

APPENDICES



Appendix A: Acts and and their definitions

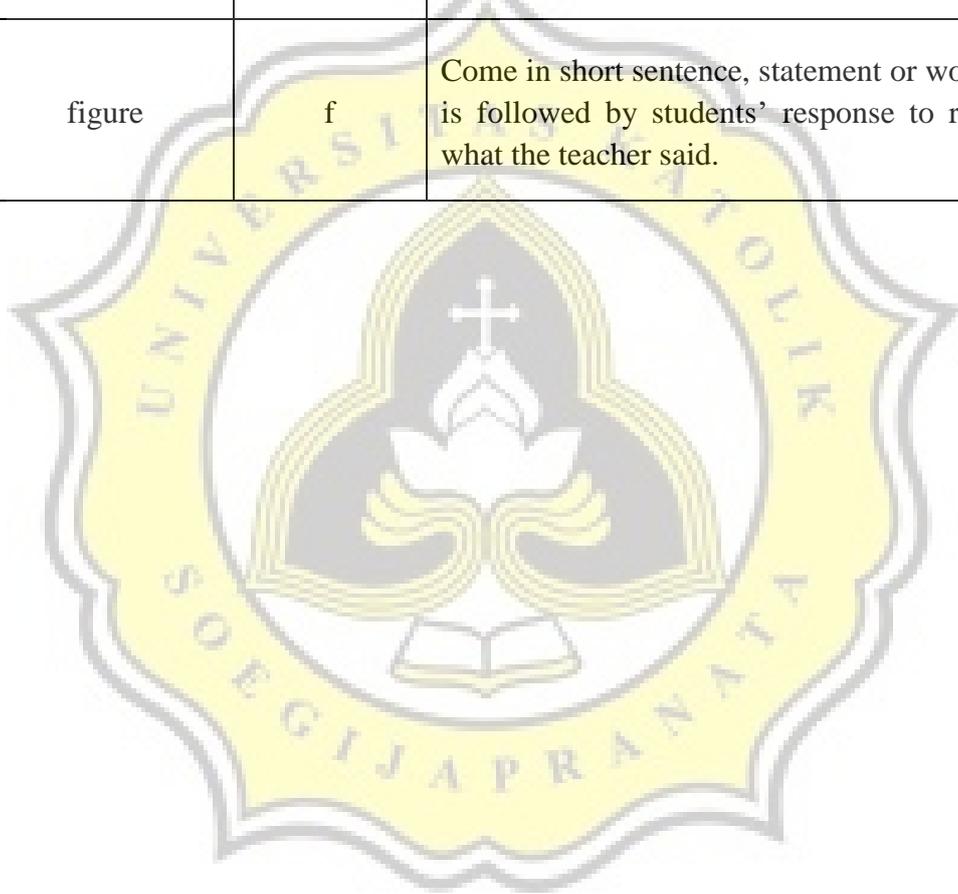
Definitions and symbols as per Coulthard (1992: 19-21)

Label	Symbol	Definition
marker	m	Realized by a closed items such as 'well', 'Okay', 'now', 'good', 'right', 'alright'. Marker has falling intonation when it acts as the head of a framing move. Marker is used to mark boundaries in the discourse.
starter	s	Realized by a statement, question or command. Its function is to provide information about direct attention to or thought towards an area in order to make a correct response to the initiation more likely.
elicitation	el	Comes in the form of question. Has a function to request a linguistic response.
check	ch	Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
directive	d	Realized by a command. Its function is to request a non-linguistic response.
informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.

prompt	p	Comes in the form of closed items such as 'go on', 'come on', 'hurry up', 'quickly', 'have a guest'. It is used to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
clue	cl	Clue is usually used to provide additional information which helps the students to answer the elicitation or comply with the directive.
acknowledge	ack	Usually acknowledge comes in the form of a short statement like 'yes', 'OK', 'mm', 'wow' and sometimes on-verbal gestures and expressions. Its function is simply to show that the initiation has been understood that the student intends to react.
reply	rep	It is used to provide linguistic response which is appropriate to the elicitation. It is realized by a statement, question or mood less item and also non-verbal action such as nods.
react	rea	Has a function to provide the appropriate non-linguistic response defined by the previous directive move. It usually comes in the form of non-linguistic action.
comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, and provide additional information. On the written page it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However, teachers signal paralinguistically,

		by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
accept	acc	Come in the form of statement such as 'yes', 'no', 'good', 'fine', and repetition of pupil's reply all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
evaluate	e	Evaluate is realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall (positive), or rise of any kind (negative evaluation).
silent stress	^	Realized by a pause, of the duration of one or more beats, following a marker. It has a function to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.
metastament	ms	Realized by a statement which refers to some future time when what is described will occur. The function is to help the students to see the structure of the lesson, to help them understand the purpose of the subsequence exchange, and see where they are going.
conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. Its function is to help the students understand

		the structure of the lesson by summarizing what the previous chunk of discourse is about.
loop	l	Loop has a function to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally. Statements like 'pardon', 'uh', 'what' 'eh', 'again' are usually used.
figure	f	Come in short sentence, statement or word. It is followed by students' response to repeat what the teacher said.



Appendix B:

Data Transcription and Analysis: Classroom interaction transcription

T1 : Teacher 1

T2 : Teacher 2

P1 : Pupil 1

P2 : Pupil 2

NV : Non-verbal actions

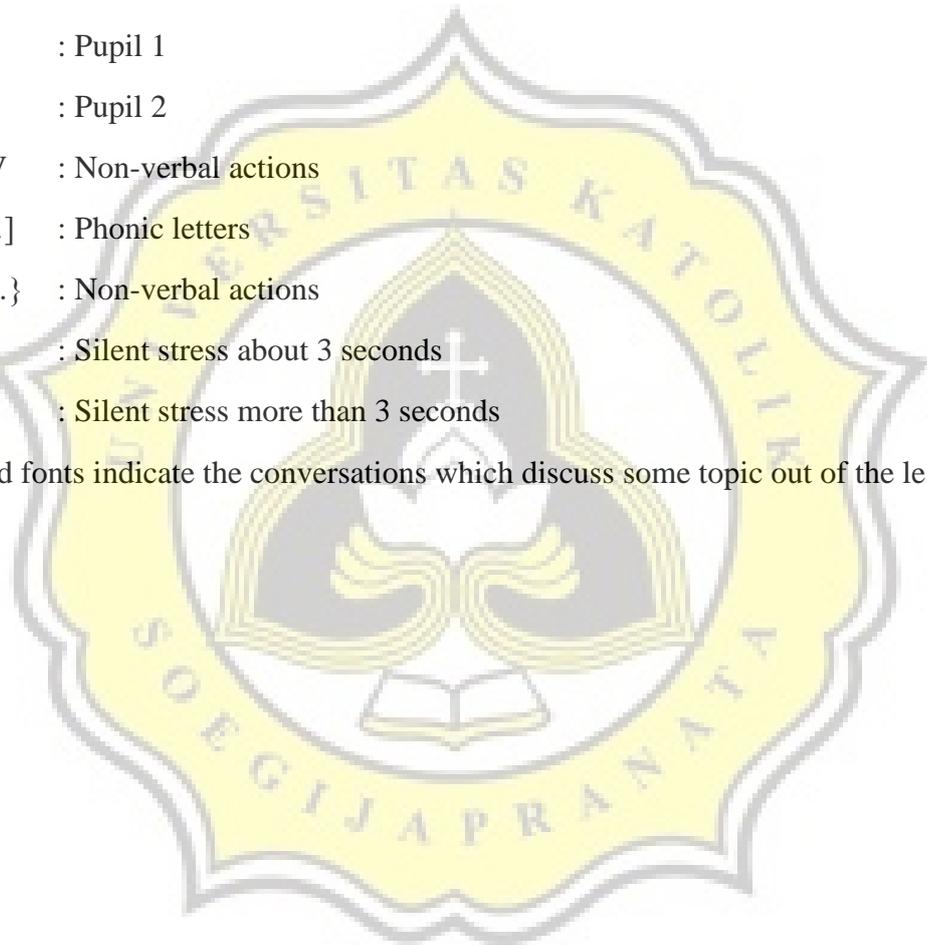
[...] : Phonic letters

{...} : Non-verbal actions

^ : Silent stress about 3 seconds

^^ : Silent stress more than 3 seconds

Red fonts indicate the conversations which discuss some topic out of the lesson.



Data Transcription and Analysis

No	Exchange Type	Initiation	Act	Response	Act	Feedback	Act
1	Boundary Ex. (FRAME)	T1: Okay ^	(m)				
2	Boundary Ex. (FOCUS)	T1: Now we're going to start with chapter 4. Yaaa ^	(ms)				
3	Teaching Ex. (Directing)	T1: Every-body listen first	(d)	P1&P2: NV	(rea)		
4	Boundary Ex. (FOCUS)	T1: Today we are going to have the phonic. It's two letters.	(ms)				
5	Teaching Ex. (Informing)	T1: And this one ^ Nah ^ Listen first. {playing song} [i] with [b] , [ib].	(i)				
6	Teaching Ex. (Eliciting)	Together, say it. [ib]	(s)	P1 and P2: [ib]	(rep)	T1: [ib] , [ib]	(acc)
7	Pupil Initiates (Informing)	P1: [ib]	(i)	T1: Ya ^	(rep)		
8	Teaching Ex. (Informing)	T1: [i] and [b] we say it together become [ib]. [ib].	(i)	P1: [ib]	(rep)	T1: Ya ^	(acc)
				P2: [ib]	(rep)		
9	Boundary Ex. (FOCUS)	T1: Let's see what do we have here, what word {Playing a song}	(ms)				
10	Teaching Ex. (Informing)	T1: [b] - [ib], bib. bib. Yaa ^ [b] , this one is [b] ya {pointing at the letter b in the monitor}. [b] with [ib]. [b] - [ib], Bib.	(i)	P1&P2: NV	(rea)		

