
82. S : May I leave a message ?.
83. T : Can I give him a message ?.
84. S : Can I give him a message ?.
85. T : Could you take a message ?.
86. S : Could you take a message ?.
87. T : Could you ask him to call me back ?.
88. S : Could you ask him to call me back ?.
89. T : Please tell him that .
90. S : Please tell him that .
91. T : Please ask him to.
92. S : Please ask him to.
93. T : Okay, itu kalo misalnya kita tidak ketemu orangnya ya. How about for example, one of you want to help me ?. I am a caller you are a receiver. Ada yang mau ?. I am Ma'am, dont call your friend. Okay you want to help me ? (pointing one of students). Please stand up. We make a call like in this video, anda receiver dan saya caller ya. Okay kringg, I want to meet your manager, is he in ?.
94. S : Yes he is in.
95. T : It's okay sit down. Okay next, I would like you work in pair, pokoknya sebelah sebelahan saja ya jadi kamu ngga pindah kemana mana. I would like you to move your chair first please.
    (Teacher gives the task)
96. T : Okay look at the first page please. Perhatikan. Let's listen pronunciation. There are some words that sometimes use in telephone handling. Follow after me ya, [spiːk]
97. S : [spiːk]
98. T : [hɛlp]
99. S : [hɛlp]

100.T : [kɔːl]

101.S : [kɔːl]

102.T : [ˈmɛsɪʤ]

103.S : [ˈmɛsɪʤ]

104.T : [ɑːsk]

105.S : [ɑːsk]

106.T : [niːd]

107.S : [niːd]

108.T : [tɔːk]

109.S : [tɔːk]

110.T : [rɪˈpiːt]

111.S : [rɪˈpiːt]

112.T : [ˈnʌmbə]

113.S : [ˈnʌmbə]

114.T : [tɛl]

115.S : [tɛl]

116.T : Okay perhatikan. So ada beberapa kata yang digunakan ketika kita telephone handling banyak sekali tapi kata katanya bisa kalian lihat di ppan tulis. Now I would like you to look at next page, page 16. Tadi untuk menanyakan nama tadi apa pada telephone handling ?.

117.S : Who is calling.

118.T : Bisa apa aja ya, terus apa lagi ?. May I know your name, can you tell me your name please. Kalo misal mau disambungkan oh yes the headmaster is in here, you can talk with misalnya ya kalo satu ruangan dengan headmasternya. Kalo misalnya sedang keluar berarti tadi ya he is not in, trus apa lagi? he is out at the moment, he has a meeting, he is not in his room. Kalo menunggu coba tunggu sebentar, what do you say ?.

119.S : Wait a minute.

120.T : Yes apa lagi ?.

121.S : Hold on, just a moment.

122.T : Itu ya kalo disuruh menunggu. Now I would like you to look at page 16, page 16 ya. Look at task 3 first, kamu liat task three dulu. So I think it is about the way to ask. Kalo yang latihan diatasnya bisa dimasukkan kesitu dimasukkan kalo misal tidak lengkap berarti tidak usah. Yang pertama greet caller, state your company and offer help. We will make a short dialogue in telephone handling together. Now I would like you to be first (pointing first row) , the second (pointing second row) and the third (pointing third row) okay nanti kalo sudah third balik lagi first, second, third. Okay yang pertama tadi apa ?.

123.S : Greet caller, state your company and offer help.

124.T : Okay discuss dulu with your friend. Kalo sudah maju salah satu. Hurry, jangan lama-lama.

(Group discussion)

125.T : Memberi salam, menyebutkan usaha dan menawarkan bantuan. Okay write down, its okay. You can look example in task 2, task 2 ada kalo kamu punya kesulitan.

(Discussing about the task)

126.T : Perhatikan. So I think it is about telephone handling in the office ya. Coba sekarang semua baca bareng ya one two three (pointing first row)

127.S : Good morning Mr. Santoso, may I help you ?.

128.T : Yes (pointing second row)

129.S : Good morning, I want to meet Mr. Dani

130.T : Okay (pointing third row)

131.S : Who is Mr. Dani ?.

132.T : Okay (pointing first row)

133.S : He is a headmaster of SMKN 2 Purwokerto.

134.T : Okay (pointing second row)

135.S : I am sorry Sir, he is busy.

136.T : (pointing third row)

137.S : Can you leave a message ?.

138.T : (pointing first row)

139.S : Please tell him to call me back as soon as possible.

140.T : Yes (pointing second row)

141.S : May I know your number ?.

142.T : (pointing first row)

143.S : Of course. My number is 443412

144.T : (pointing second row)

145.S : Thank you.

146.T : (pointing third row)

147.S : You're welcome.

148.T : Okay. It is guide, urutannya untuk membuat percakapan. Now we are going to the next. I would like you let's write page 19. Can I put you on hold, what do you say in Indonesia ?. Bisakah saya menyuruhmu untuk menunggu, bukan put mengambil ya. Next, could you give your phone number please ?.

149.S : Bisakah kamu memberikan nomor telfonmu.

150.T : Would youlike to leave a message Sir ?.

151.S : Bisakah kamu meninggalkan pesan.

152.T : I will make sure Mr. Raharja gets the message soon.

153.S : Saya pastikan pak raharja segera mendapat pesan.

154.T : How may I be of assistance ?. Ada yang bisa saya bantu, can I help you, may I help you, may I be of assistance itu sama saja can I help you ya. Now look at the dialogue, lihat dialognya. I would like you to discuss with your friend to fill in the blank. Coba kira kira isinya yang mana saja. Do you want to help me to read the task ?. Septio (calling one of students) ya coba ibu dibantu baca you as receptionist, yang keras. Listen to your friend please.

155.S1 : Ronald Enterprise, good morning. Dewi's speaking. ....

156.T : What do you think the answer ?.

157.S : How may I be of assistance ?.

158.T : Yes good. Tadi apa kalo dalam bahasa Indonesia how may I be of assistance ?.

159.S : Ada yang bisa saya bantu.

160.T : Okay next. Continue Saiful Rizal, teruskan bacanya. Respon.

161.S2 : I would like to speak to Mr. Julio, please.

162.T : Next Septio repeat again eh no repeat, continue again.

163.S1 : May I as who is calling ?

164.S2 : This is Harry Marga from Twins Travel.

165.S1 : I am sorry the line is engaged at the moment. ....

166.T : So what do you think number 2 ?.

167.S : Can I put you on hold.

168.T : Yes, can I put you on hold. Okay next continue.

169.S2 : I'm afraid I really need to talk about an important business.

170.T : What do you think number 3 ?.

171.S : Would youlike to leave a message Sir ?.

172.T : Yes next.

173.S2 : Please tell him that I am waiting for the draft of our new project.

174.S1 : Noted, Sir. .....

175.T : What do you think number 4 ?.

176.S : Could you give your phone number please ?.

177.T : Next.

178.S2 : Yes, it's 637585

179.S1 : Thank you very much, Sir. ....

180.T : What is the answer number 6 ?.

181.S : I will make sure Mr. Raharja gets the message soon.

182.T : Okay. Perhatikan now I would like you to take a note a little. Membuat catatan kira kira biasanya yang diucapkan oleh penelfon atau penerima telfon itu apa saja dari bacaan yang ada saja. What do you think?. Kalo misalnya kata Dewi's speaking berarti dari penerima ya kira kira kalian ada tidak kesulitan ketika membuat kalimat untuk telephone handling ?. Make a note ya, make a little note nanti kalian bikin catatan sendiri kira kira apa yang

diucapkan oleh penelfon atau penerima telfon, caller sama receiver ya. Ya okay dari yang ada disini kalo misalnya dari sini kita sudah bisa ambil ya who is calling berarti, caller atau receiver ?.

183.S : Receiver.

184.T : Receiver ya. I would like to speak to berarti ?.

185.S : Caller.

186.T : Caller. Okay. May I ask who is calling ?.

187.S : Receiver.

188.T : Okay receiver ya berarti kan sudah otomatis ya dari receptionist dan Hary, yang dikatakan receptionist berarti dari ?.

189.S : Receiver.

190.T : Receiver ya, Hary ?.

191.S : Caller.

192.T : Caller nya okay, penerima telfonnya. Now I would like you with your pair, I want you to look at page 17, task 4 apa perintahnya ?. Make a short dialogue about telephone conversation based on these situations. Then, act it out in front of the class. So we have 3 numbers, kita punya 3 nomor. You do number 1 (pointing first row), and next you number 2 (pointing second row), and next you do number three (pointing third row). So we have to limit one dialogue, hanya membuat satu dialog saja based on these situations.

193.S : Yes.

194.T : I want one of your books, jadi di salah satu buku kalian. Okay we will do, any question first ?. Ada pertanyaan ?.

195.S : No.

196.T : No ?. Any question for me ?. No ya. You can discuss ya, sama sama seperti ini tapi situasinya berbeda.
(Group discussion)

197.T : Okay perhatikan. I think your time is up, right ?.

198.S : Yes.

199.T : Sampai jam berapa kalian ?.

200.S : 11.35

201.T : Okay 3 menit lagi. Okay I would like you to make a conversation at home. Take a photo of your work, difoto dulu tugasnya yang harus kalian lakukan. Okay I would like you to make a conversation at home, kalian buat dirumah. Next meeting on Wednesday ?.

202.S : Yes.

203.T : On Wednesday, not on Friday

204.S : Yes.

205.T : Okay I would like you to perform your dialogue.

206.S : Yes.

207.T : Dihafalkan.
208.S : Yes.
209.T : Okay that's all thank you, see you on Wednesday.
210.S : See you.

APPENDIX 2

XI MM CLASS

(September, 5th 2019)

Material: Formal Invitation

<u>TRANSCRIPT</u>

T: Teacher   S: Students

1. T   : Good morning class.
2. S   : Good morning.
3. T   : How are you today?
4. S   : Fine, thank you. And you?
5. T   : Fine too, thank you.
   (checking absence with calling sudent's name)
6. T   : Okay, for the last we have studied about invitation, right?
7. S   : Yes, it's invitation.
8. T   : You made the dialogue, right?
9. S   : Yes.
10. T   : And you have to perform it?
11. S   : Yes.
12. T   : You have done it?
13. S   : Yes, of course
14. T   : Now, we are going to next. We will study about formal invitation. Formal invitation bukan secara directly ya. Bukan secara langsung. I think it is about letter of invitation. You can open your book page 34. You got the page?
15. S   : Yes.
16. T   : Okay I think it is about type of formal invitation, for example?
17. S   : Opening school.
18. T   : Good. Formal invitation to the opening of the school, next?
19. S   : Graduation ceremony, birthday.
20. T   : Okay good. Have you ever get the invitation in formal invitation?
21. S   : Yes. Wedding invitation.
22. T   : Yes. Next it is common format of formal invitation. The first line is name, the second line is request for participant, what it is in Indonesia?
23. S   : Permintaan untuk dating.
24. T   : Next, the third is name of invited,
25. S   : Nama yang diundang bu?
26. T   : Yes. Next line is occasion for invitation, what is occasion?

