

**AN ANALYSIS OF POLITENESS STRATEGIES
EMPLOYED BY LECTURERS IN SPEAKING CLASS**

THESIS



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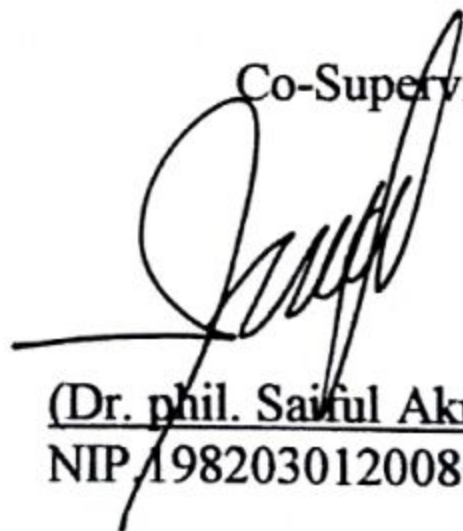
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Banda Aceh, 15th January 2018

Ayu Gemasih

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SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class** adalah benar benar Karya Asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15th Januari 2018

Saya yang membuat pernyataan



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ABSTRACT

This thesis entitled “An analysis of Politeness Strategies Employed by Lecturers in Speaking Class”. The aims of this study were to describe the types of politeness strategies employed by lecturer in speaking class and to discuss the most frequent politeness strategies employed by lecturer in speaking class. In data collecting procedure, the researcher used observation techniques. The observation was used to record the audio of teaching and learning process from the beginning until the end of the class. The audio-record of teaching and learning process will be transcribed into convention transcript and the transcript will be selected and classified into four strategies in doing FTA based on Brown and Levinson theory. The samples used in this study were two English speaking lecturers in two Basic Speaking Classes of English Language Education Department of UIN Ar-Raniry. The result showed that in the Basic Speaking Class Unit 7 the lecturer employed three types of Politeness Strategies; Bald on Record, Positive Politeness and Off-record. In the Basic Speaking Unit 1 the lecturer employed three types of politeness Strategies; Bald on Record, Positive Politeness and Negative Politeness. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.

Key words: *Politeness Strategies; Utterances; Speaking Class.*

CHAPTER I

INTRODUCTION

A. Background of Study

In everyday life we use language to convey something or communicate with people around us, for example communication between teacher and students in the classroom in teaching learning process. In communicating there are some strategies that must be considered so that will form an effective communication. Such as the choices of language that used in communicating depends on whom we are talking to.

There is no doubt that teachers play a very important role in teaching and learning process. The roles of teacher are as disseminator of knowledge, skill instructors and problem solver. So, the language or word choices used by the teacher in conveying the lesson influence the students' outcomes and their motivation in paying attention to the teaching learning process.

According to Ellis (1985), teachers' language can be termed as teachers' talk, teachers' speech, or teachers' utterance, which is all about the language use in class. Flanders (1970) defines teaching activity as acts by the teacher which occur in the context of classroom interaction. Hakansson (1986) and Ellis (1990) also claim the importance role of teachers' language in managing classroom interaction. Nunan (1991) illustrates the importance of teachers' language, both for the management of classroom and in the process of acquisition; for classroom management, teachers' language may succeed or fail to carry out the teaching

activities, while during the course of acquisition teachers' language is the major medium for understanding knowledge input that the learners are able to receive.

In EFL classroom, English is not only the target language for students to learn, but also a medium for teachers to teach English. EFL teachers are the models for the students to imitate while their language is the most important source for students to gain the knowledge of the language. Krashen (1985) concludes that the purpose of teaching language in a certain sense is to provide an example of the optimal language for the learner to gain the best profit and input for the language learning process. Teachers' language is a language applied in a special language situation, while politeness is regarded as a most favorable strategy in interpersonal relationship.

Classroom is a place of the interaction process which happens between a teacher and students. It must be effective and polite. If the classroom interaction runs well, the knowledge that will be delivered by the teacher will be received by students well. Interaction between teachers and students are very influential against the motivation of student learning. The role of professional teacher helps them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses threat to students' positive and negative face (Zhang, 2009). In addition, teacher acts as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction. Most students speak impolitely and they prefer to use impolite or informal language at school.