11	Teaching Ex. (Eliciting)	T1: Say it P1.	(s)	P1: [b] - [ib] , bib.	(rep)	T1: Okay.	(acc)
		T1: P2 Say it.	(s)	P2: bib.	(rep)	T1: Ya ^	(acc)
		T1: Close your mouth, bib.	(s)	P2: bib.	(rep)	T1: Ya ^	(acc)
12	Boundary Ex. (FRAME)	T1: Okay.	(m)				
		T1: Next, {playing song}	(m)				
		T1: Oh ya, ^	(z)				
		T1: First before we continue to the next word, look at this. Bib.	(ms)				
13	Teaching Ex. (Eliciting)	T1: Do you know what is bib?	(el)	P1: Like you can put like this ?	(ch)	T1: Like you can put like this ?	(l)
14	Teaching Ex. (Eliciting)	T1: What is that?	(el)	P1: For eating	(rep)	T1: For eating? Ooh	(e)
15	Teaching Ex. (Eliciting)	T1: What do you think P2? P1 is correct or not? What is bib?	(el)	P2: Baby	(rep)	T1: Bib is baby?	(cl)
16	Teaching Ex. (Eliciting)	T1: What do you think? What is bib?	(el)	P2: For eat	(rep)	T1: Ooh.	(ack)
17	Teaching Ex. (Eliciting)	T1: Bib is something that the baby use to . . . ? ^	(el)	P1: To eat	(rep)		
18	Teaching Ex. (Informing)	T1: So the food will not ^ Uhm ^ The food will not make the ^ the clothes dir ^^ dirty. Ya . Bib.	(i)				
19	Teaching Ex. (Eliciting)	T1: Do you have bib when you were baby?	(el)	P1: No	(rep)	T1: No?	(e)

20	Teaching Ex. (Eliciting)	T1: How about P2? Do you have bib when you were baby?	(el)	P2: {NV - nod}	(rea)	T1: You have bib? Ooh. . . . ^	(e)
21	Teaching Ex. (Eliciting)	T1: So, so you eat with bib when you were baby? Ya? Oh, Jadi waktu P2 masih bayi P2 pake bib?	(con)	P2: {NV - nod}		T1: Oh, I see.	
22	Boundary Ex. (FRAME)	T1: Now ^^	(m)				
23		P1: Kalo poop bib nya pake tissue.	(z)	T1: Bib nya pake?	(z)	P1: Tissue	(z)
		T1: Tissue?	(z)	P1: Ya	(z)	T1: Oh	(z)
24	Boundary Ex. (FRAME)	T1: Ok.	(m)				
25	Boundary Ex. (FOCUS)	T1: Continue. {playing song}. [r] - [ib], rib. Rib. Okay.	(s)				
26	Teaching Ex. (Eliciting)	T1: Together, say [r] ^	(s)	P1&P2: [r]	(rep)	T1: Ya^	(acc)
27	Teaching Ex. (Eliciting)	T1: [ib]	(f)	P1: [ib]	(rep)	T1: Ya^	(acc)
28	Teaching Ex. (Eliciting)	T1: Hey, ayo come on. Together. [r] ^	(s)	P1&P2: [r]	(rep)	T1: Ya^	(acc)
29	Teaching Ex. (Eliciting)	T1: [ib]	(f)	P1&P2: [ib]	(rep)	T1: Rib. Ok.	(ack)
30	Teaching Ex. (Eliciting)	T1: Do you know what is rib?	(el)	P1: Rib is like a bone inside your body	(rep)	T1: Uhm?	(e)
31	Teaching Ex. (Eliciting)	T1: Your bone inside your hand is rib?	(el)	P1&P2: NV	(rep)	T1: No	(acc)
32	Teaching Ex. (Informing)	T1: Rib is only the bone that we can find in here {touch the rib}.	(i)	P1: Heart.	(rep)	T1: Ya^	(acc)

33	Teaching Ex. (Informing)	T1: The bone that protects our heart, and then our lungs that we call rib. Rib Itu tulang yang ada di sebelah sini ini loh P2. This one.	(i)				
34	Teaching Ex. (Eliciting)	So, the bone that you can find it in your hand is it rib?	(el)	P1: Yup. No, no, no.	(rep)	T1: No	(acc)
35	Teaching Ex. (Eliciting)	T1: The bone that you can find in your head is it rib? No. Tunggu P1. The bone that you can find in your head is it rib?	(el)	P1&P2: No	(rep)	T1: No, it is not. Ya	(acc)
36	Teaching Ex. (Eliciting)	T1: Only ^ which one is rib?	(el)	P1: Body.	(rep)	T1: Ya.	(acc)
37	Teaching Ex. (Informing)	T1: Here. Disini. Di depan sini ya. Sampe sini. Ini loh. Yaaa. You can feel it. Here. Yaa. This is rib.	(i)				
38	Boundary Ex. (FRAME)	T1: Ok. Next. So	(m)				
39		P2: Ms, nanti P2 udah gak disini lagi.		T1: Apanya?			
		P1: Lesnya?		P2: P2 mau pergi sama mamah sama ayah sama S sama P2.		T1: Oh.	
		T1: After this?		P2: Bawa ko. . .kopel		T1: Bawa koper?	
		T1: Oh you want to go out g town? Oh ya. Your mom told me this Morning ya. Ke Solo ya?		P2: No.		T1: No?	
		T1: Then, where? {laugh}					

40	Boundary Ex. (FOCUS)	T1: And then look at this. ^ P2 and P1.	(d)	P1&P2: NV	(rea)		
41	Teaching Ex. (Informing)	T1: Look. ^[i] . [i] with [b]. [ib] .	(i)	P1&P2: [ib]	(rep)	T1: [ib] . Ya^	(acc)
42	Teaching Ex. (Eliciting)	T1: This one is ^ What is this? P1 [ib]. What is this?	(el)	P1: [ib]	(rep)	T1: [ib]	(acc)
43	Teaching Ex. (Eliciting)	T1: [r] - [ib].	(s)	P2: [r] - [ib].	(rep)		
		T1: Blend the sound. [r] ^^		P1: [r] - [ib] . [ri] ^^	(rep)		
44	Teaching Ex. (Eliciting)	T1: Yes P1?	(el)	P1: Rib.	(rep)	T1: Rib.	(acc)
						T1: Very good.	€
45	Teaching Ex. (Eliciting)	T1: What is this P2?	(el)	P2: Rib	(rep)	T1: Rib.	(acc)
46	Teaching Ex. (Directing)	T1: So, you write rib here. You write rib here. [r] ^ with [ib]. Rib. Ya, P2 , P2.	(d)	P1&P2: NV			
47	Teaching Ex. (Eliciting)	T1: P2 tulis apa disini P2?	(el)				
		T2: What do you write?	(el)	P2: Rib	(rep)	T1: Rib.	(acc)
		T1: P1, what do you write here?	(el)	P1: [r] - [ib] . Rib.	(rep)	T1: Rib. Okay.	(ack)
48	Boundary Ex. (FRAME)	T1: And then next.	(m)				
49	Teaching Ex. (Eliciting)	T1: The baby, has the ^^ What is this? Apa ini tadi? Yang buat makan baby nya? What is this?	(el)	P2: For food !	(rep)	T1: Ya. ^	(ack)
						T1: For the baby to eat.	(e)
50	Teaching Ex. (Eliciting)	T1: But, what is this? What do we say? What do you call it?	(el)	P1: [b]	(rep)	T1: Uh?	(l)
						T1: [b] - [ib]	(e)

51	Teaching Ex. (Eliciting)	T1: [b] - [ib]	(f)	P1: bib	(rep)		
				P2: bit	(rep)	T1: [b] - [it] ?	(l)
52	Teaching Ex. (Eliciting)	T1: Close your mouth. [b] - [ib] . [b] - [ib] . Blend the sound.	(s)	P2: [ib]	(rep)		
53	Pupil Initiates	P1: [bi] ^^	(i)	T1: Bib.	(rep)		
54	Teaching Ex. (Informing)	T1: [b] - [ib] . Bib.	(i)	P1: Habibi. Habib is my friend.	(rep)	T1: Huh? T1: Haha. Oh , you have a friend named Habib?	(l)
55	Teaching Ex. (Eliciting)	T1: Yeah. But, we talk about bib. Ya. Bib. Nih. So you write ^^	(d)	P1: So Habib with [b].	(rep)	T1: Ya^	(acc)
		T1: You write down [b] - [ib] here. Bib. Ya. Tulis disini bib.	(d)	P1&P2: NV			
56	Teaching Ex. (Eliciting)	T1: Can you do it?	(el)	P1&P2: Yes	(rep)	T1: Yes? Okay.	(e)
57		T1: This one belongs to ^^ Oh, do you have pencil? Do you bring pencil?		P1: Yes, I bring pencil.		T2: You bring?	
		T1: Oh ya. He brings pencil. In his pencil ^^		T2: Whoaaaa !			
		T1: In his pencil-case Ms.		T2: Oh, pencil-case. Ok.		T1&T2: Ya.	
						T1: Good job P1.	
		T1: {giggle}.Because he wants to take this one loh ms.		T2: Oh.		T1: Ya.	