27. S   : Acara.

28. T   : Acara atau event nya. Okay next, the fifth line is the time and date of the occasion. The sixth line is the place of the occasion. And the last line is the request for reply. Have you ever reply an invitation?

29. S   : No.

30. T   : No, never ya. In Indonesia it is unusual to reply the invitation. If we want to come so we will come, and if we don't want to come we will not come. So I think there is no replay for the invitation. Next disitu ada social function nya, ada inviting people to formal and social events. Jadi kalo kalian misalnya ada pertanyaan what is the purpose of the letter, jawabannya?

31. S   : To invite.

32. T   : Yes, to invite. Pasti jawabannya kamu pilihnya harus yang to invite, karena itu social function nya atau fungsi sosialnya. Next, linguistic characteristcs nya simple, precise, concise words, detailed information, the tone should be friendly & sincere, words should be chosen carefully, the style of writing should be formal. Jadi harus dalam bentuk formal.

33. S   : What is friendly and sincere bu?

34. T   : Friendly bersahabat, sincere menghormati. Next format of layout. Disitu ada addresses of the addresser and the addressee, salutation, what is salutation?

35. S   : Salam.

36. T   : Salam pembuka. And then next body. The body contain state for whom the invitation is & by who it is given, reasons of invitation, date, time, place, R.S.V.P. In Indonesia, there is no R.S.V.P ya.

37. S   : Yes.

38. T   : Yang jelas di Amerika ada R.S.V.P, ada membalas. The format of the envelope for the invitation is addressed the same way as the envelope of a letter. Then ways of organizing information, there are reason for inviting others, detailed information about party or event, and ask friend to come by using a sincere tone. Okay you can look page 37. It is kind of formal invitation. We will study about writing. We will make a formal invitation.

(2 students come and bring books)

39. T   : Thank you very much.

(Teacher show some examples of formal invitation and the structure)

40. T   : So it is birthday formal invitation. Next after passing the sequence of learning, students are supposed to be able to inform the incorrect formal invitation to the correct one. Yang salah jadi benar.

(Teacher show an example of formal invitation and the structure)

41. T   : Florida National University invites you to attend ?.
42. S   : Spring Commencement 2013.
43. T   : Spring Commencement 2013. Class of 2013. Sunday may, 19th, 2013 at the James L. Knights International Center 400 SE Second Ave Miami Florida. Okay what is the first structure ?
44. S   : Name of the host.
45. T   : Okay, next the second.
46. S   : Invitation wordings.
47. T   : Okay, next.
48. S   : Kind of event.
49. T   : Okay good, next.
50. S   : Date.
51. T   : Are you sure date ?
52. S   : Yes.
53. T   : Oh okay it is date. Next.
54. S   : Venue.
55. T   : Venue okay, next.
56. S   : Special information.
57. T   : Is there a special instructor?
58. S   : No.
   (Teacher shows another example)
59. T   : Okay, next what is this?
60. S   : Reunion.
61. T   : CBF Reunion 09. Celebrating our heritaged. July 3 and 4. The White House Lawn. Yang pertama apa itu?
62. S   : Name of the host.
63. T   : Next the second.
64. S   : Kind of Event.
65. T   : Kind of event kalo yang tadi berarti sama saja ya. Next.
66. S   : Date.
67. T   : Okay, next.
68. S   : Venue.
69. T   : Next.
70. S   : Special information.
71. T   : Next.
72. S   : Event.
73. T   : Yes right. Event detail. Next.
74. S   : Special information.
75. T   : The last.
76. S   : Contact.

77. T   : Kalo tadi ngomongnya request to respond sama saja dengan contact.

(Teacher shows another example)

78. T   : Next. Can you read?

79. S   : No.

80. T   : Okay. What do you think about A?

81. S   : Name of the host.

82. T   : B is the person invited. C is date of the invitation. Yang D apa?

83. S   : Salutation.

84. T   : Okay next. It gives as great pleasure to invite you to attend, ini apa namanya ?

85. S   : Body.

86. T   : Yes, it is include in body. Next, detail of information. Next closing. The last ?

87. S   : Signature.

88. T   : Okay, the person who invites.

(students laughing)

89. T   : Yes, it is right signature. Contact ya yg terakhir.

(teacher shows next slide)

90. T   : Okay, ini biasanya beberapa kata yang masuk ke dalam pertanyaan tentang invitation. What is the letter about, what is that? Kalo kita belajarnya invitation berarti ?

91. S   : To invite.

92. T   : Yes. Inviting. Where would the occasion be held, what do you say in Indonesia?

93. S   : Dimana acara diadakan.

94. T   : Ya, dimana acara atau kegiatan dilaksanakan atau diadakan. Who sent the invitation letter?

95. S   : Siapa yang mengirim.

96. T   : Okay, siapa yang mengirim. How should the person invited reply the invitation?

97. S   : Bagaimana seharusnya seseorang membalas.

98. T   : Okay next, how long would the seminar last? Tadi ada ya informasinya. Next, write any proper nouns in the invitation. Kadang-kadang ada beberapa yang ditanyakan tentang kata benda apa saja yang digunakan. Kemudian ada apa lagi, pronouns, kata ganti orang ya. Have you ever studied about pronoun right? In the first class?

99. S   : Yes.

100.   T   : Ada berapa banyak pronoun? Subject, then next object, possessive adjective, possessive pronoun. We will use it until you in third

class. And then next, write any adverbs in the invitation, what is adverb? Kalo verb kata kerja adverbnya berarti keterangan, kalo adjective?

101.   S   : Kata sifat.

102.   T   : Yes. Next, what is the intentions of this formal invitation sama saja what is the purpose of the letter formal invitation. Tujuannya apa. Next, sekarang ada beberapa soal HOT, high thinking order, kadang-kadang tidak masuk ke dalam surat undangan yang kit abaca, for example ini for Mr. Brown ya,kalo misal suratnya untuk Mr. Brown, what will Mr. Brown do after read the invitation letter?. Ini masih think yourself, kamu harus memikirkan jawabannya sendiri. So it is kind of high order thinking, harus berpikir sendiri dari bacaannya. Okay next.
(teacher shows next slide)

103.   T   : Ini ada beberapa yang biasanya kita akan belajar beberapa kata kerja yang muncul dalam surat undangan. In this, for example invite, bentuknya verb, to request something especially formally or politely. Meminta sesuatu. Pleasure, noun, enjoyment, what is enjoyment?

104.   S   : Kesenangan.

105.   T   : Yes. Happiness, satisfaction. The next, seminar, noun, an occasion when a teacher or expert and a group of people meet to study and discuss something. Entitled, being given a title. Okay next, tends, to go to event. Look forward, what is the look forward? Menunggu balasan ya, to say hope to hear from or see someone soon.
(teacher shows other example of formal inviatation)

106.   T   : Now, I would like you to look at your book again. Buka buku kalian. For the last this one ya. Mr and Mrs. Roosevelt. What is the purpose of the letter?

107.   S   : Invite to upcoming parent teacher meeting.

108.   T   : Inviting to upcoming parent teacher meeting. Who sent the letter? Siapa yang mengirim surat? There are Thomsons ya.

109.   S   : Ngga kelihatan bu.

110.   T   : Oh sorry. Okay next, what is the letter about? Can you say in Indonesia? suratnya tentang apa itu?. Do you know the concern of the letter? What is it? What is the problem in the letter? One of you please raise your hand, in Indonesia no problem. Yes you try. No problem.

111.   S   : Pemberitahuan kepada orang tua siswa untuk memeri meeting tentang mendiskusikan anak perempuannya apa yang dilakukan disekolah dan dia disuruh bimbingan oleh orang tua.

112.   T   : Yes, thank you. Very good.
(Applause)

113.   T   : So I think that is the content of the letter. Kontennya seperti itu. Is it formal letter right?

114.   S   : Yes.

115.   T   : Yes, it is formal letter. My question, what will Mr and Mrs. Roosevelt do after they get the letter?

116.   S   : They attend the teacher.

117.   T   : Okay good. They will attend the teacher. They will attend parent teacher meeting. Yes very good. Next, can you mention some verbs in this letter? Verbnya apa saja?

118.   S   : Discuss

119.   T   : Okay. Kalo verb berarti kamu cari subject, setelah subject biasanya kata kerja.

120.   S   : Informing.

121.   T   : Good. Next.

122.   S   : Meeting.

123.   T   : Next.

124.   S   : Held, contain.

125.   T   : Okay good. Apa lagi? Banyak sekali. Teach.

126.   S   : Hope. Look. Want.

127.   T   : Meet, do, doing, needs, push, given. Okay perhatikan. It is kind of invitation letter, type of invitation letter. Now I would like you to look at page 43. Pick your book. You got it?. Choose one of the activities given below. The first, with a partner create a formal invitation for the head of your school, inviting her/him. So I think the event is free. Eventnya frea saja. Okay I would like you to look at page 43. It is the task you must do. Make a formal invitation letter. Okay next. After that, I would like you to look at page 38. Halaman 38, you get it?

128.   S   : Yes.

129.   T   : I thought we have to respond invitation letter, but I want you to look at the example of replay of invitation letter. The first, formal invitation should be responded within three days. Next, require replays are written in the third person. Replays have to be hand written. Kemudian, reason should be briefly started by reclaiming the invitation. You get it? Tau ya maksudnya in Indonesia?

130.   S   : Tau.

131.   T   : Ya, harus dijawab tidak lebih dari 3 hari. Kemudian, jawabannya harus dituliskan oleh orang ketiga. Kemudian, jawabannya harus tulis tangan. Kemudian yang ketiga, alasan harus jelas kenapa menolak undangan. It is the example about acceptance. And then, next the second for declaiming. Menolak ya. Okay before you do your task, any

question for me? Ada pertanyaan buat ibu? Any question for me about invitation letter?

132. S : No.

133. T : Is it clear enough for you?

134. S : Yes.

135. T : Okay, I would like you to make a group of two. You can move your chair. With someone next you its okay. Kamu pindah saja tempat duduknya.