Therefore, a teacher has a responsibility to teach their students how to speak politely and warn them if they speak impolitely at school especially during classroom interaction. Moreover, a teacher also needs to speak politely in front of the students in order to influence them to speak politely too. Therefore, the teacher is obliged to implement it in the language learning activities along with language usage.

According to Glaser (2009), the speaker communicative competence deals with pragmatics. Pragmatics determines our choices of wording and our interpretation of language in different situation. For example the awareness of how we modify conversation when addressing different types of listeners. When you ask someone to do something for you, you will not say directly “move your bag”, but you usually want to do this politely. For example: “sorry to bother you” used for politely asking someone to do something for you, especially someone you do not know: Sorry to bother you, but would you mind moving your bag? This is one of the examples of pragmatics in politeness point. Such speech acts called as knowledge of pragmatics. Pragmatics concerns with some fields and politeness is one of them. Yule (1996) considers that politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say and how to be with other people

A socio-cultural interaction view on pragmatics was proposed by Mey (2001). The theory is based on the premise that the speech act theory lacks an action theory, which means that the seeming action in speech act stems from the

individual's intention and the strategies someone may use in achieving them. Pragmatic act theory promote 'the priority of socio-cultural and societal factors in meaning constriction and comprehension' and focus heavily 'on the interactional situation in which both speaker and hearers realize their aims' (Mey, 2009, p. 751). The thrust of the theory is simply that utterance or speech act is only one factor which must work hand in hand with other situation/contextual factors for meaning realization or for the performance of a pragmatic act. Thus, Mey (2001, p. 218) argue that 'there are no speech acts but only situated speech acts or instantiated pragmatic act'.

In conducting this research, the researcher is interested to analyze the use of politeness strategy in direct speech act used by the lecturer in the teaching process on Basic Speaking Class. The oral communication is analyzed based on the criteria of politeness strategy described by Brown and Levinson (1987). According to him, there are four strategies in FTA; Bald on Record, Positive Politeness, Negative Politeness, and Off Record.

B. Research Questions

1. What are politeness strategies employed by lecturer in the speaking class?
2. What are the most frequent politeness strategies employed by lecturer in the speaking class?

C. The Aim of Study

1. To describe the types of politeness strategies employed by lecturer in the speaking class?
2. To discuss the most frequent politeness strategies employed by lecturers in the speaking class?

D. Significant of study

It is expected that the findings of this study are significant theoretically and practically.

1. Theoretically

The research findings are useful for researchers to get information of what politeness principles used in teaching learning process. In addition, that it can be reference in conducting relevant studies. This also central to increase knowledge in the field of research that is from data collection, data processing up to presentation level in the form of a report and also useful for the development of politeness strategy.

2. Practically

Research findings are expected to be valuable for teachers as input in improving student learning outcomes and also as a reference for educators to be wiser in giving speech act to students by applying the principle of decency.

3. Government.

The research findings are hopefully be a concern for the Ministry of National Education and Culture in order to give some consideration about the importance of applying the politeness strategy in the National Curriculum that emphasizes the good character of teacher.

E. Terminology

To make the study clear, the writer would like to explain some terms used in the title of this thesis. They are:

1. Politeness Strategies

Politeness strategies are developed in order to save the hearers “face” (Brown & Levinson 1993). Brown and Levinson also sum up human politeness behavior divided into four strategies, there are bald on record, negative politeness, positive politeness, and off-record or indirect strategy. The bald on-record strategy does nothing to minimize threats to the hearer's “face” The positive politeness strategy shows you recognize that your hearer has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity. The negative politeness strategy also recognizes the hearer's face. But it also recognizes that you are in some way imposing on them. Off-record indirect strategies take some of the pressure off of you. In this study, politeness strategies mean the theory used by the researcher to analyze what politeness strategy used by the lecturer in the subject of Basic Speaking Class.

2. Speaking class

Speaking is described as an activity or ability to express itself in various situations or activities to speak the action or situation with the right words and also the ability to communicate or to express the sequence of ideas smoothly (Ladouse, 1991). In this research, Basic Speaking Class is intended as the subjects targeted by researchers to conduct the research.

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher will discuss the theories in conducting this research. It is used to make the research much clearer. Considering that the researcher used some theories as the basis of the research and also as the way to do the analysis. Therefore, the theory will be explained according to the scientists, it is about FTA (*Face Threatening Act*), Politeness Strategies and Politeness Principle.