58	Teaching Ex. (Directing)	T1: Take your pencil and write.	(d)	P1&P2: NV	(rea)		
59	Teaching Ex. (Eliciting)	T1: Do you need this one also?	(el)	P1: No.	(rep)	T1: No. Yaa.	(acc)
60	Teaching Ex. (Eliciting)	T1: You need to wait me, T1 will explain you how to do this one. So only do this one. The [ib]. [ib]. [ib]. [ib]. Okay?	(s)	P1: Yes.	(rep)	T1: {giggle} Okay.	(ack)
61		T1: This belongs to P2 and this book belongs to ^ P1. Here P1.		P1: Hey. My book.		T1: Here. Just put it here.	
62	Pupil Initiates	P1: May I write r? ^ The big r ?	(el)	T1: Hm?	(rep)	P1: The big r. Like mine.	(com)
		T1: The big r like P1?	(ch)				
		T2: Capital letter?	(ch)	T1: Uhm ^^ No.	(rep)		
63	Teaching Ex. (Informing)	T1: Better no. because capital letter only for the beginning sentence or only for name.	(i)	P1: No.	(rep)	T1: Yaa.	(acc)
64	Teaching Ex. (Eliciting)	T1: You don't write sentence right?	(el)	P1: Yeah.	(rep)	T1: Yaa.	(acc)
65	Pupil Initiates (Informing)	P2: Finish !	(i)	T1: Finish?	(ch)		
				P1: Woa! . So fast.	(com)	T1: Yeah. Because she didn't talk. {giggle}.	(z)
66	Teaching Ex. (Directing)	T1: You too come on.	(p)	P1: NV	(rea)		
67	Teaching Ex. (Eliciting)	T1: P2 say P2. What is this P2?	(el)	P2: Bib.	(rep)	T1: Bib.	(acc)
		T1: This one?	(el)	P2: Bid.	(rep)	T1: Bid?	(e)

		T1: Bid apa bib?	(ch)	P2: Bib.	(rep)	T1: Ya. ^	(ack)
68	Teaching Ex. (Eliciting)	T1: Look you have [b] at the end so close your mouth.	(s)	P2: bib.	(rep)	T1: Ya. ^	(ack)
69		P1: I'm ready!		P2: Oh my god !			
		P1: {Oh, my god. Look at my book. Oh my god, look at her book – sings}		P2: Itu lagunya. Ya kan?			
70	Boundary Ex. (FRAME)	T2: Okay.	(m)				
71	Teaching Ex. (Directing)	T2: P1 say it P1.	(d)	P1: NV	(rea)		
72	Teaching Ex. (Eliciting)	T1: Say this one. What is this?	(el)	P1: That is [r] ^^	(rep)	T2: NV	(ack)
		T2: r ^^	(el)	P1: [ib] . rib	(rep)	T2: Rib.	(acc)
73	Teaching Ex. (Eliciting)	T2: This one?	(el)	P1: [ib]	(rep)	T2: Very good.	(e)
74	Teaching Ex. (Eliciting)	T2: [b] - [ib] . Bib.	(f)	P1: [b] - [ib] . Bib.	(rep)	T2: Good.	(e)
		T1: Like your friend's name. T2: How do you say it?	(cl)	P1: [b] - [ib] . Bib.	(rep)	T2: Bib.	(acc)
						T2: Very good. Ya. ^.	(e)
75	Teaching Ex. (Informing)	T1: Remember this because of your friend ya. Bib. The voice. Bib.	(i)				
76	Boundary Ex. (FRAME)	T1: Okay.	(m)				

77	Boundary Ex. (FOCUS)	T1: Pay attention again here.	(d)	P1&P2: NV	(rea)		
78	Teaching Ex. (Directing)	T1: Look. Listen.	(d)	P1&P2: NV	(rea)		
		T1: Sssssttt . . . {playing song} bib and rib.					
79	Boundary Ex. (FOCUS)	T1: Ya. Now we change. Woa. Ya now we have [d]. Before was [b]. [b]. now is [d].	(ms)		(rea)		
80	Teaching Ex. (Eliciting)	T1: {teacher sings a song} do you still remember that song?	(s)	P1: No.	(rep)	T1: No?	(e)
81	Teaching Ex. (Directing)	T1: Now we sing the song together. {asks the students to sing together} remember that.	(d)	P1&P2: NV	(rea)		
82	Teaching Ex. (Informing)	T1: Ya. Now we have [i] with [d]. Together we call it [id].	(i)	P2: [id].	(rep)	T1: Good	(acc)
83	Teaching Ex. (Informing)	T1: If before, we close our mouth [ib]. Now it is [id].	(ms)	P2: [it].	(rep)	T1: Not [it]. [id]. [id].	(e)
84	Teaching Ex. (Eliciting)	T1: [id]	(f)	P2: [it].	(rep)	T1: No. [id].	(e)
85	Teaching Ex. (Eliciting)	T1: Lidahnya ga usah digigit P2. [id].	(s)	P1&P2: [it].	(rep)	T1: No.	(acc)
86	Teaching Ex. (Eliciting)	T1: Keep your tongue inside. [id]. [id].	(s)	P1: [id].	(rep)	T1: Ya. ^. Good P1.	(e)
87	Pupil Initiates (Informing)	P2: [id]. [id].	(i)			T1: Ya. ^. Good P2.	(e)
88	Boundary Ex. (FOCUS)	T1: Now, {playing song} Ya.	(m)	P1&P2: NV	(rea)		

89	Teaching Ex. (Informing)	T1: {sings a song} [k], [k] - [id] . Kid.	(i)				
90	Teaching Ex. (Eliciting)	T1: Say it P1. [k] ^	(s)	P1: [k] - [id]	(rep)	T1: kid. [k] - [id]. Kid.	(e)
		T1: P2 say. [k] ^	(s)	P2: [k] ^ Kid. Kid.	(rep)	T1: Kid.	(e)
91	Teaching Ex. (Eliciting)	T1: What is kid? It's not kitten. Do you know what is kid?	(el)	P1: Kid is ^	(rep)	T1: Kid is ^	(e)
92	Teaching Ex. (Informing)	T1: You are a kid. You are a kid.	(cl)	P1: Okay. I do eat ice – cream.	(rep)	T1: {giggle} it's not the ice – cream.	(e)
93	Teaching Ex. (Informing)	T1: The picture is the kid with the ice – cream. Ya.	(i)				
94	Teaching Ex. (Eliciting)	T1: What is kid? P2 is a kid. P1 is a kid. What is kid ? T1 is not a kid. T2 is not a kid.	(el)	P1: Oh. Kid is like you still a boy.	(rep)	T1: Ya. ^.	(acc)
95	Teaching Ex. (Informing)	T1: Boys, girls you are kid. Okay. Kid. Anak – anak.	(i)				
96	Boundary Ex. (FOCUS)	T1: Yok. Let's continue. Next, what do we have here?	(ms)				
97	Teaching Ex. (Informing)	T1: [l] - [id] , lid. Lid.	(s)	P1: Lid.	(rep)	T1: Okay.	(ack)
98	Teaching Ex. (Eliciting)	T1: [l] - [id], lid. Lid. [l] ^ Lid. [l] - [id]. Lid. Lid. What is lid? Look at the picture here.	(el)	P2: Panah.	(rep)	T1: Bukan panah nya.	(e)
99	Teaching Ex. (Informing)	T1: Liat panahnya arahnya kemana.	(cl)	P1: Oh, lid is for closer.	(rep)	T1: Ya. ^	(ack)
100	Teaching Ex. (Informing)	T1: Something that we use to close ^	(cl)	P1: Our water bottle.	(rep)	T1: Ya. ^.	(ack)

101	Teaching Ex. (Informing)	T1: This one also the lid. Ni, ini the lid. Ini lid nya. This one, is the lid. And then, this one is the lid of my bottle. The red one, this one ^ is the lid of my bottle. Ya. That one also the lid. Ya. Yang ini ni juga lid. This one is also lid.	(i)				
102	Pupil Initiates (Eliciting)	P1: How about that one?	(el)	T1: Oh, this one also the lid. Here. This is the lid.	(rep)	P1: Oh, like that.	(ack)
103	Teaching Ex. (Eliciting)	T1: So, what is lid? Lid tu apa?	(el)	P1&P2: Tutup.	(rep)	T1: Tutup. Ya. ^.	(acc)
104	Pupil Initiates (Informing)	P1: Untuk tutup.	(i)	T1: Ya. ^.	(rep)		
105	Teaching Ex. (Informing)	T1: Kalo disini gambarnya is the dustbin that has the lid. Ya. Okay.	(i)				
106	Pupil Initiates (Informing)	P1: Oh. This is the lid too.	(i)	T1&T2: Ya. ^.	(rep)		
107	Teaching Ex. (Informing)	T1: That's the lid of the paint. Ya. Thankyou P1. Ya. ^. Sit down P1. Ya. Lid.	(i)				
108	Boundary Ex. (FRAME)	T1: Ok. Now	(m)				
109	Boundary Ex. (FOCUS)	T1: let's have a look on your book.	(ms)				
		T1: See. This one.	(d)	P1&P2: NV	(rea)		

110	Teaching Ex. (Eliciting)	T1: What is this?	(el)	P1: Jacket.	(rep)	T1: No.	(acc)
		T1: Hayooo. Ni tadi apa?	(el)				
111	Teaching Ex. (Directing)	T2: Hey, come on. Look at T1.	(d)	P1&P2: NV	(rea)		
112	Teaching Ex. (Eliciting)	T1: Iya. Yang anak – anak waktu tadi tu hlo. Apa ya tadi ya?	(el)	P1: Kid.	(rep)	T1: Kid. Ya. ^.	(acc)
113	Teaching Ex. (Informing)	T1: [k] - [id] . [k] and [id] . Kid.	(s)	P1&P2: Kid	(rep)		
		T1: And then this one.	(d)	P1&P2: NV	(rea)		
114	Teaching Ex. (Eliciting)	T1: What is this?	(el)	P1: Kitter	(rep)	T2: Kitter?	(cl)
						T1: Huh?	(l)
115	Teaching Ex. (Informing)	T1: This one. Tadi tutup nya tadi.	(i)	P1: lid	(rep)	T1: Lid. Ya.	(ack)
116	Teaching Ex. (Directing)	T1: [l] - [id] . Lid. Then you write lid here.	(d)	P1&P2: NV	(rea)		
		T1: Can you do it?		P1: No		T1: Yes. Yes. You can	
		T1: This one belongs to P1 and this one belongs to P2. Here P2, here P1.					
		P1: I want the carrot.		T1: Yeah. Later ya. Oh ya. We still have some left. Later you can buy.			