(Teacher asks students to move)

136. T : Okay, you get my task? Tau ya tugas kalian?

137. S : Tau.

138. T : Okay, you can open your book. You can use your handphone to looking for about formal invitation, but I don't want you just copy paste from the internet. I would like you to create it. Ibu minta kalian sambil melihat ya jangan plek dengan apa yang kamu cari di internet. After you make a formal invitation, kalian tuliskan the replay. Replay contohnya ada dibuku kalian.

(Teacher points out first row)

139. T : Okay this one, membuat undangan.

(Teacher points out second row)

140. T : Next, this one declaim the invitation.

(Teacher points out third row)

141. T : And then next the third, it is accept. Menerima ya.

(Teacher distributes the task)

142. T : Okay, I want you just write number and your class. Ngga usah tuliskan namanya karena ibu mau pake lagi dikelas lain. Kamu hanya menuliskan absent number and your class.

143. S : Nomor absen?

144. T : Yes.

(Students start to do the task)

(Students submit the task)

145. T : Okay, I get your work. Now, I will distribute the work and I would like you to format the line out. For the example, page 37. Halaman 37. It is your friends' work. Ini pekerjaan teman kalian.

(Teachers distributes the students' task)

146. T : Now, I would like you to give the number, your absent number. Beside your friend's number. And I would like you to organize what is the name of the host, kind of event, date, the news special information, event detail, and the special information.

(Teacher show the structure example slide)

147.   T   : Posisinya tidak harus urut. Bebas, dimana saja. Tapi yang jelas ada itu di pekerjaan kalian. You get it? Di undangan kalian pasti ada bentuk seperti itu. I would like you to give an arrow. Dikasih panah dimana saja.

(Students do the task)

(Students submit the task)

148.   T   : Yang pertama yang harus ada berarti adalah?

149.   S   : Kertas.

(Laughing)

150.   T   : Okay, what is the first?

151.   S   : Host.

152.   T   : Sender and address, ya?

153.   S   : Ya.

154.   T   : The second? Yang kedua apa?

155.   S   : Host.

156.   T   : Date ya. Kemudian?

157.   S   : Place.

158.   T   : Okay. Date, place, news, kemudian special information, kind of event, RSVP. So, in Indonesia there is no Rsvp but in formal invitation biasanya ada untuk RSVP. I ask you, is it difficult or not for you?

159.   S   : No.

160.   T   : Okay. So I think kalo misalnya kita membuat undangan dalam bahasa Indonesia sama saja if we translate into English, but the arrangement is sometimes different. Ada beda sedikit. Kalo misalnya kemarin kita belajarnya invite someone directly, mengundang orang secara langsung ya. Kalian gunakan apa untuk mengundang secara langsung?

161.   S   : Would you.

162.   T   : Would you ya. Kalian gunakan kata would you. Would you, terus?

(Teacher writes the expression)

163.   S   : Could you.

164.   T   : Could you.

165.   S   : Could I, may.

166.   T   : May, okay. Kemudian I want you to. Ini biasanya yang digunakan ketika kita mengundang secara langsung. Jangan sampai lupa. What about the respond? Responnya kalo yang accept?

167.   S   : Yes, of course.

168.   T   : Oh yes, of course. Apa lagi?

169.   S   : With my pleasure.

170.	T	: With my pleasure.
171.	S	: I'd like to.
172.	T	: I'd like to.
173.	S	: I'd love to.
174.	T	: I'd love to. Okay what about refuse?
175.	S	: I'm sorry.
176.	T	: Okay. I'm sorry, I'm busy, apa lagi?
177.	S	: I'd love to but.
178.	T	: I'd love to but I have something to do, apa lagi?
179.	S	: No, sorry.

180.   T   : No, sorry. Okay, jadi itu biasa digunakan ketika kita merespon undangan yang secara langsung. Kalo tidak secara langsung, berarti we study about invitation card/invitation letter. Nanti type nya apa saja, so we have studied about it. Yang sudah kalian pelajari. Do you think make an invitation difficult for you?

181.   S   : No.

182.   T   : No, I don't think so ya. Okay, you celebrate your birthday party, please invite me.
(Teacher points one student)

183.   S   : Would you like to come to my birthday party?

184.   T   : Oh yes, I'd love to. When is it?

185.   S   : 7 p.m

186.   T   : 7 p.m ? In the morning?

187.   S   : Yes, tomorrow.

188.   T   : Tomorrow? Oh tomorrow I can't. I will be busy tomorrow, but I truly appreciate your invitation. Okay next. Wahyu.
(Teacher points one student)

189.   T   : You will celebrate your brother's birthday. Invite me.

190.   S   : Would you like to my brother's party?

191.   T   : Would you like to come to. Don't forget. Jangan sampai lupa ya. would you like to come to my birthday, my brother's birthday party. Okay, mbak. You.
(Teacher points one student)

192.   T   : You will go to Rita mall and you ask me to follow you. Okay listen to your friend. You will go to Rita mall and you want me to accompany you
(Student is confuse to answer the question)

193.   : You will go to Rita mall and you ask me to accompany you. Kamu ingin aku menemani kamu, kamu mengundang saja ngga masalah ya. What is that? Contohnya apa? Would you go to Rita mall with me? Udah

selesai. Pokonya jangan sampai pertanyaan saya jadi memberatkan kamu. Aduh ngomongnya apa ya. Ngga usah. Sama saja. Would you go to Rita mall with me? Let's go to Rita mall. Pake let's ngga masalah. Okay jadi itu ya mba. Jangan malah kamu terpengaruh dengan soal saya yang terlalu panjang. You will go to Rita mall and you ask me to accompany you. Kan sama saja pakenya itu. Would you go to Rita mall with me or let's go to Rita mall with me. Okay next. you can help me?
(Teacher points out one student)

194.　　T　　: I have many homework and I can't do that. So, you ask me to go to my teacher's house.

195.　　S　　: Would you like to go teacher's house?

196.　　T　　: To go to teacher house.

197.　　S　　: Would you like to go to teacher's house with me?

198.　　T　　: Okay. Yes, I will try. Okay ibu tanya ya. Can you use the expression of inviting?

199.　　S　　: Yes.

200.　　T　　: Ada yang belum bisa? Bisa ya semunya ya?

201.　　S　　: Iya.

202.　　T　　: Okay. Yang termudah menggunakan apa?

203.　　S　　: Would you.

204.　　T　　: Would you like, would you mind. Okay berarti kalian semua bias. Perhatikan kata kerja yang mengikuti ketika menggunakan bentuk would you like & would you mind. Okay The last meeting you have mentioned some verbs relation with invitation. Can you mention it?. Last meeting, we studied about some verbs relation with inviting someone. What is it?

205.　　S　　: Come.

206.　　T　　: Come.

207.　　S　　: Go.

208.　　T　　: Go.

209.　　S　　: Attend.

210.　　T　　: Attend.

211.　　S　　: Arrive.

212.　　T　　: Arrive.

213.　　S　　: Accompany.

214.　　T　　: Accompany.

215.　　S　　: Join.

216.　　T　　: Join. Okay good. Can you use refusing of invitation? Can you use the expression of refusing an invitation?

217.　　S　　: Yes.

218.   T   : What is it?

219.   S   : Sorry, I can't

220.   T   : Sorry, I can't, no, I'm busy. Very good. Next, have you ever use this expression in your right life?

221.   S   : Yes. No.

222.   T   : Yes, but in Indonesia right?

223.   S   : Yes.

224.   T   : Yes. Ever, but in Indonesia ya. Dalam bahasa Indonesia, not in English. Do you want to use your English?

225.   S   : Yes. No.

226.   T   : Okay, kalo misalnya bisa ya dicoba. Do you have difficulties in study about invitation?

227.   S   : No.

228.   T   : No? No ya?. Okay thank you very much if there is no difficulty. Okay next. Do you understand about the structure of formal invitation?

229.   S   : Yes.

230.   T   : Understand ya? Okay. Can you write the formal invitation?

231.   S   : Yes.

232.   T   : You have done it ya?. Baru saja mengerjakan.

233.   S   : Ya.

234.   T   : Okay thank you. You don't have difficulty in study about invitation. I think I have finished about invitation. Don't forget to study about invitation in directly and in the letter. Jangan lupa belajar itu. We have 3 materials. The first material was about opinion.The second was telephone handling. And the third is invitation. Okay thank you very much for today. There's no question for me?

235.   S   : No.

236.   T   : Okay you can move your class. Thank you very much.

APPENDIX 3

TP CLASS' ANALYSIS

1. Good morning. **(M)**
2. Morning. **(M)**
3. How are you ?. **(IN)**

How	are	you ?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

4. Fine, thank you. **(M)**
5. And you ?. **(M)**
6. Fine, thank you. **(M)**
7. Okay, **(M)**
8. for the last we have studied about giving an opinion **(D)**

for the last	we	have studied		about giving an opinion
Adjunct	Subject	finite	Predicator	Complement
	MOOD			
RESIDUE				

9. Yes. **(M)**
10. How do you give an opinion ? **(IN)**

How	Do	you	give	an opinion ?
wh	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

11. What is the question for giving an opinion ? **(IN)**

What	Is	the question	for giving an opinion?
Wh/subject	Finite	Complement	Predicator

MOOD	
RESIDUE	

12. what will you say ?. **(IN)**

what	Will	You	say?
Wh/subject	Finite	Complement	Predicator
MOOD			
RESIDUE			

13. What do you think **(M)**

14. Yes. **(M)**

15. Okay next, **(M)**

16. to answer opinion, what will you say ?. **(IN)**

to answer opinion,	what	will	You	say?
	Wh/subject	Finite	Complement	Predicator
	MOOD			
	RESIDUE			

17. I think, in my opinion, in my mind, what I mean is. **(M)**

18. Next, when we talk about opinion, **(D)**

Next,	When	We	talk	about an opinion
		Subject	Finite	Complement
		MOOD		
	RESIDUE			

19. there are agree and disagree about an opinion, **(D)**

there	Are	agree and disagree about an opinion
Subject	Finite	Complement
MOOD		
RESIDUE		

20. so what do you think ? **(IN)**

so	What	do	You	think ?
	Complement/Wh	finite	Subject	Predicator ?