A. FTA (*Face Threatening Act*)

Models of brown and levinson's politeness first appeared in question and politeness: strategy in social interaction (goody, 1987), before being republished in its own framework to appear in sociolinguistics (eg Eelen, 2001, p. 3; Flaser, 2005, p. 65; Ming-Chung, 2003, p. 1680) and for that reason politeness has been widely applied and considered. This study aims to analyze politeness in the interaction of lecturers and students in Basic Speaking Subjects.

Utterance or action to reduce the threat of another person's face is called a Face-saving action, while the threat given to another's self-image is called the Face-Threatening Act or FTA (Yule, 1998). Brown and Levinson (1987), state that 'face' is a self-image owned by each individual. Brown and Levinson (1987) also added in the concept of 'face' there are many utterances that are likely to be unwelcome conduct or called as face-threatening actions.

There are two types of FTA according to Brown & Levinson (1987), threatening of negative and positive face. Negative face-threatening actions include; commands and requests, suggestions, advice, warnings, threats, challenges, offers, promises, praise, and negative feelings like hatred and anger (Brown & Levinson, 1987). Positive face-threatening actions include: disagreement, criticism, degrading or humiliating acts, complaints, anger, indictments, humiliation, contradictions, and challenges (Brown & Levinson 1987).

For example, when someone asks to get a pen from someone else, if he/she applies negative face, he/she says "Could you lend me a pen?" In the other hands, if he/she wants to show his/her positive face, he/she can say "How about letting me to use your pen?"

This action avoids the freedom of action (negative face) and express one's desire to be desired by others (positive face). In an effort to avoid the FTA, the other person uses specific strategies to minimize the threat in accordance with a rational assessment of the risk to the interlocutors face. In line with Brown & Levinson (1987), positive face which is the desire of every individual to be understood and a negative face is the desire of every individual to be free from interference.

Brown and Levinson (1987) also explained that the use of FTA is influenced by three social factors there are relative power, social distance and rank of imposition. The explanations of these three social factors are as follows:

1. Relative Power

Power is a relationship statement that states how much a person can force others without losing face (Brown & Levinson, 1987).

It means when people who have power or authority over us than those who do not, we tend to use a greater degree of politeness. This is based on an asymmetric relationship (one side has more or better information than the other) between the speaker and the hearer. Shortly, Power refers to the power relations between two speakers. In English, a more formal and indirect language is usually used in situations where others have more power than speakers (Boubendir, 2012).

Thomas (1995) states that there are three types of powers:

1. Legitimate power: one person has the right to prescribe or request certain things by role, age or status.
2. Reference power: one person has power over another because of the other admiration and wants to be like him in some ways.
3. Experts: in this case, one person has some special knowledge or skills that others need.

2. Social Distance

Social distance is a measure of social contact between speakers and the other person to know each other, and how they relate in context (Brown & Levinson, 1987). This is based on the symmetrical relationship between the speaker and the hearer. It is based on the frequency of interaction and the

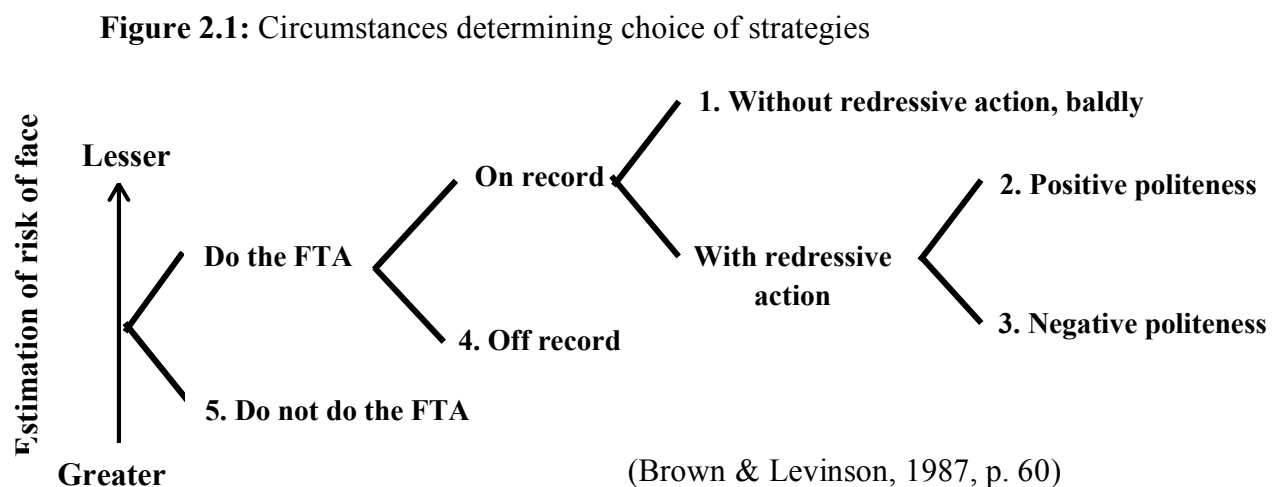
diverse faces exchanged by speakers and hearers. Social distance refers to the relationship between interlocutors. If two people are so close, they will have a low social distance.