117		T2: It's only 20 thousand rupiah.		T1: Uh-uhm.		
		P1: But I don't have any money.		T2: Ask your mom.		
		T1: Ya. Maybe later , who will pick you up? Mommy or daddy?		P1: Maybe Dad		Ya. You tell Daddy. Daddy I want to buy the carrot. Ya.
		T2: Ta cari coba.		T1: Yes Ms. Can you please ask, itu untuk show it to ^ to ^		
		P2: P2 juga ga punya.		T1: You may buy it later outside. Boleh beli.		
118	Teaching Ex. (Directing)	T1: Yok. Come on let's do it.	(d)	P1&P2: NV	(rea)	
119	Teaching Ex. (Informing)	T1: [l] - [id]. Lid.	(s)	P1: Little. Lid.	(rep)	T1: Kid. Lid. (e)
120		T1: Oh, see. We still have it.		P1: Woaaaaaaaa!		
		T1: Later we ^^ we ^				
		P1: I want that one!		T1: Later tell to mommy and daddy to buy it. It's only 20 thousand. Ya? Biar dipegang T2 dulu		
		P1: I just want to buy one.		T1: Ok.		
121	Teaching Ex. (Eliciting)	T1: Already finish?	(ch)			
123	Boundary Ex. (FOCUS)	T1: Ya. ^. Next ! Next. What do we have after [ib], [id], now^	(ms)			

124	Teaching Ex. (Directing)	T1: Ya. ^. Look, listen.	(d)	P1&P2: NV	(rea)		
125	Teaching Ex. (Informing)	T1: {playing song} kid , lid.	(s)	P1&P2: Kid. Lid.	(rep)	T1: Okay.	(ack)
		T1: {playing song} now change. Ya. ^ Now [ig], with [g].	(i)				
126	Teaching Ex. (Eliciting)	T1: Say it together. [ig].	(s)	P1&P2: [ig]	(rep)	T1: [ig]. Ya. ^.	
127	Teaching Ex. (Informing)	T1: [i] with [g]. [ig]. {playing song} Ya. ^. [b] - [ig]. Big.	(i)	P1&P2: big.	(rep)		
128	Teaching Ex. (Eliciting)	T1: P1 say it.	(s)	P1: [b] - [ig]	(rep)	T1: Okay.	(ack)
		T1: P2 say.	(s)	P2: [b]	(rep)	T1: Okay.	(ack)
		T1: [b]	(f)	P2: [b]	(rep)	T1: Good	(e)
		T1: [ig]	(f)	P2: [ig]	(rep)	T1: Okay.	(ack)
		T1: big	(f)	P2: big	(rep)	T1: Good	(e)
129	Teaching Ex. (Eliciting)	T1: What is big?	(el)	P1: Big is like getting bigger when I ^^	(rep)	T1: Okay.	(ack)
		T1: Which one is big? P1 or T2?	(el)	P1: T2.	(rep)	T1: T2.	(acc)
		T1: Which one is big, T1 or P2?	(el)	P2: T1	(rep)	T1: Okay. Big.	(e)
		T1: P2, what is big P2?	(el)	P2: Uhm ^^	(rep)		
		T1: What is big?	(el)	P2: Kalo udah gede.	(rep)	T1: Uhm ^ Ya.	(e)

130	Teaching Ex. (Informing)	T1: It's not just only for human P2.	(i)				
131	Teaching Ex. (Directing)	T1: See this one. Okay. Here.	(d)	P1&P2: NV	(rea)		
132	Teaching Ex. (Eliciting)	T1: Which one is big? This boy or this girl? {pointing at the picture}	(el)	P1&P2: This! {pointing at the picture}	(rep)	T1: Okay.	(ack)
133	Teaching Ex. (Informing)	T1: Big. Ya . big . big is not just go to human, to people but also for the things. Ya.	(i)				
134	Pupil Initiates (Eliciting)	P1: Which one is big?	(el)	T1: This one of course. This one is big.	(rep)		
135	Teaching Ex. (Eliciting)	T1: So, between these pictures. Which boy is big?	(el)	P2: This !!! {pointing at the picture}	(rep)	T1: Okay. Ya.	(ack)
						T1: Oh sorry. That's why, sit down P1.	(s)
136	Boundary Ex. (FRAME)	T1: And then, What's next?	(m)				
137	Boundary Ex. (FOCUS)	T1: Let's take a look. {playing a song} Ok.	(d)	P1&P2: NV	(rea)		
138	Teaching Ex. (Informing)	T1: [w] - [ig], wig. Wig.	(i)	P1&P2: wig	(rep)	T1: Ya	(ack)
139	Teaching Ex. (Eliciting)	T1: Ya. Do you know what is wig?	(el)	P1: Next week.	(rep)	T1: Not next week.	(e)
140	Teaching Ex. (Informing)	T1: Different. Wig.	(i)	P2: Wig	(rep)	T1: Wig	(acc)
141	Teaching Ex. (Eliciting)	T1: What is wig?	(el)	P1: Like you have a hair. Like a new hair and you put it there.	(rep)	T1: No	(acc)

142	Teaching Ex. (Informing)	T1: it's not the real hair. It's not the real hair. So for example like your hair is like this but you want to have a longer hair. And then you put the wig on your head.	(i)	P1: liih, I don't want !!!	(rep)		
143	Pupil Initiates (Informing)	P2: Hair.	(i)	T1: Ya. ^.			
144	Teaching Ex. (Informing)	Rambut palsu. Wig. Wig. Ya. Wig.	(i)				
145	Teaching Ex. (Eliciting)	T1: Do you have wig P1?	(el)	P1: No.	(rep)	T1: No?	(e)
147	Teaching Ex. (Eliciting)	T1: P2 do you have wig?	(el)	P2: {nod} . Ms, P2 pencet lho.	(rep)	T1: Wait, P2.	(s)
148	Teaching Ex. (Directing)	T1: Yok P1 continue. {playing song}	(d)	P1&P2: NV	(rea)		
149	Boundary Ex. (FRAME)	T1: Ok.	(m)				
150	Boundary Ex. (FOCUS)	T1: Next, Look at this.	(d)	P1&P2: NV	(rea)		
151	Teaching Ex. (Informing)	T1: [f] - [ig]. Fig.	(s)				
152	Teaching Ex. (Eliciting)	T1: What is fig?	(el)	P1: Fig is like ^	(rep)		
153	Teaching Ex. (Eliciting)	T1: Do you know what is fig? The picture is here.	(el)	P2: Buat mainan lempar – lemparan.	(rep)	T1: Buat mainan lempar – lemparan?	(e)
154	Teaching Ex. (Directing)	T1: Oh, let's see.	(d)	P1&P2: NV	(rea)		

155	Teaching Ex. (Eliciting)	T1: P2. fig. [f] - [ig]. Say. Fig.	(s)	P2: fig	(rep)	T1: fig.	(acc)
		T1: You, your turn P1. Say. [f] - [ig].	(s)	P1: [f] - [ig].	(rep)	T1: Ya	(ack)
156	Teaching Ex. (Eliciting)	T1: fig.	(f)	P1: fig	(rep)		
157	Teaching Ex. (Eliciting)	T1: Do you know what is fig?	(el)	P1: Fig is like you can do with your friend.	(rep)		
158	Teaching Ex. (Informing)	T1: It's kind of food.	(i)	P1: Ooh, a chicken.	(rep)	T1: No, it's not chicken.	(e)
159	Pupil Initiates (Informing)	P2: Buat mainan lempar – lemparan.	(i)	T1: No, bukan buat mainan.	(rep)		
160	Teaching Ex. (Informing)	T1: It's kind of food. Makanan.	(i)	P1: Yang itu ^^ {laugh}	(rep)	T1: Yang apa?	(l)
161	Teaching Ex. (Informing)	T1: Oh ^ ayam goreng? No. The picture, the shape is like fried chicken, ayam goreng, but it's not. It's fig.	(i)	P1: Oh, it's a fruit.	(rep)	T1: Ya, it's fruit. Ya.	(ack)
162	Teaching Ex. (Eliciting)	T1: What fruit?	(el)	P1: It's a potato.	(rep)	T1: It's a potato? {giggle}.	(e)
163	Teaching Ex. (Informing)	T1: Potato is not fruit. Remember?	(i)	P1: Potato	(rep)	T1: No	(e)
164	Teaching Ex. (Informing)	T1: Ok. I'll show you the picture. This is fig. wait. Ya. Kind of fruit.	(i)				
165		T2: Ya. Kind of fruit. Di kamus artinya buah ara.					
		T1: Oh, yayaYa. Ada Ms di bible. Pohon ara.		T2: Oh ^^			

166	Teaching Ex. (Informing)	T1: Ya. ^. So it's kind of fruit but it doesn't exist here in Indonesia I think. In other country, we can find fig. The picture is like this. I'll show you. This one is not really clear ya. Gambarnya kayak ayam goreng {laugh}. Kaya pemukul bola Ms here , here . I'll show you the picture. Fig. Nah, it's kind of fruit. I think it's sweet.	(i)				
167	Teaching Ex. (Eliciting)	T1: What do you think?	(el)	P1: I don't know.	(rep)	T1: You don't know. Yeah, because we don't have it in Indonesia.	(e)
168	Teaching Ex. (Informing)	T2: Yes. There's no in Indonesia.	(i)				
169	Pupil Initiates (Eliciting)	P1: What is that in English?	(el)	T1: Fig. Englishnya fig. fig.	(rep)	P1: fig. [ig].	(acc)
170	Teaching Ex. (Informing)	T1: Fig. YayayYa. ^. Ini ni buah ini. Ni ya.	(i)				
171	Boundary Ex. (FRAME)	T1: And then, continue. Next. {playing song}	(m)				
172	Teaching Ex. (Eliciting)	T1: [d] - [ig] , dig. Dig. Ya. [d] - [ig], dig.dig. Do you know what is dig?	(el)	P1: Like you digging a hole?	(rep)	T1: Okay.	(ack)
173	Teaching Ex. (Eliciting)	T1: Why do you need to dig?	(el)	P1: Treasure money.	(rep)	T1: Huh?	(l)
174	Teaching Ex. (Informing)	T1: This one. This man dig the soil with the ^^	(cl)	P1: Diggers.	(rep)	T1: Ya.The digger.	(e)
		T1: With the shovel also, it can. Ya. Dig.					