			MOOD	

RESIDUE

21. What will you say to agree an opinion ?. **(IN)**

What	Will	You	say	to agree an opinion?
Complement/Wh	Finite	subject	Predicator	

	MOOD	

RESIDUE

22. Yes of course, I agree with you, I think so, **(M)**

23. What about disagree ?. **(M)**

24. I disagree with you, I am sorry**(M)**

25. Ya okay. **(M)**

26. I agree with you but I have my own idea. **(M)**

27. Now we will study about new chapter, **(D)**

Now	we	Will	study	about new chapter
	Subject	Finite	Predicator	Complement

	MOOD	

RESIDUE

28. it is about telephone handling. **(D)**

It	Is	about telephone handling
Subject	Finite	Complement

	MOOD	

RESIDUE

29. Have you ever make a phone ?. **(IN)**

Have	you	Ever	make a phone?
Finite	subject	Adjunct	Complement
MOOD			
RESIDUE			

30. Yes. **(M)**

31. Yes of course. **(M)**

32. All of you have a phone right ?. **(NN)**

33. Yes. **(M)**

34. How often do you make a call in a day ?. **(IN)**

How often	Do	You	make	a call	in a day?
Wh	Finite	Subject	Predicator	Complement	Adjunct
	MOOD				
RESIDUE					

35. No. **(M)**

36. Do you use Whatsapp ?. **(IN)**

Do	You	use	Whatsapp?
Finite	Subject	predicator	Complement
MOOD			
RESIDUE			

37. Yes. **(M)**

38. Okay. **(M)**

39. We will study about telephone handling in formal situation. **(D)**

We	Will	study	about telephone handling	in formal situation
Subject	Finite	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

40. So what do you think about formal situation ?. **(IN)**

So	What	Do	you	Think	about formal situation?
	Wh	Finite	Subject	Predicator	Complement
		MOOD			
	RESIDUE				

41. Where will you do a formal telephone handling ?. **(IN)**

Where	Will	you	Do	a formal telephone handling?
Wh/adjunct	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

42. What is formal ?. **(IN)**

What	Is	formal?
Wh/subject	Finite	Complement
	MOOD	
RESIDUE		

43. Resmi. **(M)**
44. So you with your friend, **(M)**
45. I think it is informal. **(D)**

I	Think	it	Is	informal
		Subject	Finite	Complement
		MOOD		
RESIDUE				

46. Now we talk about formal telephone handling, **(D)**

Now	We	Talk	formal telephone handling,
Adjunct	Subject	Finite	Complement
	MOOD		
RESIDUE			

47. so what dou you think? **(IN)**

So	What	Do	you	think?
	Wh/subject	Finite	Complement	Predicator

	MOOD			

RESIDUE

48. Where is it? **(IN)**

Where	Is	it?
Wh/adjunct	Finite	Subject
	MOOD	

RESIDUE		

49. In the office. **(M)**

50. Other ?. **(M)**

51. Travel agent**(M)**

52. What do you think in a hotel? **(IN)**

What	Do	you	think	in a hotel?
Wh/Subject	Finite	Complement	Predicator	Adjunct

MOOD				

RESIDUE				

53. Is it formal or informal? **(IN)**

Is	It	Formal or informal?
Finite	Subject	Complement
MOOD		

RESIDUE		

54. When we want to booking hotel room, **(D)**

When	We	want	to booking	hotel room
	Subject	Finite	Predicator	Complement

	MOOD			

RESIDUE				

55. is it formal or informal ?. **(IN)**

Is	It	Formal or informal?
Finite	Subject	Complement
MOOD		
RESIDUE		

56. Formal. **(M)**

57. Yeah, **(M)**

58. okay. **(M)**

59. So I think when we use telephone handling in formal situation **(D)**

So	I	think	when	we	use	Telephone handling	in formal situation
				Subject	Finite	Complement	Adjunct
				MOOD			
				RESIDUE			

60. we use several ways. **(D)**

we	Use	several ways
Subject	Finite	Complement
MOOD		
RESIDUE		

61. Okay **(M)**

62. I have a video, **(D)**

I	Have	a video
Subject	Finite	Complement
MOOD		
RESIDUE		

63. wait a minute **(IM)**

64. Yes. **(M)**

65. Okay, **(M)**

66. where does the conversation happen ?. **(IN)**

Where	Does	the conversation	happen?
Wh/Adjunct	Finite	Subject	Predicator
	MOOD		
RESIDUE			

67. Ofiice. **(M)**

68. Yes right, in the office. **(M)**

69. Next, whom does the caller want to speak to ?. **(IN)**

Next,	whom	Does	the caller	want to speak to?
	Wh/subject	Finite	Complement	Predicator
	MOOD			
RESIDUE				

70. Okay look at here. **(IM)**

71. Okay, **(M)**

72. whom does the caller want to speak to ?. **(IN)**

	whom	Does	the caller	want to speak to?
	Wh/subject	Finite	Complement	Predicator
	MOOD			
RESIDUE				

73. Rey Johnson **(M)**

74. So the conversation happen in office. **(D)**

So	the conversation	happen	in the office
	Subject	Finite	Adjunct
	MOOD		
RESIDUE			

75. Okay next look at the question, **(IM)**

76. is the present in ? **(IN)**

Is	the present	in?
Finite	Subject	Complement
MOOD		
RESIDUE		

77. No. **(M)**

78. No ya, **(M)**

79. He is not in. **(D)**

He	is not	In
Subject	Finite	Complement
MOOD		
RESIDUE		

80. He is not in, **(D)**

He	is not	In
Subject	Finite	Complement
MOOD		
RESIDUE		

81. where is he ?. **(IN)**

Where	Is	he?
Wh/adjunct	Finite	Subject
	MOOD	
RESIDUE		

82. Out. **(M)**

83. Out ya, **(M)**

84. but there is no information. **(D)**

but	There	is	no information
	Subject	Finite	Complement
	MOOD		
RESIDUE			

85. The information is he is not in. **(D)**

The information	Is	He is not in
Subject	Finite	Complement
MOOD		
RESIDUE		

86. Next, does the caller leave a message ?. **(IN)**

Next,	does	the caller	leave	a message?
	Finite	Subject	Predicator	Complement
	MOOD			
	RESIDUE			

87. Yes**(M)**
88. What is the message ?. **(IN)**

What	Is	the message?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

89. Meningalkan nomor. **(M)**

90. Number ya. **(M)**

91. Give the number and want to call back ya ?. **(M)**

92. Yes. **(M)**

93. Okay next. **(M)**

94. Yes. **(M)**

95. Okay, **(M)**

96. does he leave a message ?. **(IN)**

does	He	leave	a message?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

97. Yes. **(M)**

98. Yes, **(M)**

99. what is the message?. **(IN)**

what	Is	the message?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

100.   Call back. **(M)**

101.   Yes, **(M)**

102.   call back at home. **(M)**

103.   what is it in Indonesia ?. **(IN)**

What	Is	it	in Indonesia
Wh/subject	Finite	Complement	Adjunct
MOOD			
RESIDUE			

104.   Saya ingin bicara dengan. **(M)**

105.   Next, would you like to leave a message. **(M)**

106.   Apakah kamu ingin meninggalkan pesan. **(M)**

107.   Could you please help me to call. **(M)**

108.   So we will talk about telephone handling, **(D)**

So	We	Will	talk	about telephone handling
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

109.   I still have note in white board **(D)**

I	Still	Have	note	in white board
Subject	Finite	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

110.   it is sticking a phone message and having a phone message. **(D)**

It	Is	sticking	a phone message and having a phone message
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

111.   Okay, **(M)**
112.   follow me **(IM)**
113.   would you like to leave a message ?. **(M)**
114.   Would you like to leave a message ?. **(M)**
115.   Do you want to hold on or to call me back later ?. **(M)**
116.   Do you want to hold on or to call me back later ?. **(M)**
117.   Can I take a message. **(M)**
118.   Can I take a message. **(M)**
119.   If I take your message and number, ask him to call you back. **(M)**
120.   If I take your message and number, ask him to call you back. **(M)**
121.   I will ask him to call you back. **(M)**
122.   I will ask him to call you back. **(M)**
123.   Just a moment. **(M)**
124.   Just a moment. **(M)**
125.   I will write a message for him. **(M)**
126.   I will write a message for him. **(M)**
127.   Just a minute. **(M)**
128.   Just a minute. **(M)**
129.   Let me take a note of that so I can pass your message to him. **(M)**
130.   Let me take a note of that so I can pass your message to him. **(M)**
131.   May I leave a message ?. **(M)**
132.   May I leave a message ?. **(M)**
133.   Can I give him a message ?. **(M)**
134.   Can I give him a message ?. **(M)**
135.   Could you take a message ?. **(M)**
136.   Could you take a message ?. **(M)**
137.   Could you ask him to call me back ?. **(M)**
138.   Could you ask him to call me back ?. **(M)**
139.   Please tell him that . **(M)**
140.   Please tell him that . **(M)**
141.   Please ask him to. **(M)**
142.   Please ask him to. **(M)**
143.   Okay, **(M)**

144.   How about for example, **(M)**

145.   one of you want to help me ?. **(NN)**

146.   I am a caller **(D)**

I	Am	a caller
Subject	Finite	Complement
MOOD		
RESIDUE		

147.   you are a receiver. **(D)**

You	Are	a receiver
Subject	Finite	Complement
MOOD		
RESIDUE		

148.   I am Ma'am, dont call your friend. **(IM)**

149.   Okay you want to help me ? **(NN)**

150.   Please stand up. **(IM)**

151.   We make a call like in this video, **(D)**

We	make	a call	like in this video
Subject	Finite	Complement	Adjunct
MOOD			
		RESIDUE	

152.   Okay kringg, **(M)**

153.   I want to meet your manager, **(D)**

I	Want	to meet	your manager
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

154.   is he in ?. **(IN)**

Is	he	in?
Finite	Subject	Adjunct
MOOD		
RESIDUE		

155.   Yes he is in. **(M)**

Yes	he	is	in
	Subject	Finite	Adjunct
	MOOD		
RESIDUE			

156.   It's okay **(M)**
157.   sit down. **(IM)**
158.   Okay next, **(M)**
159.   I would like you work in pair, **(IM)**
160.   I would like you to move your chair first please. **(IM)**
161.   Okay look at the first page please. **(IM)**
162.   Let's listen pronunciation. **(IM)**
163.   There are some words that sometimes use in telephone handling. **(D)**

There	are	some words	that sometimes	use	in telephone handling
Subject	Finite	Complement	Adjunct	Predicator	Adjunct
MOOD					
RESIDUE					

164.   Follow after me ya, **(IM)**
165.   [spiːk] **(M)**
166.   [spiːk] **(M)**
167.   [hɛlp] **(M)**
168.   [hɛlp] **(M)**
169.   [kɔːl] **(M)**
170.   [kɔːl] **(M)**
171.   [ˈmɛsɪʤ] **(M)**
172.   [ˈmɛsɪʤ] **(M)**
173.   [ɑːsk] **(M)**
174.   [ɑːsk] **(M)**