3. The absolute ranking (R) of imposition

Ranking of imposition is the relative status of speech acts, with situations that are considered less of threatening face (Brown and Levinson, 1987).

Boubendir (2012), states that rank of imposition refers to the importance or degree of difficulty in the situation. For example, in requests, a large rank of imposition would occur if the speaker was asking for a big favor, whereas a small rank of imposition would exist when the request is small.

According to Brown and Levinson (1987, p. 60) FTA is divided into five strategies as shown in the following figure:



B. Politeness Strategies

Politeness is generally related to the relationship between two participants who can be called 'self' and 'others'. In everyday usage, the term 'politeness' describes behavior that is formal and polite. Being polite means expressing respect for the person you are talking to and avoid offending them. The view of politeness in a pragmatics has been described by some experts. They are Leech, Robin Lakoff, Yule, Cruse, Brown and Levinson. Since the theory of politeness has been the object of some researcher and being an issues by various scientists. Therefore, the scientists are trying to define politeness according to their understanding.

Cruse (2006) states that politeness is an issue to minimize the negative effect of what people say on the feeling of others and maximize the positive effects. In pragmatics, politeness is explained as a way to show awareness of the self-image of other people (Yule, 1998).

Lakoff (1972) also defines that politeness is what we consider to be the appropriate behavior in certain situations in order to achieve and maintain a successful social relationship with others. On the other hand, according to Leech (1980), politeness as "avoidance of strategic conflict", this can be measured in terms of the effort level that undertaken in avoiding conflict situations and the establishment and maintenance of commitments. Leech (1983) also views politeness as a form of language behavior aimed in creating and maintaining harmony interaction as it is part of the principle of interpersonal rhetoric. According to Brown and Levinson (1987), politeness is a form of language

behavior that allows the maintenance of communication that occurs among participants or an aggressive speaker. The model of politeness developed by Brown is accepted validly and universally in various cultures. In general, the basic idea is the existence of an effort or desire to understand that the involvement of people in a language interaction should always be based on the satisfaction of the fulfillment of his wishes.

Based on definition above, the researcher conclude that politeness strategy is one of communication strategy that focuses on the hearer's face by minimizing the potential conflict when communicating between people by using good words and polite actions. This research will focus on politeness which is recommended by Brown and Levinson theory.

To reduce the chance of damage to the listener to the speaker, he/she may use a certain strategy, these strategies Brown and Levinson (1978) call this politeness strategy.

Brown and Levinson (1987) divided strategies of politeness into five strategies, there are bald on record strategy, positive politeness strategy, negative politeness strategy, and indirect (off record), do not do the FTA.

1. Bald on Record Strategy

According to Brown and Levinson (1987), bald on record strategy is a strategy of doing the FTA to state something clearly. The main reason for choosing a strategy according to Brown and Levinson (1987) is that speakers want to perform FTAs with maximum efficiency.

This type of strategy is commonly found with people who know each other very well and they are very comfortable in the environment, such as close friends and family.

Culpeper (1996) argues that the bald on-record politeness strategy is used when the threat of the hearer's face is very small. Imperatives are often softened with hedges or conventional politeness markers, e.g.: *'please send us the offer'*. 'Verb' *'do'* is used with imperatives, like in *'Do call us!'* (Brown & Levinson, 1978). Other examples *"Did you finish your homework today?"* *"Come in and sit down"* or in situations where the speaker has more power than the hearer.