175	Teaching Ex. (Eliciting)	T1: Dig itu ngapain P2?	(el)	P2: Cari – cari tanah	(rep)	T1: Huh?	(l)
		T1: Dig. Dig ini ngapain dig?	(el)				
176	Teaching Ex. (Directing)	T1: Look at the picture.	(d)	P1&P2: NV	(rea)		
177	Teaching Ex. (Informing)	T1: Dig, dig, nggali. Ya. Make a hole on the ground.	(i)	P1: Oh, ^ like a ^ like you can a pirate that hide the treasure hole?	(rep)	T1: Ya.	(ack)
178	Teaching Ex. (Informing)	T1: Ya. ^. Like the pirate when he wants to hide the treasure . He should dig the soil and keep the treasure inside and cover it with the soil. Ya.	(i)	P2: Okay. P2 mau kerjain.	(rep)	T1: Ya. Wait P2.	(e)
179	Teaching Ex. (Directing)	T1: And then, look at your book. Here.		P1&P2: NV	(rea)		
		T1: Look at your book. Here. Look, ya. This one.	(d)				
180	Teaching Ex. (Eliciting)	T1: First, What is the man doing?	(el)	P1: He is dig the ^	(rep)	T1: Is digging. Ya. Dig.	(e)

181	Teaching Ex. (Directing)	T1: Then you make [d] - [ig], dig. [d] - [ig], dig. And then, this is a small boy. This is the big boy. [b] - [ig]. [b] - [ig]. Big. And this one, the fruit that we talk about before. The fruit that we cannot find it in Indonesia. Ff^fff.^ fig. [f] - [ig]. Fig.	(d)	P1&P2: NV	(rea)		
182	Teaching Ex. (Eliciting)	T1: Can you write it? Yes?	(el)	P1&P2: Yes	(rep)	T1: Good	(e)
183	Teaching Ex. (Informing)	T1: This belongs to P1 and this belongs to P2. Yok P1 and P2.	(s)	P2: Finish !	(rep)	T1: Wow. So fast	(ack)
184	Teaching Ex. (Eliciting)	T1:P2 , say it first, P2. [d] - [ig]	(s)	P2: dig.	(rep)	T1: dig.	(acc)
185	Teaching Ex. (Eliciting)	T1: This one?	(el)	P2: big	(rep)	T1: big	(acc)
186						T1: Very good.	(e)
187	Teaching Ex. (Eliciting)	T1: This one?	(el)	P2: fig.	(rep)	T1: fig.	(acc)
188	Teaching Ex. (Eliciting)	T1: P1. P1say it , P1.	(s)	P1: dig	(rep)	T1: dig. Yes.	
189	Teaching Ex. (Eliciting)	T1: And then?	(el)	P1: big	(rep)	T1: Uh-uhm. Big.	
190	Pupil Initiates (Informing)	P1: chicken	(i)	T1: Hey, it's not chicken.	(rep)	P2: {giggles}	(z)
		P1: fig		T1: fig.	(rep)		
191	Boundary Ex. (FRAME)	T1: OK. Next.	(m)				

192	Teaching Ex. (Informing)	T1: We have [n] ^^ [n] ^^ {playing song} wig, big, dig. Here. [in]. [i] with [n] become [in].	(i)	P2: [in]	(rep)		
193	Teaching Ex. (Eliciting)	T1: P1 say it. [i] with [n] become [in].		P1: [in]	(rep)	T1: Good	(e)
		T1: {playing song} [p] - [in], pin. Pin. [p] - [in], pin. Pin.	(s)	P1: Oh, it's like a peanut.		T1: Llike a ? Peanut?	(e)
						T1: No.	(acc)
194	Teaching Ex. (Eliciting)	T1: pin. Do you know what is pin?	(el)	P1: Oh, like you sliding on the mountain?	(rep)	T1&T2: Like you sliding on the mountain?	(e)
						T1&T2: No. No.	(e)
195	Teaching Ex. (Informing)	T1: Pin. Pin. [p] - [in], pin. Pin.	(i)	P2: pin, pin .pin. pin.	(rep)	T1: Ya. Pin	(ack)
196	Teaching Ex. (Eliciting)	T1: What is that?	(el)				
197	Teaching Ex. (Informing)	T1: Uhm ^^ your mother has a pin on her ^ hijab.		P1: Oh, that !	(rep)	T1: No. No.	(e)
		T1: Pin.	(i)				
		T2: Pin. Pin.					
198	Teaching Ex. (Informing)	T1: Yang dipake buat ini hlo P1, for your mom to put on hijab. Biasanya tajem, P1.	(i)	P1: Oh, □ like this. □ You can open it. And it's sharp. And you can put it like this and you can put it like this ^^	(rep)	T1: Ya. ^.	(ack)

199		T1: Peniti. Pin.	(i)				
200	Teaching Ex. (Eliciting)	T1: Have you ever seen it?	(el)				
201	Teaching Ex. (Informing)	T1: Later I show you the pin. Pin. Ya.	(ms)				
202	Teaching Ex. (Informing)	T1: {playing song} [w] - [in] , win. Win. [w] - [in] win. Win.	(i)				
203	Teaching Ex. (Eliciting)	T1: What is win?	(el)	P1: Like you win ! Yeaaaaaaaah !!!!! {screaming} I got a trophy.	(rep)	T1: You get a trophy?	(e)
204	Pupil Initiates (Informing)	P1: I already get a trophy.	(i)	T1&T2: Wow.	(rep)		
205	Teaching Ex. (Informing)	T1: When you become the first, then you win.	(i)				
206	Teaching Ex. (Eliciting)	T1: Have you ever get a trophy? Or ?	(el)	P1: I only have 3 trophies.	(rep)	T1: 3 trophies? Wow.	(e)
207	Teaching Ex. (Eliciting)	T1: What competition is that?	(el)	P1: Uh, Ibu kita Kartini.	(rep)	T1: Ibu kita kartini? Oh ya? So it's today? Woow ! Good job P1.	(e)
208	Teaching Ex. (Eliciting)	T1: And how about you?	(el)	P2: Hm ^^ No.	(rep)	T1: No?	(e)
209	Teaching Ex. (Eliciting)	T1: Do you join any race? Belum pernah ikut lomba ya?	(el)	P2: Bu gurunya P2 pernah . Jadi bu gurnya P2 udah bilangin. Cari. Di Tk A ada fotonya.	(rep)	T1: Uh-uhm.	(ack)

210	Teaching Ex. (Eliciting)	T1: Win. Ya. What do we have after win?	(ms)				
211	Teaching Ex. (Informing)	T1: {playing song} [f] - [in], fin. Fin. Ya. ^ . [f] - [in], Fin. Fin.	(i)	P1: Oh fin!! is like a shark ^ and ^	(rep)	T1: It's not the shark	(e)
212	Teaching Ex. (Informing)	T1: The picture is the shark but look at the arrow. It's not about the shark. Nih.	(i)	P2: Lumba – lumba.	(rep)	T1: Bukan.	(e)
213	Teaching Ex. (Informing)	T1: Ini hlo. Ini. This is the fin. Nih. The fin of the shark. Fin.	(i)	P2: Yang buat renang itu.	(rep)	T1: Buat renang? Ya. ^	(ack)
214	Teaching Ex. (Informing)	T1: They can use it to swim.	(i)	P1: {sings baby shark}	(rep)		
215	Teaching Ex. (Informing)	T1: fin. Siripnya. Fin. Siripnya. Yang ini loh. Siripnya.	(i)	P2: Oooh. . . .	(rep)		
216	Teaching Ex. (Informing)	T1: Not the fish. This is the fin.	(i)				
217	Teaching Ex. (Informing)	T2: fin.	(i)				
218	Boundary Ex. (FRAME)	T1: Next, {playing song} [b] - [in], bin. Bin.	(i)				
219	Teaching Ex. (Informing)	T1: Before, we talk about the lid.Sekarang bin. Gambarnya tong sampah. Bin.	(ms)	P2: bin	(rep)		
220	Teaching Ex. (Eliciting)	T1: Kalo tadi tutupnya apa namanya?	(el)	P1: lid	(rep)	T1: lid	(acc)
		T1: This one?	(el)	P1&P2: bin.	(rep)	T1: bin.	(acc)

221	Teaching Ex. (Directing)	T1: Say it together ya. {playing song} pin, win, fin, bin. Ya. ^. Pin, win, fin, bin. Ok. I need you to keep it in your mind. Memorize. Put on your thinking cap. Yeah. I wish you are able to do it without the ^ the card ya. Without the flashcard. Look, this one. [in]. Then you have [f] , [f] ^ and then [in]. Ni ada [f] ^ abis itu followed by [in]. [f] - [in].	(d)	P1&P2: NV	(rea)		
222	Teaching Ex. (Eliciting)	T1: And then this one yang sering dipake sama mamahya P1 ? What is this?	(el)	P1: Pin	(rep)	T1: Pin.	(acc)
223	Teaching Ex. (Informing)	T1: [p] and then following with [in]. Pin.	(i)				
224	Teaching Ex. (Eliciting)	The thing that we put in everything that we do not need anymore?	(el)	P1: trash	(el)	T1: bin.	(acc)
225	Teaching Ex. (Informing)	T1: Bin. [b] - [in].	(i)	P2: bin	(rep)	T1: bin.	(acc)
		T1: [b] - [in].		P1: trashbag !		T1: Okay.	(ack)
226	Teaching Ex. (Eliciting)	T1:What do you need to write here P1 ?	(el)	P1: [f] ^ [f] ^ [f] ^^	(el)	T1: Fin.	(acc)
227	Teaching Ex. (Directing)	T1: So means you have to write [f] and the follow by in. [f] .	(d)	P1: Okay. Okay	(rep)		

228	Teaching Ex. (Eliciting)	T1: This one?	(el)	P1: trashbag?	(rep)	T1&T2: No.	(e)
229	Teaching Ex. (Informing)	T1: It's bin.	(i)	P1: bin.	(rep)	T1: Ya. Bin.	(ack)
		T1: [b], [b] and then [in]. [b] and then in. Yeah. Bin is trash-bin itself. Ya. [b] and then [in].	(i)				
230	Teaching Ex. (Eliciting)	T2: P2, What do you write here?		P2: bin	(rep)	T1: bin.	(acc)
		T1: Ini bin? Ini apa? What is this?	(el)				
231	Teaching Ex. (Eliciting)	T1: [f] - [in] , [f] - [in]. Fin.	(f)	P2: fin	(rep)	T1: fin	(acc)
		T1: [p] - [in].	(f)	P2: pin.	(rep)	T1: pin	(acc)
232	Teaching Ex. (Eliciting)	T1: And then this one, last one?	(el)	P2: bin	(rep)	T1: bin	(acc)
234	Teaching Ex. (Informing)	T1: [b] , [b] following with [in]. Bin. Ya. ^.	(i)				
235	Teaching Ex. (Directing)	T1: Okay you try to do it by yourself.	(d)	P1&P2: NV	(rea)		
236	Pupil Initiates (Eliciting)	P2: Where is my pencil?	(z)	T1: Where is your pencil? Here. You put it here.	(z)	P2: I don't know	(z)
237	Teaching Ex. (Eliciting)	T1: What is this?	(el)	P2: I don't know.	(rep)	T1: Looooooh ^^	(e)
		T1: Ayo ini tadi apa? Tadi apa P2 ?	(el)	P2: Kan ada ini nya?	(rep)	T1: Iya.	(ack)