175.   [ni:d] **(M)**
176.   [ni:d] **(M)**
177.   [tɔːk] **(M)**
178.   [tɔːk] **(M)**
179.   [rɪˈpiːt] **(M)**
180.   [rɪˈpiːt] **(M)**
181.   [ˈnʌmbə] **(M)**
182.   [ˈnʌmbə] **(M)**
183.   [tɛl] **(M)**
184.   [tɛl] **(M)**
185.   Now I would like you to look at next page, page 16. **(IM)**
186.   Who is calling. **(M)**
187.   May I know your name, can you tell me your name please. **(M)**
188.   he is out at the moment, he has a meeting, he is not in his room. **(M)**
189.   what do you say ?. **(IN)**

What	do	You	say?
Wh	Finite	Subject	Predicator
	MOOD		
RESIDUE			

190.   Wait a minute. **(IM)**
191.   Yes **(M)**
192.   Hold on, just a moment. **(M)**
193.   Now I would like you to look at page 16, page 16 ya. **(IM)**
194.   Look at task 3 first, **(IM)**
195.   So I think it is about the way to ask. **(D)**

So	I	think	it	Is	about the way to ask
			Subject	Finite	Complement
			MOOD		
RESIDUE					

196.   We will make a short dialogue in telephone handling together. **(D)**

We	will	Make	a short dialogue	in telephone handling together
Subject	Finite	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

197. Now I would like you to be first (pointing first row) , **(IM)**
198. the second (pointing second row) **(IM)**
199. and the third (pointing third row) **(IM)**
200. Greet caller, state your company and offer help. **(M)**
201. Okay discuss dulu with your friend. **(IM)**
202. Hurry, **(IM)**
203. Okay write down, **(IM)**
204. its okay. **(M)**
205. You can look example in task 2, **(D)**

You	can	Look	example	in task 2,
Subject	Finite	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

206. So I think it is about telephone handling in the office ya. **(D)**

So	I	think	it	Is	about telephone handling in the office ya.
			Subject	Finite	Complement
			MOOD		
RESIDUE					

207. one two three (pointing first row) **(IM)**
208. Okay. **(M)**
209. It is guide, **(D)**
210. Now we are going to the next. **(D)**

Now	we	Are	going	to the next
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

211.   I would like you let's write page 19. **(IM)**
212.   Can I put you on hold, what do you say in Indonesia ?. **(IN)**

What	do	You	say	in Indonesia?
Wh	Finite	Subject	Predicator	Adjunct
	MOOD			
	RESIDUE			

213.   Next, could you give your phone number please ?. **(M)**
214.   Bisakah kamu memberikan nomor telfonmu. **(M)**
215.   Would youlike to leave a message Sir ?. **(M)**
216.   Bisakah kamu meninggalkan pesan. **(M)**
217.   I will make sure Mr. Raharja gets the message soon. **(M)**
218.   Saya pastikan pak raharja segera mendapat pesan. **(M)**
219.   How may I be of assistance ?. **(M)**
220.   Now look at the dialogue, **(IM)**
221.   I would like you to discuss with your friend to fill in the blank. **(IM)**
222.   Do you want to help me to read the task ?. **(IN)**

Do	you	want to help	Me	to read the task ?.
Finite	Subject	Predicator		Complement
MOOD				
RESIDUE				

223.   Septio (calling one of students) **(IM)**
224.   Listen to your friend please. **(IM)**
225.   What do you think the answer ?. **(IN)**

What	do	You	think	the answer ?.
Wh	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

226.   How may I be of assistance ?. **(M)**
227.   Yes good. **(M)**
228.   Ada yang bisa saya bantu. **(M)**
229.   Okay next. **(M)**

230.   Continue Saiful Rizal, **(IM)**
231.   Respon. **(IM)**
232.   Next Septio repeat again **(IM)**
233.   eh no repeat, **(IM)**
234.   continue again. **(IM)**
235.   So what do you think number 2 ?. **(IN)**

So	what	do	you	think	number 2 ?.
	Wh	Finite	Subject	Predicator	Complement
		MOOD			
RESIDUE					

236.   Can I put you on hold. **(M)**
237.   Yes, can I put you on hold. **(M)**
238.   Okay next continue. **(IM)**
239.   What do you think number 3 ?. **(IN)**

What	do	You	think	number 3 ?.
Wh	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

240.   Would youlike to leave a message Sir ?. **(M)**
241.   Yes next. **(M)**
242.   What do you think number 4 ?. **(IN)**

What	do	You	think	number 4 ?.
Wh	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

243.   Could you give your phone number please ?. **(M)**
244.   Next. **(M)**
245.   What is the answer number 6 ?. **(IN)**

What	is	the answer number 6 ?.
Wh /subject	Finite	Complement
MOOD		
RESIDUE		

246.   I will make sure Mr. Raharja gets the message soon. **(M)**

247.   Okay. **(M)**

248.   now I would like you to take a note a little. **(IM)**

249.   What do you think?. **(IN)**

What	Do	You	think?
Wh	Finite	Subject	Predicator
	MOOD		
RESIDUE			

250.   Make a note ya, **(IM)**

251.   make a little note **(IM)**

252.   Receiver. **(M)**

253.   Receiver ya. **(M)**

254.   Caller. **(M)**

255.   Caller. **(M)**

256.   Okay. **(M)**

257.   May I ask who is calling ?. **(IN)**

May	I	Ask	who is calling ?.
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

258.   Receiver. **(M)**

259.   Receiver. **(M)**

260.   Receiver ya, **(M)**

261.   Hary ?. **(M)**

262.   Caller. **(M)**

263.   Now I would like you with your pair, **(IM)**

264.   I want you to look at page 17, **(IM)**

265.   Make a short dialogue about telephone conversation based on these situations. **(IM)**

266.   Then, act it out in front of the class. **(M)**

267.   So we have 3 numbers, **(D)**

So	we	Have	3 numbers
	Subject	Finite	Complement
	MOOD		
RESIDUE			

268.   You do number 1 (pointing first row), **(IM)**
269.   and next you number 2 (pointing second row), **(IM)**
270.   and next you do number three (pointing third row). **(IM)**
271.   So we have to limit one dialogue, **(D)**

So	we	have to	limit	one dialogue
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

272.   Yes. **(M)**
273.   I want one of your books, **(IM)**
274.   Okay **(M)**
275.   we will do, **(D)**

We	will	Do
Subject	Finite	Predicator
MOOD		
RESIDUE		

276.   any question first ?. **(M)**
277.   No. **(M)**
278.   No ?. **(M)**
279.   Any question for me ?. **(M)**
280.   No ya. **(M)**
281.   You can discuss ya, **(IM)**
282.   I think your time is up, right ?. **(NN)**
283.   Yes. **(M)**
284.   Okay **(M)**
285.   I would like you to make a conversation at home. **(IM)**
286.   Take a photo of your work, **(IM)**
287.   Okay **(M)**
288.   I would like you to make a conversation at home, **(IM)**
289.   Next meeting on Wednesday ?. **(M)**

290.   Yes. **(M)**
291.   On Wednesday, **(M)**
292.   not on Friday **(M)**
293.   Yes. **(M)**
294.   Okay**(M)**
295.   I would like you to perform your dialogue. **(IM)**
296.   Yes. **(M)**
297.   Yes. **(M)**
298.   Okay **(M)**
299.   that's all thank you, **(M)**
300.   see you on Wednesday. **(M)**
301.   See you. **(M)**

APPENDIX 4

MM CLASS' ANALYSIS

1. Goo**d** morning class. **(M)**
2. Good morning. **(M)**
3. How are you today? **(IN)**

How	Are	you	today?
Wh	Finite	Subject	Adjunct
	MOOD		
RESIDUE			

4. Fine, thank you. **(M)**
5. And you? **(M)**
6. Fine too, thank you. **(M)**
7. Okay, **(M)**
8. for the last we have studied about invitation, right? **(NN)**
9. Yes, **(M)**
10. it's invitation **(D)**

It	's	invitation
Subject	Finite	Complement
MOOD		
RESIDUE		

11. You made the dialogue, right? **(NN)**
12. Yes. **(M)**
13. And you have to perform it? **(NN)**
14. Yes. **(M)**
15. You have done it? **(NN)**
16. Yes, of course **(M)**
17. Now, we are going to next. **(D)**

Now	we	are	going to	the next
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

18. We will study about formal invitation. **(D)**

We	will	Study	about formal invitation
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

19. I think it is about letter of invitation. **(D)**

I	think	it	Is	about formal invitation
		Subject	Finite	Complement
		MOOD		
RESIDUE				

20. You can open your book page 34. **(IM)**
21. You got the page? **(NN)**
22. Yes. **(M)**
23. Okay I think it is about type of formal invitation, **(D)**

Okay	I	think	it	Is	About type of formal invitation
			Subject	Finite	Complement
			MOOD		
RESIDUE					

24. for example? **(M)**
25. Opening school. **(M)**
26. Good. **(M)**
27. Formal invitation to the opening of the school, **(M)**
28. next? **(M)**
29. Graduation ceremony, birthday. **(M)**
30. Okay good. **(M)**
31. Have you ever get the invitation in formal invitation? **(IN)**

Have	you	ever	get	The invitation	in formal invitation?
Finite	Subject	Adjunct	Predicator	Complement	Adjunct

MOOD	
RESIDUE	

32. Yes. **(M)**

33. Wedding invitation. **(M)**

34. Yes. **(M)**

35. Next it is common format of formal invitation. **(D)**

Next	it	Is	common format of formal invitation
	Subject	Finite	Complement
	MOOD		
RESIDUE			

36. The first line is name, **(D)**

The first line	is	name
Subject	Finite	Complement
MOOD		
RESIDUE		

37. the second line is request for participant, **(D)**

The second line	is	request for participant
Subject	Finite	Complement
MOOD		
RESIDUE		

38. what it is in Indonesia? **(IN)**

what	it	Is	In Indonesia?
Wh	Subject	Finite	Adjunct
	MOOD		
RESIDUE			

39. Next, the third is name of invited, **(D)**

the third	is	name of invited
Subject	Finite	Complement

		MOOD		
RESIDUE				

40. Yes. **(M)**

41. Next line is occasion for invitation, **(D)**

Next line	is	occasion for invitation
Subject	Finite	Complement
MOOD		
RESIDUE		

42. what is occasion? **(IN)**

what	is	occasion ?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

43. Okay next, the fifth line is the time and date of the occasion. **(D)**

Okay next	the fifth line	Is	the time and date of the occasion
	Subject	Finite	Complement
	MOOD		
RESIDUE			