The instruction above shows that the speaker uses direct strategy without further commotion, since the speaker does not care about the opponent's face. In the selection of this strategy FTA is not minimized to save face.

There are two types of sub-strategies in the bald on record strategy, i.e. sub-strategies in a way that does not minimize FTA and FTA orientation to save the opponent's face, as explained by Brown and Levinson (1987).

This strategy can also be used if speakers have higher power than the other speaker and speakers do not care if there is no cooperation from the opponent speaker.

2. Positive Politeness Strategy

According to Brown and Levinson (1987), positive politeness strategy is a strategy for doing an FTA with face-saving way or maintaining a positive face of opponents' speaker. In doing the FTA, speakers give the impression that speakers have the same desire to the other speaker to show friendship between them (Brown & Levinson, 1987). Based on the explanations of Watts (2003) positive politeness has several sub-strategies as follows:

- a. Notice, Attend to H (his Interests, Wants, Needs, Goods)(Strategy 1)

Jim, you're really good at solving computer problems.

(FTA) I wonder if you could just help me with a little formatting problem I've got.

- b. Exaggerate (Interest, Approval, Sympathy with H) (Strategy 2)

Good old Jim. Just the man I wanted to see.

(FTA) I knew I'd find you here. Could you spare me a couple of minutes?

- c. Intensify Interest to H. (Strategy 3)

You'll never guess what Fred told me last night. This is right up your street.

(FTA) [Begins a narrative]

- d. Use In-Group Identity Markers. (Strategy 4)

Here is my old mate Fred. How are you doing today, mate?

(FTA) Could you give as a hand to get this car to start?

- e. Seek Agreement. (Strategy 5)

I agree. Right. Manchester United played really badly last night, didn't they?

(FTA) D'you reckon you could give me a cigarette?

- f. Avoid Disagreement. (Strategy 6)

Well, in a way, I suppose you are sort of right. But look at it like this.

(FTA) Why don't you...?

- g. Presuppose/ Raise/ Assert Common Ground. (Strategy 7)

People like me and you, Bill, don't like being pushed around like that, do we?

(FTA) Why don't you go and complain?

- h. Joke. (Strategy 8)

A: Great summer we're having. It is only rained five times a week on average.

B: Yeah, terrible, isn't it?

(FTA) A: Could I ask you for a favor?

- i. Assert or Presuppose S's Knowledge of and Concern for H's wants.

(Strategy 9)

I know you like marshmallows, so I've brought you home a whole box of them.

(FTA) I wonder if I could ask you for a favor...

- j. Offer, Promise. (Strategy 10)

I'll take you out to dinner on Saturday.

(FTA) if you'll cook the dinner this evening.

- k. Be Optimistic. (Strategy 11)

I know you're always glad to get a tip or two on gardening, Fred.

(FTA) so if I were you, I wouldn't cut your lawn back so short.

- l. Include both Speaker and Hearer in the Activity. (Strategy 12)

I'm feeling really hungry. **Let's stop for a bit.**

(FTA= Speaker want to stop and have something to eat and wants to get the hearer to agree to do this)

- m. Give (or ask for) Reasons. (Strategy 13)

I think you've a bit too much drink, Jim.

(FTA) Why not stay at our place this evening?

- n. Assume or Assert Reciprocity. (Strategy 14)

Dad, if you help me with my mathematics homework,

I'll mow the lawn after school tomorrow.

- o. Give Gifts to H (Goods, Sympathy, Understanding, and Cooperation).
(Strategy 15)

A: **Have a glass of malt whisky, Dick.**

B: Terrific! Thanks.

A: Not at all. (FTA) I wonder if I could confide in you for a minute or two.

3. Negative Politeness

Negative politeness orients to maintain other people's negative face. This is more likely if there is a social distance between the speaker and the listener. When we use negative propriety, we use speech strategies that emphasize our respect for the listener (Sondang and Juniati, 2015).

Brown and Levinson (1987, p. 131) divide this strategy into ten sub-strategies:

- a. Being conventionally indirect. (Strategy 1)

Could you tell me the time, please?

- b. Question or hedge. (Strategy 2)

I wonder whether I could **just sort of** ask you a **little question**

- c. Be pessimistic. (Strategy 3)

If you had a little time to **spare** for me this afternoon, I'd like to talk about my paper.