238	Teaching Ex. (Eliciting)	T1: Tar dulu depannya P2. Fin. [f] baru ini.	(d)	P2: Eraser	(rep)	T1: Eraser? T1: Do you need eraser?	(l)
		T1: Come on P2 .	(p)				
239		P1: My pencil-case where are you? {singing}.		T1: Here, pencil-case. I'm here. I'm here.		T1: Oh, Ya.	
		T1: Where is the eraser before?		T2: Behind , behind. Behind you T1.			
240	Teaching Ex. (Directing)	T1: Come on P2 .	(p)	P1&P2: NV	(rea)		
241		P2: Ms T1, eraser.		T1: Ini eraser. Udah kok. Already. Yok.			
242	Teaching Ex. (Eliciting)	T1: Ini apa? Fin.	(el)	P2: fin. [f] - [in].	(rep)		
243	Teaching Ex. (Eliciting)	T1: [f] ^ [f] ^^ bikinnya F gimana P2 ? [f] ^ [f] ^	(el)				
244	Teaching Ex. (Directing)	T1: Ini jangan dulu. Tulis [f] dulu baru [in].	(d)	P1&P2: NV	(rea)		
245	Pupil Initiates (Eliciting)	P2: [f] nya kaya gimana?	(el)	T1: like this one [f]. [f]. [f].	(rep)	P2: Oh, I know.	(ack)
246	Teaching Ex. (Informing)	T1: Loh, yang ini hlo P2. ini loh.		P2: Oh ^ Ok	(rep)		
247	Pupil Initiates (Informing)	P1: I'm ready.	(bid)	T1: Okay.	(rep)		
248	Pupil Initiates (Eliciting)	P2: Like this?	(el)	T1: IYa. ^.	(rep)		
249	Teaching Ex. (Informing)	T1: And then following with in.	(i)	P2: Okay.	(rep)		

250	Teaching Ex. (Eliciting)	T1: P2 already done?	(ch)				
251	Teaching Ex. (Directing)	T1: Ayo come on P2.	(p)	P2: P2 buka looh.	(rep)	T1: No, P2.	(e)
		T1: Come on.	(p)				
252	Teaching Ex. (Informing)	T1: And then in.	(i)	P2: ee ?	(rep)	T1: No.	(e)
		T1: [in] . ini loh this one. This and this. [in].		P2: like this?	(rep)	T1: Iya.	(ack)
253	Boundary Ex. (FRAME)	T1: Continue.	(m)				
254	Pupil Initiates (Eliciting)	P2: And then what?	(el)	T1: Pin. Pin.	(rep)		
255	Teaching Ex. (Informing)	T1: [p] - [in]. Pin.	(i)	P2: And [in]?	(rep)	T1: Iya , iya.	(ack)
		T1: [p] dulu [p]. [p] baru in. [p]. itu [b]. [p]. [p].		P2: Oh,	(rep)		
		T1: [p]. Like putri. Like your name.		P2: {saying her own name}	(rep)	T1: Ya. ^.	(ack)
256	Teaching Ex. (Directing)	T1: Yok. Ayo P2. Yok [p].	(p)				
		T2: Here P1. Naaaah. Here, be careful.	(z)	P1&P2: NV	(rea)		
257	Teaching Ex. (Eliciting)	T1: [p] , and then?	(el)	P2: And then?	(rep)		

258	Teaching Ex. (Informing)	T1: And then this one , bin. Bin. [b] - [in]. bin.	(i)	P2: Oh.	(rep)		
		T1: [b] - [in].					
259	Teaching Ex. (Eliciting)	T1: Which one first? [i] first or [n] first?	(el)	P2: Ini nya dihapus?	(rep)	T1: Uh-Uhm	(ack)
260	Teaching Ex. (Informing)	T1: Bin. Bin	(i)	P2: I don't know.	(rep)		
		T1: bin. [b] - [in]. [b], ini before [n] we have [i]. before [n] we have ^^					
261	Pupil Initiates (Eliciting)	P2: Like what?	(el)	T1: Like this? No ^	(rep)		
262	Teaching Ex. (Informing)	T1: yg mana dulu P2? [n] dulu apa yg mana dulu? Which one? This one [n] first or [i] first? [i] dulu kan?	(i)	P2: NV	(rea)		
263	Teaching Ex. (Directing)	T1: Okay. P1. P1 you may colour the picture. Fastly and then go home.	(d)	P1&P2: NV	(rea)		
		T2: Let's color it.					
		T1: Here. Come on.	(p)				
264	Teaching Ex. (Eliciting)	T1: Bib, rib, kid, lid, big, dig, fig, fin, pin, bin. Yok P1 say it now. P1.	(s)				
265	Teaching Ex. (Eliciting)	T1: [r] ?	(f)	P1: Rep.	(rep)	T1: Rep?	(cl)
266	Teaching Ex. (Eliciting)	T1: [r] - [ib].	(f)	P1: rib	(rep)	T1: rib	(acc)

267	Teaching Ex. (Eliciting)	T1: [b] - [ib].	(f)	P1: bib , kid, kid.	(rep)	T1: Good	(acc)
268	Teaching Ex. (Eliciting)	T1: [l] ?	(el)	P1: lid. Dig. [f] , [f] , [f] , fat.	(rep)	T1: fig	(acc)
				P1: fig	(rep)		
269	Teaching Ex. (Eliciting)	T1: [f] - [in]	(f)	P1: Fin . Lid. Fin.	(rep)	T1: Good	(acc)
270	Teaching Ex. (Eliciting)	T1: [p] - [in].	(f)				
271	Teaching Ex. (Directing)	T1: [p] - [in]. Hey do not guess, look at your book.	(s)	P1: Uhm ^^	(rep)		
272	Teaching Ex. (Eliciting)	T1: [p] - [in].	(f)	P1: pin	(rep)	T1: Good	(acc)
273	Teaching Ex. (Eliciting)	T1: And then this one?	(el)	P1: trash ^^	(rep)		
274	Teaching Ex. (Informing)	T1: This one [b] - [in].	(i)	P1: bin.	(rep)	T1: Okay	(ack)
275	Teaching Ex. (Directing)	T1: Yok. You may start.	(p)				
276	Teaching Ex. (Eliciting)	T1: This one. Yok P2 look at T1. [b] - [ib].	(s)	P2: bib	(rep)	T1: bib.	(acc)
277	Teaching Ex. (Eliciting)	T1: kid , lid	(f)	P2: kid, lid	(rep)	T1: Ok	(ack)
278	Teaching Ex. (Eliciting)	T1: dig, big, fig	(f)	P2: dig, big, fig	(rep)	T1: Ok	(ack)
279	Teaching Ex. (Eliciting)	T1: fin, pin, bin	(f)	P2: fin, pin, bin	(rep)	T1: Ok	(ack)

280	Teaching Ex. (Eliciting)	T1: {pointing at the word}	(d)	P2: pin	(rep)	T1: pin. Very good.	(ack)
281	Pupil Initiates (Eliciting)	P1: May I color that? What is it for?	(el)	T1: For ^ the baby class.	(rep)		
282	Teaching Ex. (Directing)	T1: Ok, you do this one.	(d)	P1&P2: NV	(rea)		
283	Pupil Initiates (Eliciting)	P1: Do what?	(el)	T1: Color it like this.	(rep)	P1: Color it? Okay	(ch)
284	Pupil Initiates (Informing)	P2: Ms, pensil nya jatuh.	(i)	T1: Pensilnya jatuh? Take it, P2.	(rep)		
285	Teaching Ex. (Informing)	T1: Okay P1, you may pack your things and see you on Friday. Bye.	(i)	P1: Yeaay! Bye Ms.	(rep)		
286	Teaching Ex. (Directing)	T1: Ok yok P2. If you have finished, you may go home too.		P2: Finish Ms !!	(cue)	T1: Okay	
287	Teaching Ex. (Directing)	T1: Hurry up.					
288	Teaching Ex. (Directing)	T1: Pack your things first.	(p)	P1&P2: NV	(rea)		
289	Teaching Ex. (Directing)	T2: Come on. Put your pencil in your pencil-case.					
290	Teaching Ex. (Eliciting)	T1: Done P2?	(ch)	P2: Yes.	(rep)	T1: Okay	(ack)
291	Teaching Ex. (Informing)	T1: You may go home too. See you on Friday. Bye.	(i)	P2: Bye Ms.	(rep)		



Appendix C:

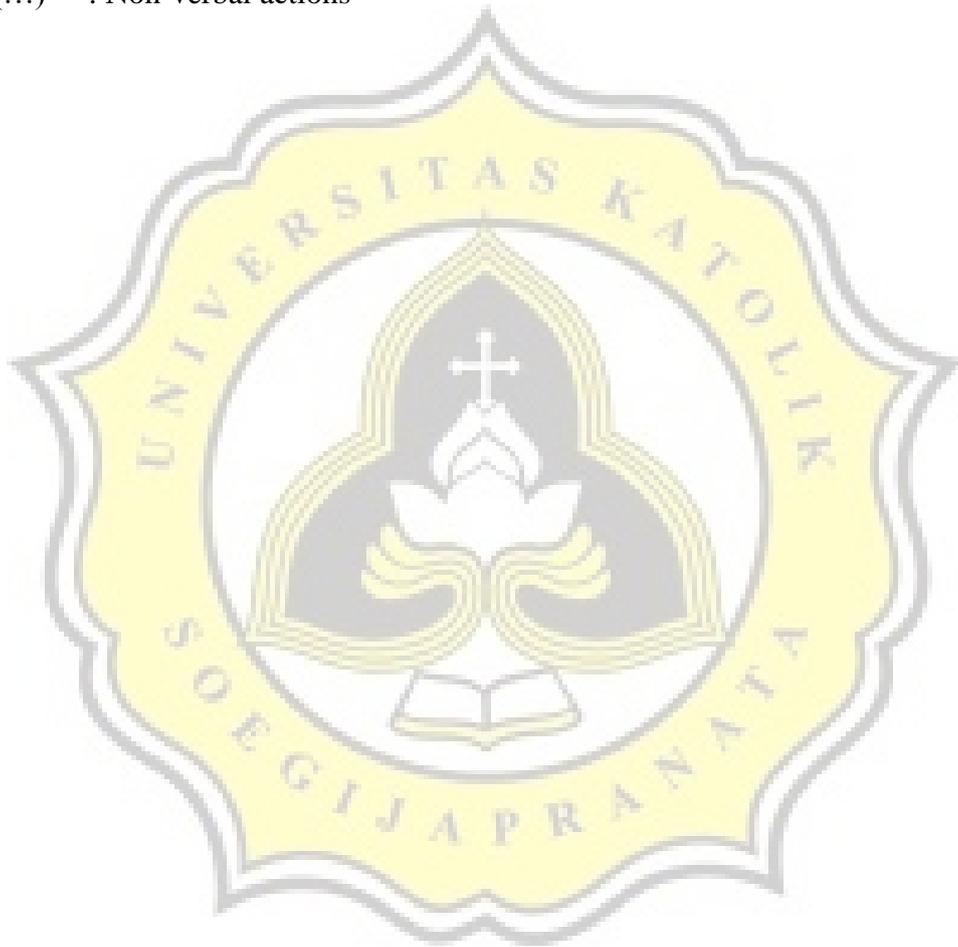
Data Transcription and Analysis: Interview transcription

T1 : Teacher 1

T2 : Teacher 2

R : Researcher

(...) : Non-verbal actions



Data Transcription and Analysis

Interview transcription of Teacher 1

R : Hello, good morning. My name is Riyanti Eka Larasati. Nice to meet you Ms.

T1 : Hello. Nice to meet you too.

R : Thank you for your time that you make for me to carry this interview.

T1 : Yeah. No problem. Hehehe

R : As you know, I am doing my study about classroom discourse analysis in here, in EduHouse Semarang.

T1 : Yes. . . .

R : As a part of my study, I am conducting this face-to-face interview to get the data to be analyzed. This interview will be last for about 1 hour with not more than 15 questions.

I will ask you some questions related to my study about An Initiation – Response Feedback pattern. It is a pattern when the teacher Initiates questions to his/her student and then the student will response the question. After that, the response from the student is followed by the teacher's feedback. This pattern will always occur during a classroom discourse like in EduHouse. The information that we gather today from the interview will help me to answer the research questions of my study. I need to record this interview to help me with my notes and moreover the recorded interview today will be analyzed after I transcribe it. Do you have any question before we start?

T1 : No.

R : Please feel free to ask and response any question if you want.

T1 : Ok. Sure.

R : Are you ready Ms?

T1 : Yes.

R : Okay. As I know, you have been teaching in EduHouse for years. My question is how long have you been teaching here? I mean, since how many years ago?

T1 : Hmm. . . . I think this is my fifth years teaching in here. I have been teaching here Since 2012.

R : Wow. It's quiet long ya Ms. (laugh)

T1 : (laugh)Yaaa.

R : (laugh) and for five years you've been work here as a teacher, what do you think about your role?

T1 : I think having a chance to be a teacher is a bless for me because I also learn something while I teach my student. I also feel great when my students understand well all materials that I've explained.

R : Ooh, I see. So you think a teacher has a big influence in the students' learning process?

T1 : Yes, of course because in the classroom, teacher is the one that deliver the materials to the students. So a teacher has a bulk influence to the students' learning process.

R : Yup, that's true Ms. Hehehe. Hm. . . And then. Related to your teaching experience, do

you naturally engage with those kids or do you accidentally love to teach them?

T1 : Hm . . . Basically I love kids. Because I am the only kid in my family, so I love to interact with kids pretending they were my siblings. Even though now I have a daughter, I still love kids. But if you ask me about teaching, absolutely I will say I was accidentally love teaching. In the past, when I was in my college, I wasn't interested in teaching. But, it was change when I teach students and they were very excited and actively listen to my lesson. I feel like I have given them something useful, I give them knowledge. Moreover, when those kids attached with me. We are bonding in the classroom.

R : Wow. That's interesting Ms. Hehehe. Ok, now could you please tell me about your teaching style?

T1 : Teaching style? Hahhahaa

R : Yes. For example, do you use media to teach, or do you only explain and then ask them to do the worksheets? Something like that.

T1 : Ah Hm. . . Basically, I teach them based on the materials from the book they have. I use media such as CD from the book that have games, tracks for practicing their listening skills and many more. I also always ask them to greet their friends before and after the lesson.

R : Ok, it means your teaching skill is fun because you also use other electronic media to attract your students, right miss?

T1 : Yeah, you more or less like that. Because kindergarten students like them easily get

bored. Usually I also ask them to involve and take part during the lesson.

So I have to be as fun and as talkative as possible to make the classroom alive.

R : Yup miss. I also agree with that. (laugh) Hm. . . And then, Do your students always answer all questions that you ask?

T1 : Hm . . You already know the answer miss. (laugh)

R : (laugh) I know miss. (laugh)

T1 : Ya, of course they ever did that. I mean they do not answer me when I ask them, but I know there is a reason why they do that. Maybe they do not know what is the answer of my question, maybe they are tired, maybe they are afraid to make mistakes or maybe they do not understand what am I talking about. But most of my students answer my questions.

R : Hm. . . So, when your students answer your questions and then they make mistakes. How do you react to that?

T1 : As a teacher, of course it's my obligation to give them evaluation or maybe revision of their mistakes.

R : Hmmm. How do you give evaluation or feedback to them? And do you think it is needed in the learning process?

T1 : Usually I revise their mistakes by repeating their answer with high intonation or maybe try to ask to another student to get the correct answer. I think giving evaluation, feedback or revision to our students is really needed for students will be able to

acknowledge their mistakes and learn from it.

R : Ok, so you always give them feedback to help them learning in the classroom.

T1 : Yup. That's true.

R : Ok. You said you always give them feedback. So, what kinds of feedback do you usually give to your students? Do you motivate them with compliment with a short phrase like 'good job' or maybe accept their answer by saying 'correct' or 'okay'.

T1 : Ya. I do believe that students who get motivation will learn better, because they feel that their teacher loves them. Little kids in kindergarten grade still need a lot of compliments and motivations. Usually I say some words like "you are amazing", "good job" or "good" to compliments them.

R : What do you think about giving them such a feedback?

T1 : Feedback? Like revising their mistakes?

R : Yes miss. But not only revising mistakes, but more like your act that you usually do after your students response to your questions.

T1 : Hmmm I think I am a teacher who always gives feedback to my students (laugh)

R : (laugh) Really ?

T1 : Yeah. I do response their answers. I response them not only with words that stated you are wrong, you are right; but I also use some gestures.

R : Hmm. Ok. So Ms, do you think IRF pattern I explained before help you to teach in the classroom?

T1 : IRF pattern. Yes. Absolutely yes.

R : How can IRF pattern help you to teach?

T1 : Yeah. I think in every learning process, IRF pattern occurs. As I said before, during learning process, there is interaction happen between teacher and student.

The interactions happen are composed a pattern that you explain before.

R : IRF pattern?

T1 : Yes, IRF pattern. I just realized that when I teach my students, IRF pattern occurs when I give questions to my students, and then after my students answer to my questions, I give them feedback in various ways.

R : So, do you think the learning process will be successful without it?

T1 : I think if there is no IRF pattern, the classroom will not lively run. It will feel monotone and boring.

R : Will you always apply this IRF pattern in your class?

T1 : Definitely yes.

R : Could you please explain me why you **will always** apply this pattern?

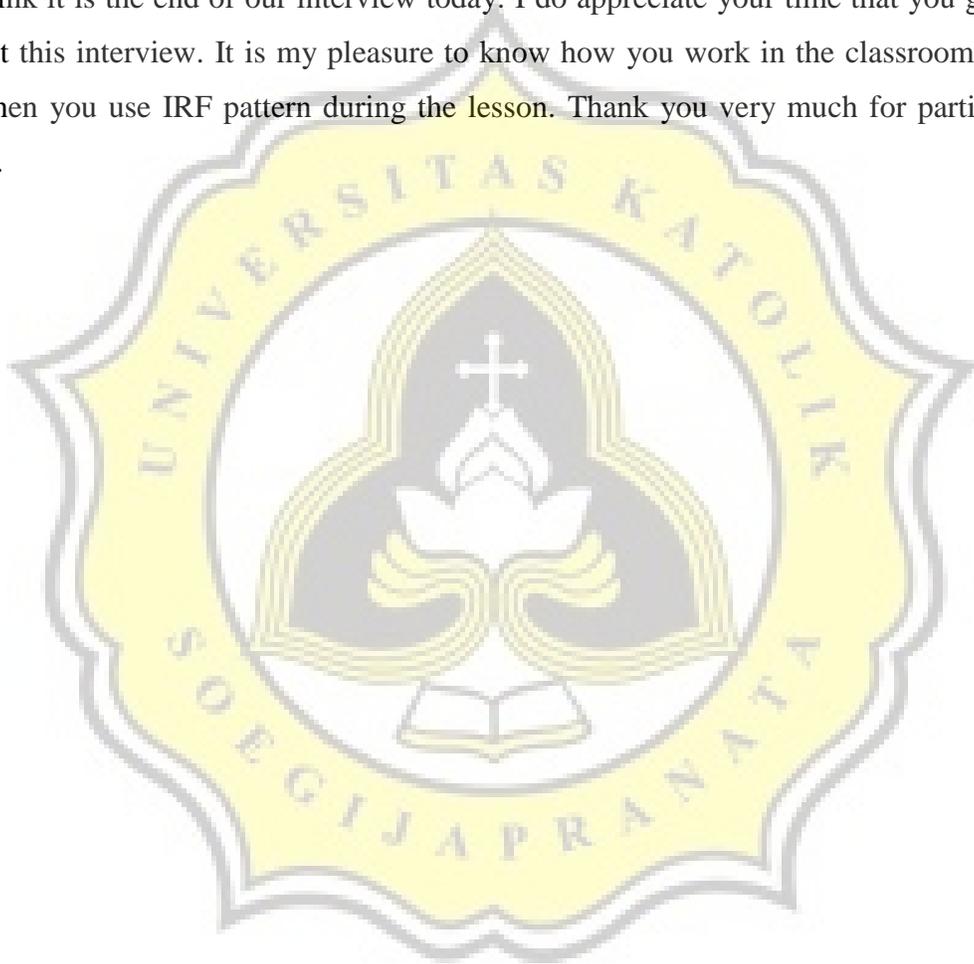
T1 : Yeah. As I stated before, the class will be boring. As we know students in the age of kindergarten level are easily get bored. So we cannot only give them questions or look do not excited by give them compliment. Therefore I will always applies this IRF pattern to keep my class alive and interesting.