44. The sixth line is the place of the occasion. **(D)**

the sixth line	is	the place of the occasion
Subject	Finite	Complement
MOOD		
RESIDUE		

45. And the last line is the request for reply. **(D)**

And	the last line	Is	the request for reply
	Subject	Finite	Complement

MOOD				
RESIDUE				

46. Have you ever reply an invitation? **(IN)**

Have	you	ever	Reply	an invitation?
Finite	Subject	Adjunct	Predicator	Complement
MOOD				
RESIDUE				

47. No. **(M)**

48. No, never ya. **(M)**

49. In Indonesia it is unusual to reply the invitation. **(D)**

In Indonesia	It	is	Unusual	to replay the invitation
Adjunct	Subject	Finite	Complement	Predicator
	MOOD			
RESIDUE				

50. If we want to come **(D)**

If	we	Want	to come
	Subject	Finite	Predicator
	MOOD		
RESIDUE			

51. so we will come, **(D)**

We	will	come
Subject	Finite	Predicator
MOOD		
RESIDUE		

52. and if we don't want to come **(D)**

And	if	we	don't want	to come
		Subject	Finite	Predicator

MOOD	
RESIDUE	

53. we will not come. **(D)**

We	will not	come
Subject	Finite	Predicator
MOOD		
RESIDUE		

54. So I think there is no replay for the invitation. **(D)**

So	I	think	there	Is	no replay for the invitation
			Subject	Finite	Complement
			MOOD		
RESIDUE					

55. To invite. **(M)**
56. Yes, to invite. **(M)**
57. Next, linguistic characteristcs nya simple, precise, concise words, detailed information, the tone should be friendly & sincere, words should be chosen carefully, the style of writing should be formal. **(M)**
58. What is friendly and sincere bu? **(IN)**

What	Is	friendly and sincere	bu?
Wh/subject	Finite	Complement	
MOOD			
RESIDUE			

59. Next format of layout. **(M)**
60. what is salutation? **(IN)**

What	Is	salutation?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

61. And then next body. **(M)**
62. The body contain state for whom the invitation is & by who it is given, reasons of invitation, date, time, place, R.S.V.P. **(D)**

The body	contain	state for whom the invitation is & by who it is given, reasons of invitation, date, time, place, R.S.V.P.
Subject	Finite	Complement
MOOD		
RESIDUE		

63. In Indonesia, there is no R.S.V.P ya. **(D)**

In Indonesia	there	Is	no R.S.V.P ya
Adjunct	Subject	Finite	Complement
	MOOD		
RESIDUE			

64. Yes. **(M)**
65. The format of the envelope for the invitation is addressed the same way as the envelope of a letter. **(D)**

The format of the envelope for the invitation	is	addressed the same way as the envelope of a letter
Subject	Finite	Complement
MOOD		
RESIDUE		

66. Then ways of organizing information, **(M)**
67. there are reason for inviting others, detailed information about party or event, and ask friend to come by using a sincere tone. **(D)**

There	Are	reason for inviting others, detailed information about party

		or event, and ask friend to come by using a sincere tone
Subject	Finite	Complement
MOOD		
RESIDUE		

68. Okay you can look page 37. **(IM)**
69. It is kind of formal invitation. **(D)**

It	is	kind of formal invitation
Subject	Finite	Complement
MOOD		
RESIDUE		

70. We will study about writing. **(D)**

We	will	Study	about writing
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

71. We will make a formal invitation. **(D)**

We	will	Make	a formal invitation
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

72. Thank you very much. **(M)**
73. So it is birthday formal invitation. **(D)**

So	It	Is	birthday formal invitation
	Subject	Finite	Complement
	MOOD		
RESIDUE			

74. Next after passing the sequence of learning, students are supposed to be able to inform the incorrect formal invitation to the correct one. **(D)**

Next after passing the sequence of learning,	students	are	supposed to be able to inform	the incorrect formal invitation to the correct one.
Adjunct	Subject	Finite	Predicator	Complement
	MOOD			
	RESIDUE			

75. Florida National University invites you to attend ?. **(M)**
76. Spring Commencement 2013. **(M)**
77. Spring Commencement 2013. Class of 2013. Sunday may, 19th, 2013 at the James L. Knights International Center 400 SE Second Ave Miami Florida. **(M)**
78. Okay **(M)**
79. what is the first structure ? **(IN)**

What	Is	the first structure?
Subject	Finite	Complement
	MOOD	
RESIDUE		

80. Name of the host. **(M)**
81. Okay next the second. **(M)**
82. Invitation wordings. **(M)**
83. Okay, next. **(M)**
84. Kind of event. **(M)**
85. Okay good, next. **(M)**
86. Date. **(M)**
87. Are you sure date ? **(IN)**

Are	You	Sure	date?
Finite	Subject	Predicator	Complement

MOOD			
RESIDUE			

88. Yes. **(M)**
89. Oh okay **(M)**
90. it is date. **(D)**

It	Is	Date
Subject	Finite	Complement
MOOD		
RESIDUE		

91. Next.**(M)**
92. Venue. **(M)**
93. Venue okay, next. **(M)**
94. Special information. **(M)**
95. Is there a special instructor? **(IN)**

Is	There	a special instructor?
Finite	Subject	Complement
MOOD		
RESIDUE		

96. No. **(M)**
97. Okay, **(M)**
98. next what is this? **(IN)**

Okay	Next	what	Is	it?
		Wh/subject	Finite	Complement
		MOOD		
RESIDUE				

99. Reunion. **(M)**
100. CBF Reunion 09. Celebrating our heritaged. July 3 and 4. The White House Lawn. **(M)**
101. Name of the host. **(M)**
102. Next the second. **(M)**
103. Kind of Event. **(M)**

104. Next. **(M)**
105. Date. **(M)**
106. Okay, next. **(M)**
107. Venue. **(M)**
108. Next. **(M)**
109. Special information. **(M)**
110. Next. **(M)**
111. Event. **(M)**
112. Yes right. **(M)**
113. Event detail. **(M)**
114. Next. **(M)**
115. Special information. **(M)**
116. The last. **(M)**
117. Contact. **(M)**
118. Next. **(M)**
119. Can you read? **(IN)**

Can	You	read?
Finite	Subject	Predicator
MOOD		
RESIDUE		

120. No. **(M)**
121. Okay. **(M)**
122. What do you think about A? **(IN)**

What	Do	you	Think	about A?
Wh	Finite	Subject	Predicator	Complement
	MOOD			
RESIDUE				

123. Name of the host. **(M)**
124. B is the person invited. **(D)**

B	Is	the person invited
Subject	Finite	Complement
MOOD		
RESIDUE		

125. C is date of the invitation. **(D)**

C	Is	date of the invitation
Subject	Finite	Complement

MOOD	
RESIDUE	

126. Salutation. **(M)**

127. Okay next. **(M)**

128. Body. **(M)**

129. Yes, it is include in body. **(D)**

Yes	It	is	Include	the body
	Subject	Finite	Predicator	Complement

	MOOD	
RESIDUE		

130. Next, detail of information. **(M)**

131. Next closing. **(M)**

132. The last ? **(M)**

133. Signature. **(M)**

134. Okay, **(M)**

135. the person who invites. **(D)**

136. Yes, it is right signature. **(D)**

Yes	It	Is	signature
	Subject	Finite	Complement

	MOOD	
RESIDUE		

137. Okay, **(M)**

138. What is the letter about, what is that? **(IN)**

What	Is	that?
Wh/subject	Finite	Complement

MOOD	
RESIDUE	

139. To invite. **(M)**

140. Yes. **(M)**

141. Inviting. **(M)**

142. Where would the occasion be held, what do you say in Indonesia? **(IN)**

What	do	You	Say	in Indonesia?
Wh	Finite	Subject	Predicator	Adjunct
MOOD				
RESIDUE				

143. Ya, **(M)**

144. Who sent the invitation letter? **(M)**

145. Okay, **(M)**

146. How should the person invited reply the invitation? **(M)**

147. Okay next, how long would the seminar last? **(M)**

148. Next, write any proper nouns in the invitation. **(M)**

149. Have you ever studied about pronoun right? **(IN)**

Have	you	Ever	Studied	about pronoun	right?
Finite	Subject	Adjunct	Predicator	Complement	
MOOD					
RESIDUE					

150. In the first class? **(M)**

151. Yes. **(M)**

152. Subject, then next object, possessive adjective, possessive pronoun.**(M)**

153. We will use it until you in third class. **(D)**

We	Will	Use	it	until you in third class
Subject	Finite	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

154. And then next, write any adverbs in the invitation, **(M)**

155. what is adverb? **(IN)**

What	Is	adverb?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

156. Yes. **(M)**

157. what will Mr. Brown do after read the invitation letter?. **(M)**

158. So it is kind of high order thinking, **(D)**

So	it	Is	kind of high order thinking
	Subject	Finite	Complement
	MOOD		
RESIDUE			

159. Okay next. **(M)**

160. Pleasure, noun, enjoyment, **(M)**

161. what is enjoyment? **(IN)**

What	Is	enjoyment?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

162. Yes. **(M)**

163. Happiness, satisfaction. **(M)**

164. The next, seminar, noun, an occasion when a teacher or expert and a group of people meet to study and discuss something. Entitled, being given a title. **(M)**

165. Okay next, tends, to go to event. Look forward, **(M)**

166. what is the look forward? **(IN)**

What	Is	the look forward?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

167. to say hope to hear from or see someone soon. **(M)**

168. Now, I would like you to look at your book again. **(IM)**

169. For the last this one ya. Mr and Mrs. Roosevelt. **(M)**

170. What is the purpose of the letter? **(IN)**

What	Is	the purpose of the letter?
Wh/subject	Finite	Complement

MOOD	
RESIDUE	

171. Invite to upcoming parent teacher meeting. **(M)**
172. Inviting to upcoming parent teacher meeting. **(M)**
173. Who sent the letter? **(IN)**

Who	Sent	the letter?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

174. There are Thomsons ya. **(D)**

There	Are	Thomsons ya
Subject	Finite	Complement
MOOD		
RESIDUE		

175. Oh sorry. **(M)**
176. Okay next, **(M)**
177. what is the letter about? **(IN)**

Okay next	What	is	the letter	about?
	Wh/subject	Finite	comlement	
	MOOD			
RESIDUE				

178. Can you say in Indonesia? **(IN)**

Can	You	say	in Indonesia?
Finite	Subject	Predicator	Adjunct
MOOD			
RESIDUE			

179. Do you know the concern of the letter? **(IN)**

Do	you	know	the concern of the letter?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

180. What is it? **(IN)**

What	is	it?
Wh	Finite	subject
	MOOD	
RESIDUE		

181. What is the problem in the letter? **(IN)**

What	Is	The problem	in the letter
Wh/ subject	Finite	complement	Adjunct
MOOD			
RESIDUE			

182. One of you please raise your hand, **(IM)**

183. in Indonesia no problem. **(M)**

184. Yes you try. **(IM)**

185. No problem. **(M)**

186. Yes, thank you. **(M)**

187. Very good. **(M)**

188. So I think that is the contain of the letter. **(D)**

So	I	think	That	is	the contain of the letter
			Subject	Finite	Complement
			MOOD		
RESIDUE					

189. Is it formal letter right? **(IN)**

Is	It	formal letter	right?
Finite	Subject	Complement	

MOOD		
RESIDUE		

190. Yes. **(M)**
191. Yes, **(M)**
192. it is formal letter. **(D)**

Yes	It	Is	formal letter
	Subject	Finite	Complement
	MOOD		
RESIDUE			

193. My question, what will Mr and Mrs. Roosevelt do after they get the letter? **(IN)**

What	Will	Mr and Mrs. Roosevelt	do	after they get the letter?
Wh/	Finite	Subject	Predicator	Adjunct
	MOOD			
RESIDUE				

194. They attend the teacher. **(M)**
195. Okay good. **(M)**
196. They will attend the teacher. **(D)**

They	Attend	the teacher
Subject	Finite	Complement
MOOD		
RESIDUE		

197. They will attend parent teacher meeting. **(D)**

They	Will	Attend	parent teacher meeting
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

198. Yes very good. **(M)**
199. Next, can you mention some verbs in this letter? **(IN)**

Next	Can	You	mention	some verbs	in this letter?
	Finite	Subject	Predicator	Complement	Adjunct
	MOOD				
RESIDUE					

200. Discuss**(M)**
201. Okay. **(M)**
202. Informing. **(M)**
203. Good. **(M)**
204. Next. **(M)**
205. Meeting. **(M)**
206. Next. **(M)**
207. Held, contain. **(M)**
208. Okay good. **(M)**
209. Teach. **(M)**
210. Hope. Look. Want**(M)**
211. Meet, do, doing, needs, push, given. **(M)**
212. It is kind of invitation letter, **(D)**

It	Is	kind of invitation letter
Subject	Finite	Complement
MOOD		
RESIDUE		

213. type of invitation letter. **(M)**
214. Now I would like you to look at page 43. **(IM)**
215. Pick your book. **(IM)**
216. You got it?. **(NN)**
217. Yes **(M)**
218. Choose one of the activities given below. **(IM)**
219. The first, with a partner create a formal invitation for the head of your school, inviting her/him. **(IM)**
220. So I think the event is free. **(D)**

So	I	think	the event	is	free
			Subject	Finite	Complement

	MOOD	
RESIDUE		

221. Okay **(M)**
222. I would like you to look at page 43. **(IM)**
223. It is the task **(D)**

It	Is	the task
Subject	Finite	Complement
MOOD		
RESIDUE		

224. you must do. **(D)**

You	Must	do
Subject	Finite	Predicator
MOOD		
RESIDUE		

225. Make a formal invitation letter. **(IM)**
226. After that, I would like you to look at page 38. **(IM)**
227. you get it? **(NN)**
228. Yes. **(M)**
229. I thought we have to respond invitation letter, **(D)**

I	Thought	we	have to	respond	invitation letter
		Subject	Finite	Predicator	Complement
		MOOD			
RESIDUE					

230. but I want you look at the example of replay of invitation letter. **(IM)**
231. The first, formal invitation should be responded within three days. **(D)**
232. Next, require replays are written in the third person. **(D)**
233. Replays have to be hand written. **(D)**
234. reason should be briefly started by reclaiming the invitation. **(D)**
235. You get it? **(NN)**

236. It is the example about acceptance. **(D)**

It	Is	the example about acceptance
Subject	Finite	Complement

MOOD		
RESIDUE		

237. And then, next the second for declaiming. **(M)**

238. Okay before you do your task, **(D)**

Okay	before	You	do	the task
	Adjunct	Subject	Finite	Complement

		MOOD		
RESIDUE				

239. any question for me? **(M)**

240. Any question for me about invitation letter? **(M)**

241. No. **(M)**

242. Is it clear enough for you? **(IN)**

Is	it	clear enough	for you?
Finite	Subject	Predicator	Complement

MOOD		
RESIDUE			

243. Yes. **(M)**

244. Okay, **(M)**

245. I would like you to make a group of two. **(IM)**

246. You can move your chair. **(IM)**

247. With someone next you its okay. **(M)**

248. Okay, **(M)**

249. you get my task? **(NN)**

250. Okay, you can open your book. **(D)**

Okay,	you	Can	open	your book
	Subject	Finite	Predicator	Complement

	MOOD		
RESIDUE				

251. You can use your handphone to looking for about formal invitation, **(D)**

You	Can	use	your handphone to looking for about formal invitation
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

252. but I don't want you just copy paste from the internet. **(D)**

But	I	don't	want	you	just copy paste from the internet
	Subject	Finite	Predicator	Complement	Adjunct
	MOOD				
RESIDUE					

253. I would like you to create it. **(IM)**
254. After you make a formal invitation, **(D)**

After	you	make	a formal invitation
	Subject	Finite	Complement
	MOOD		
RESIDUE			

255. Okay this one, **(IM)**
256. Next, this one declaim the invitation. **(IM)**
257. And then next the third, it is accept. **(IM)**
258. Okay, **(M)**
259. I want you just write number and your class. **(IM)**
260. Yes. .**(M)**
261. Okay, **(M)**
262. I get your work. .**(D)**

Okay	I	get	your work
	Subject	Finite	Complement
	MOOD		
RESIDUE			

263. Now, I will distribute the work .**(D)**

Now,	I	will	distribute	the work
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

264. and I would like you to format the line out. .**(IM)**
265. For the example, page 37. .**(M)**
266. It is your friends' work. .**(D)**

It	is	your friends' work
Subject	Finite	Complement
MOOD		
RESIDUE		

267. Now, I would like you to give the number, .**(IM)**
268. your absent number. .**(M)**
269. Beside your friend's number. .**(M)**
270. And I would like you to organize what is the name of the host, kind of event, date, the news special information, event detail, and the special information. .**(IM)**
271. You get it? **(NN)**
272. I would like you to give an arrow. . **(IM)**
273. Okay, .**(M)**
274. what is the first? **(IN)**

What	Is	the first ?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

275. Host. .**(M)**
276. Sender and address, ya? **(M)**
277. Ya. .**(M)**
278. The second? **(M)**
279. Host. **(M)**
280. Date ya. **(M)**
281. Place. **(M)**
282. Okay. .**(M)**

283. Date, place, news, kemudian special information, kind of event, RSVP. .**(M)**

284. So, in Indonesia there is no RSVP .**(D)**

So,	in Indonesia	there	is	no RSVP
	Adjunct	Subject	Finite	Complement
		MOOD		
RESIDUE				

285. I ask you, **(D)**

I	Ask	You
Subject	Finite	Complement
MOOD		
RESIDUE		

286. is it difficult or not for you? .**(IN)**

Is	It	difficult or not for you?
Finite	Subject	Complement
MOOD		
RESIDUE		

287. No. **(M)**

288. Okay. **(M)**

289. but the arrangement is sometimes different. .**(D)**

But	the arrangement	is	sometimes	different
	Subject	Finite	Adjunct	Complement
	MOOD			
RESIDUE				

290. Would you. **(M)**

291. Would you ya. **(M)**

292. Could you. **(M)**

293. Could you. **(M)**

294. Could I, may. **(M)**

295. May, okay. **(M)**

296. What about the respond?. **(M)**

297. Yes, of course. **(M)**
298. Oh yes, of course. **(M)**
299. With my pleasure. **(M)**
300. With my pleasure. **(M)**
301. I'd like to. **(M)**
302. I'd like to. **(M)**
303. I'd love to. **(M)**
304. I'd love to. **(M)**
305. Okay what about refuse? **(M)**
306. I'm sorry. **(M)**
307. Okay. **(M)**
308. I'm sorry, I'm busy, **(M)**
309. I'd love to but. **(M)**
310. I'd love to but I have something to do, **(M)**
311. No, sorry. **(M)**
312. No, sorry. **(M)**
313. so we have studied about it. **(D)**

so	We	have studied	about it
	Subject	Finite	Complement
	MOOD		
RESIDUE			

314. Do you think make an invitation difficult for you? .**(IN)**

Do	You	think	make an invitation	difficult for you?
Finite	Subject	Predicator		Complement
MOOD				
RESIDUE				

315. No. **(M)**
316. No, **(M)**
317. I don't think so ya. **(M)**
318. Okay, **(M)**
319. you celebrate your birthday party, .**(D)**

you	celebrate	your birthday party
Subject	Finite	Complement
MOOD		
RESIDUE		

320. please invite me. .**(IM)**

321. Would you like to come to my birthday party? .**(IN)**

Would	you like	to come	to my birthday party?
Finite	Subject	Predicator	Adjunct
MOOD			
RESIDUE			

322. Oh yes, **(M)**

323. I'd love to. **(M)**

324. When is it? **(IN)**

When	Is	it ?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

325. 7 p.m. **(M)**

326. 7 p.m ? **(M)**

327. In the morning? **(M)**

328. Yes, tomorrow. **(M)**

329. Tomorrow? **(M)**

330. Oh tomorrow I can't. **(M)**

331. I will be busy tomorrow, .**(D)**

I	will be	busy	tomorrow
Subject	Finite	Predicator	Adjunct
MOOD			
RESIDUE			

332. but I truly appreciate your invitation. .**(D)**

but	I	truly appreciate	your invitation.
	Subject	Finite	Complement
	MOOD		
RESIDUE			

333. Okay next. **(M)**

334. You will celebrate your brother's birthday. .**(D)**

You	Will	celebrate	your brother's birthday.
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