R : So it means IRF patterns suit your need to teach beginner learners.

T1 : Yes. Of course yes.

CLOSING:

Well, I think it is the end of our interview today. I do appreciate your time that you give for me to conduct this interview. It is my pleasure to know how you work in the classroom and going deeper when you use IRF pattern during the lesson. Thank you very much for participating in this study.



Data Transcription and Analysis

Interview transcription of Teacher 2

R : Hello Ms. Good morning.

T2 : Good morning

R : Yeah. How are you today?

T2 : I'm fine thank you.

R : Ok

T2 : How about you?

R : Oh my gosh (laugh). I'm good too. Okay. Now, hmm ... thank you for your time. For conducting this interview with me. So, hm, my name is Riyanti Eka Larasati.

T2 : Yeah

R : You already know me, right?

T2 : Yes, of course (laugh).

R : Yeah. And I would like to ask you some questions related to my study.

T2 : Yeah.

R : It's about Initiation – Response – Feedback pattern. So , this is a face to face interview and I want to conduct this interview to get the data to be analyzed and this interview will be last for about 15 minutes. Yeah. And I would like to ask you some questions related to my study about Initiation – Response – Feedback pattern. Do you ever heard about

this pattern before?

T2 : No, I never heard it before.

R : Oh. Ok. So, Ms. This is a pattern when the teacher Initiates or gives questions to the students and then after that the teacher got response by the students' answers and after that the teacher will give feedback to the students' answers. And this pattern will always occur during a classroom discourse like in EduHouse. So, the information that we gather today from the interview will help me to answer the research questions of my study. So I need to record this interview to help me with my notes and moreover the recorded interview today will be analyzed after I transcribe it. And. . . Do you have any question before we start?

T2 : No.

R : Ok. I hope I have explained clearly about IRF pattern.

T2 : Yeah.

R : Ok, so the first question is ... hm... how, how many years have been ... have you been teaching in EduHouse?

T2 : Hm.... It' not in years, I have been working in Edu for about 9 months.

R : Oh.. I thought you already, I mean in years, but it's in months ya.

T2 : Yeah.

R : So you have been teaching in EduHouse for. . . How many months? I'm sorry?

T2 : Nine.

R : Nine months. Ok.

T2 : Yeah.

R : Is this your ninth months? I mean it's going to the ninth month?

T2 : Going to. Eh, yes, yes, going to.

R : Ok. So before you work in EduHouse, where was the place you work at? I mean the place that you work before.

T2 : Ah, before I was working as a consultant assistant for ids with special needs.

R : Ah. . . .

T2 : Yes. And this is my first time work as a teacher.

R : Oh, this is your first time. . . .

T2 : Yeah. The first time.

R : As a teacher. So, when you work as a consultant assistant for kids with special needs, do you use English as your daily activity? Like yeah, like you use it in EduHouse now?

T2 : No. No. No at all.

R : Oh, so you never learn and use English when you teach or talk with kids, like that?

T2 : Yeah.

R : So, when you think about your role in EduHouse, as a teacher, what is your role here?

T2 : Hm....Right now I still assist some classes and complete my observation. Yeah

R : So, it means you are in one class with the main teacher. You will assist the main teacher, not become the main teacher, something like that?

T2 : Yeah.

R : So, you, I am assuming you still need to learn how to manage the classroom, and something like that?

T2 : Yeah. Of course I need to learn a lot how to teach, how to speak in English, and many more.

R : So, like you said before that you have worked as an assistant for kids with special needs, but do you really engaged with the kid in teaching or accidentally love to teach them?

T2 : No, basically I love kids.

R : Oh. . .So you love kids. Are you the only one child in your family?

T2 : No. No. No. I am the second.

R : Oh, You're the second.

T2 : Yeah. Maybe because I don't have any little brother or sister, so that's why I love kids. Because maybe I want to have little brothers and sisters. Yeah.

R : Hmm... That's nice. And now, could you please give me short explanation about your teaching style?

T2 : Honestly, I don't have any teaching style.

R : Oh, you don't have any teaching style?

T2 : Ya.

R : So how do you usually teach? Like assist your main teacher? How do you usually teach your students?

T2 : Um, I just follow what the previous teacher has done. Like Oh, that's how to say, Oh,
That's how to explain. I just follow everything that my

R : Your main teacher?

T2 : Ya. My main teacher doing. All of her action. Ya.

R : So if I ask you about do you prefer the... a classroom with a good interaction or a
classroom with a good grade? I mean the students with good interaction with everyone,
every kids, with you also or students with good grade like they are all smart but they do
not interact with each other. Which one that you choose?

T2 : I think I choose the first one

R : Oh, the one with the good interaction between them?

T2 : Ya. Ya...

R : Why do you think it's better than the second one?

T2 : Because it's more fun and we can communicate.

R : We can communicate with the students?

T2 : Yeah. So I know what to do and they know what I want.

R : So you always interact with your students? Like ask them to do something, ask them to
express themselves and then ask them some questions, something like that?

T2 : Yeah.

R : Hmm. Okay. And then, when you teach your students, do your students always answer
all questions that you ask?

T2 : No (laugh). Half of them no.

R : I think this is a question that the answer already known by all the teacher of course.

T2 : Yeah.

R : Yeah. The students do not answer the questions ya. Sometimes. Ok. So, when your students do not answer your questions or maybe they give wrong answer, how do you react to that?

T2 : At first, I will say it's wrong. And then after that I give them explanation why it is wrong, so they know that they are wrong and they should know why it is wrong. Yeah.

R : So you give them revision, and you give them like hm. . .check their mistakes and revise it. So they will know the correct answer.

T2 : Ya. Ya.

R : Hm. Okay. Do you usually give your students or response after they answer your questions? Something like motivate them, with compliment or with short phrase like good job, or maybe accept their answer by saying correct or okay, something like that?

T2 : Yaa. I always say 'good job'

R : Woaa. So you do that to compliment your students?

T2 : Yeah. And, I always ask them to do high five. 'oh good job, high five!' or 'oh, very good, high ten!' and they become excited.

R : Why do you think they become excited to do that? I don't understand small kids like kindergarten students why do they like high five? Or to get 'good job' from their teacher

or got compliment?

T2 : Because kids really like to get more compliments. They like

R : They like to be the best

T2 : They like to be the best. They like to get more attention. They like to get more affection.

R : Oh. . .

T2 : Yeah. It makes them happy.

R : So those phrases show your affection and attention to your students?

T2 : Yes

R : So, what do you think about giving them such a feedback?

T2 : Woa. It's a great impact. Yeah. They become more excited and more focus

R : Okay. they will become more excited. .

T2 : Yeah. When I say 'high five' and then they will listen to me and they want to do 'high five' again.

R : Oh. The power of 'high five' ya.

T2 : Yeah. The power of high five and the power of 'good job'

R : Okay. 'good job' and 'high five'. So nice Ms. Because I rarely teach kindergarten

students, so I don't know how to, ya. Ok next, do you think IRF pattern I explain before

help you to teach in the classroom?

T2 : Yeah. Exactly.

R : Why do you think so?

T2 : Why?

R : Uh-hm.

T2 : Because by this pattern, the students will pay attention to the teachers. And then they also pay attention to the related materials I explain to them.

R : So they will listen to your explanation?

T2 : Yeah. It also helps the teachers to check their students' understanding.

R : So you will know that your students understand the lesson by how do they answer your questions?

T2 : Yeah.

R : Okay. So regarding to IRF pattern that you use in your classroom, do you think the learning process will be successful without it?

T2 : No, of course not. As I said before, students will ignore the teacher and do not listen to the teachers' explanation at all.

R : So they will not listen to you when you ignore them by do not give them feedback?

T2 : Yeah. Yeah.

R : When you give questions, and then the students reply and then just it. You do not give feedback. The students will, maybe they will feel sad and do not want to answer your question again.

T2 : Yeah, and then the class will be boring.

R : Okay. And then, you said you use this pattern in your classroom, will you always apply

this pattern in your class?

T2 : Yes. Yes.

R : Uh-hm. Could you explain to me, why? Why will you always use this pattern?

T2 : Yeah, This pattern really helps me. Because this pattern, just like ... umm... I know what my students want and

R : There is a good communication between you and our students?

T2 : Yeah. It can build a good communication between us. Then the students will pay attention , more focus and they become more excited. Yeah.

R : So it will gained your lesson's goal? I mean the students will understand the materials?

T2 : Yeah.

R : So do you think IRF pattern suit your need to teach beginner learners?

T2 : It's really suitable. Yeah.

R : Because they like to get motivation, get the feedback,

T2 : Yeah. Getting excited also. They will be happy and excited during the lesson. And they will pay more attention of what you say or what you do. So first, make the students happy first, and then they will listen to you. Whatever you do. So this pattern make the students happy and excited. So that's why every materials that I give to them , they will. . .um. . .

R : They will understand what the material is.

T2 : Yeah. Yeah. That's it.

R : Ok, I think that's all for our interview today. Thank you for your time.

T2 : Ya. You're welcome.

R : And I hope you always found it useful to apply this pattern in your class.

T2 : Yeah. Ameen. (laugh)

R : (laugh) Thank you Ms, good morning.

T2 : Yeah. Morning.



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