335. Invite me. .**(IM)**
336. Would you like to my brother's party? .**(M)**
337. Would you like to come to. .**(M)**
338. Don't forget. .**(IM)**
339. would you like to come to my birthday, **(NN)**
340. my brother's birthday party. **(M)**
341. Okay, mbak. You. **(IM)**
342. You will go to Rita mall .**(D)**

You	Will	go	to Rita mall
Subject	Finite	Predicator	Complement
MOOD			
RESIDUE			

343. and you ask me to follow you. **(D)**

and	You	ask	me	to follow you
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

344. Okay listen to your friend. **(IM)**
345. You will go to Rita mall **(D)**

You	will	go	to Rita mall
Subject	Finite	Predicator	Adjunct
MOOD			
RESIDUE			

346. and you want me to accompany you**(D)**

and	You	want	me	to accompany you
	Subject	Finite	Complement	Predicator

		MOOD	
RESIDUE			

347. You will go to Rita mall **(D)**

You	Will	go	to Rita mall
Subject	Finite	Predicator	Adjunct
MOOD			
RESIDUE			

348. and you ask me to accompany you. **(D)**

and	You	ask	me	to accompany you
	Subject	Finite	Complement	Predicator
	MOOD			
RESIDUE				

349. What is that? **(IN)**

what	is	that?
Wh/	Finite	subject
	MOOD	
RESIDUE		

350. Would you go to Rita mall with me? Let's go to Rita mall. **(M)**

351. You will go to Rita mall **(D)**

You	will	go	to Rita mall
Subject	Finite	Predicator	Adjunct
MOOD			
RESIDUE			

352. and you ask me to accompany you. **(D)**

and	you	ask	me	to accompany you
	Subject	Finite	Complement	Predicator

MOOD			
RESIDUE			

353. Would you go to Rita mall with me or let's go to Rita mall with me. **(M)**
354. Okay next. **(M)**
355. you can help me? **(NN)**
356. I have many homework **(D)**

I	Have	many	Homework
Subject	Finite	Adjunct	Complement
MOOD			
RESIDUE			

357. and I can't do that. **(D)**

And	I	can't	do	that
	Subject	Finite	Predicator	Complement
	MOOD			
RESIDUE				

358. So, you ask me to go to my teacher's house. **(D)**

So,	you	ask	me	to go	to my teacher's house.
	Subject	Finite	Complement	Predicator	Adjunct
	MOOD				
RESIDUE					

359. Would you like to go teacher's house? **(NN)**
360. To go to teacher house. **(M)**
361. Would you like to go to teacher's house with me? **(IN)**

Would	you like	to go	to teacher's house with me?
Finite	Subject	Predicator	Adjunct
MOOD			
RESIDUE			

362. Okay. **(M)**
363. Yes, I will try. **(M)**
364. Can you use the expression of inviting? **(IN)**

Can	you	Use	the expression of inviting?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

365. Yes. **(M)**
366. Okay. **(M)**
367. Would you. **(M)**
368. Would you like, would you mind. **(M)**
369. Okay **(M)**
370. Okay **(M)**
371. The last meeting you have mentioned some verbs relation with invitation. **(D)**

The last meeting	you	have mentioned	some verbs relation with invitation
Adjunct	Subject	Finite	Complement
	MOOD		
RESIDUE			

372. Can you mention it?. **(IN)**

Can	you	Mention	it?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

373. Last meeting, we studied about some verbs relation with inviting someone. **(D)**

Last meeting	we	studied	about some verbs relation with inviting someone
Adjunct	Subject	Finite	Complement
	MOOD		
RESIDUE			

374. What is it? **(IN)**

What	Is	it?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

375. Come. **(M)**
376. Come. **(M)**
377. Go. **(M)**
378. Go. **(M)**
379. Attend. **(M)**
380. Attend. **(M)**
381. Arrive. **(M)**
382. Arrive. **(M)**
383. Accompany **(M)**
384. Accompany. **(M)**
385. Join. **(M)**
386. Join. **(M)**
387. Okay good **(M)**
388. Can you use refusing of invitation? **(IN)**

Can	you	Use	refusing of invitation?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

389. Can you use the expression of refusing an invitation? **(IN)**

Can	you	Use	the expression of refusing an invitation?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

390. Yes. **(M)**
391. What is it? **(IN)**

What	Is	it?
Wh/subject	Finite	Complement
MOOD		
RESIDUE		

392. Sorry, I can't **(M)**

393. Sorry, I can't, no, I'm busy. **(M)**

394. Very good. **(M)**

395. Next, have you ever use this expression in your right life? **(IN)**

Have	you	ever	Use	this expression	in your right life?
Finite	Subject		Predicator	Complement	Adjunct
MOOD					
RESIDUE					

396. Yes. **(M)**

397. No. **(M)**

398. Yes, **(M)**

399. but in Indonesia right? **(M)**

400. Yes. **(M)**

401. Yes. **(M)**

402. Ever, **(M)**

403. but in Indonesia ya. **(M)**

404. not in English. **(M)**

405. Do you want to use your English? **(IN)**

Do	You	want	to use	your English?
Finite	Subject	Predicator		Complement
MOOD				
RESIDUE				

406. Yes. **(M)**

407. No. **(M)**

408. Okay, **(M)**

409. Do you have difficulties in study about invitation? **(IN)**

Do	You	have	difficulties	in study about invitation?
Finite	Subject	Predicator	Complement	Adjunct
MOOD				
RESIDUE				

410. No. **(M)**
411. No? **(M)**
412. No ya?. **(M)**
413. Okay **(M)**
414. thank you very much **(M)**
415. if there is no difficulty. **(D)**

If	There	Is	no difficulty.
	Subject	Finite	Complement
	MOOD		
RESIDUE			

416. Okay next. **(M)**
417. Do you understand about the structure of formal invitation? **(IN)**

Do	You	Understand	about the structure of formal invitation?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

418. Yes. **(M)**
419. Understand ya? **(M)**
420. Okay. **(M)**
421. Can you write the formal invitation? **(IN)**

Can	You	Write	the formal invitation?
Finite	Subject	Predicator	Complement
MOOD			
RESIDUE			

422. Yes. **(M)**

423. You have done it ya?. **(NN)**

424. Ya. **(M)**

425. Okay thank you **(M)**

426. You don't have difficulty in study about invitation. **(D)**

You	don't	have	difficulty	in study about invitation.
Subject	Finite	Predicator	Complement	Adjunct

MOOD				
RESIDUE				

427. I think I have finished about invitation. **(D)**

I	Think	I	have finished	about invitation
		Subject	Finite	Complement

		MOOD		
RESIDUE				

428. Don't forget to study about invitation in directly and in the letter. **(IM)**

429. We have 3 materials. **(D)**

We	Have	3 materials.
Subject	Finite	Complement

MOOD		
RESIDUE		

430. The first material was about opinion. **(D)**

The first material	Was	about opinion.
Subject	Finite	Complement

MOOD		
RESIDUE		

431. The second was telephone handling. **(D)**

The second	Was	telephone handling.
Subject	Finite	Complement

	MOOD		
RESIDUE			

432. And the third is invitation. **(D)**

And	the third	Is	invitation.
	Subject	Finite	Complement
	MOOD		
	RESIDUE		

433. Okay **(M)**
434. thank you very much for today. **(M)**
435. There's no question for me? **(NN)**
436. No. **(M)**
437. Okay **(M)**
438. you can move your class. **(IM)**
439. Thank you very much. **(M)**

APPENDIX 5

INTERVIEW

R = Researcher

T = Teacher

R : "Apa yang membedakan interaksi antara kelas MM dengan kelas TP saat dikelas ?"

T : "Kelas MM cenderung lebih pasif dibandingkan kelas TP"

R : "Apa yang menyebabkan kelas MM lebih pasif dibandingkan TP? "

T : "Apa ya mba, mungkin dari inputnya. Karena dari semua jurusan yang ada di SMKN 2 ini, input tertinggi memang dari jurusan mesin. Jadi jurusan mesin ini anak-anaknya memang dari segi nilai dan kemampuan lebih bagus dari jurusan lain. Kalau di swasta kan inputnya kurang kalo dinegeri lebih lah"

R : "Apa suka duka ibu dalam mengajar bahasa inggris di SMK? "

T : "Apa ya mba, soalnya sudah lama mengajar di SMK jadi terbiasa. Ya itu paling keaktifan siswanya"

R : "Bagaimana perbedaan kurikulum bahasa inggris di SMA dan SMK bu? "

T : "Kalau kurikulum di SMA kan lebih ke reading kalau di SMK ya hampir sama si mba, lebih fokus ke reading. Saya kan pernah mengajar di SMA, ya seperti hampir sama lah. Fungsi kebahasaannya juga ke listening"

R : "Berarti speaking tidak terlalu difokuskan dalam kegiatan pembelajaran bu? "

T : "Ya saya sisipkan beberapa materi speaking untuk mereka berlatih."

R : "Bagaimana dengan ujian speakingnya bu, adakah ujian untuk skill tersebut?"

T : "Paling saya menyisipkan 1 jam pelajaran untuk mengambil nilai speaking mereka, 2 jam selebihnya digunakan untuk melanjutkan materi."

R : "Kenapa speaking skill tidak diajarkan banyak dalam pembelajaran ?"

T   : "Karena keterbatasan waktu mba. Dengan 14 materi yang ada saya hanya bisa mengajarkan 2 materi, karena kelas 11 sudah mulai sibuk PKL jadi pembelajaran jadi tidak efektif"

R   : "Trus bagaimana ibu mensiasati hal tersebut"

T   : "Ya dipepetkan. Mau bagaimana lagi mba."

R   : "Bagaimana cara ibu untuk membuat siswa menjadi mudah dalam memahami materi ? "

T   : "Dengan menyisipkan aktivitas yang fun seperti video seperti itu, sebisa mungkin menciptakan suasana belajar yang menyenangkan dan mudah untuk dipahami"

R   : "Kalo untuk writing skillnya sendiri bagaimana bu ?"

T   : "Ya mereka sudah bagus si dalam menulis atau membuat kalimat dalam bahasa inggris cuma ya kadang masih harus dibantu"

R   : "Sebenarnya materi pelajaran bahasa inggris di SMK itu sama dengan di SMA tidak bu?"

T   : "Kalo SMA kan mereka tujuannya untuk melanjutkan ke university, kalo SMK kan memang difokuskan untuk langsung terjun di dunia kerja jadi dari segi materi yang diajarkan tentu sedikit berbeda. Kalo SMK kita memberikan materi bahasa inggris itu secara general, tidak sedetail materi untu SMA ya karna itu tadi, perbedaan tujuan itu."

APPENDIX 6

APPENDIX 7