- d. Minimize the imposition. (Strategy 4)

Could I talk to you **for just a minute?**

- e. Give Deference. (Strategy 5)

Excuse me, **officer**. I think I might have parked in the wrong place.

- f. Apologize. (Strategy 6)

Sorry to bother you, but...

- g. Impersonalize Speaker and Hearer. (Strategy 7)

A: **That car's parked in a no-parking area.**

B: It's mine, officer.

A: **Well, it'll have to have a parking ticket.**

- h. State the FTA as a general rule. (Strategy 8)

Parking on the double yellow lines is illegal, so

(FTA) I'm going to have to give you a fine.

- i. Nominalize. (Strategy 9)

Participation in an illegal demonstration is punishable by law.

(FTA) Could I have your name and address, madam?

- j. Go on record as incurring a debt, or as not indebting hearer. (Strategy 10)

(FTA) If you could just sort out a problem I've got with my formatting,

I'll buy you a beer at lunchtime.

4. Off Record Strategy

According to Brown and Levinson (1987), off record strategy is used when the speaker wants to do the FTA but wants to avoid responsibility for doing so. The speakers allow the listeners to give more than one interpretation of what the speakers say.

There are fifteen strategies indicating off-record politeness as is expressed in Brown and Levinson's theory (1987, p. 213). These strategies are as the follows:

- 1. Giving hints.

It's cold here. (Instead of shut the window!)

2. Giving association clues.

Are you going to market tomorrow...? There is a market tomorrow, I suppose (Instead give me a ride there)

3. Presupposing.

At least, I don't go around boasting about my achievement
(Someone else does)

4. Understating or saying less than is required.

A : how do you like Josephine's hair cut?

B : It is all right,(I don't particularly like it)

5. Overstating or giving information more than what is needed.

There were a million people in the Co-op tonight! (that why I am late)

6. Using tautologies (uttering patent and necessary truth)

If I won't give it, I won't (I mean it!)

7. Using contradictions.

A : are you upset about that ?

B : well, yes and no.

8. Being ironic.

Beautiful wheatear isn't it! (To post man drenched in rainstorm)

9. Using metaphor.

Harry's a real fish (Harry swims like a fish)

10. Using rhetorical questions that do not require any answer.

How was I to know.....?(I wasn't)

11. Being ambiguous.

John's a pretty sharp cookie

12. Being vague.

Looks like someone may have had too much to drink

13. Overgeneralizing and not naming the hearer or addressing him directly.

Mature people sometimes help do the dishes

14. Displacing.

Could you please pass me the stapler? (One secretary in an office asks another, in circumstances where a professor is much nearer to the stapler than the other secretary. Professor's face is not threatened, and he can choose to do it himself as a bonus 'free gift')

15. Being incomplete by using ellipsis.

Well. I didn't see you.....

C. Politeness Principle

Politeness principle is a maxim series proposed by Geoffrey Leech as a way to explain how politeness operates in communication with others. Politeness principle is minimizing the expression of impolite beliefs, and maximizing the expression of polite beliefs which is somewhat less important (Leech, 1983). The politeness principle is proposed how to build community feelings and social relationships.

According to Leech (1993), there are six maxims used in politeness in analyzing politeness, each category consisting of one maxim and two submaxims. They are the Tact Maxim, the Generosity Maxim, the Approbation Maxim, the Modesty Maxim, the Agreement Maxim and the Sympathy Maxim.

1. **Tact Maxim** (in impositives and commissive)

Tact maxim is divided into 2 elements both of which concentrated on the hearer (Leech 1983, p. 109). These are (a) Minimize cost to hearer and (b) Maximize benefit to hearer (original emphasize).

This maxim explains, for example, why in such request as “*can you come here for a minute?*”, the understate, “*a minute*”, is employed – namely in order to minimize the cost to the hearer. Another example:

Student : Miss, may we just do the exercise one and two only?

Teacher : Yes. It is ok.

Teacher : 1 and 2 !

In a conversation, the situation occurs when the teacher asks the students to do the task in the workbook. The students must submit the task to their teacher at that time. In such situations, one student asks the teacher, that they wanted to submit only the exercise one and two, because there are many next exercises that are 2, 3 and 4 exercises.

The teacher agrees and just says one and two. The teacher fulfilled the tact maxim saying because he minimizes the cost to other and maximizes the

benefits to the others. The teacher relieves the assignment she gives to the student. She gives the students the benefit of completing the task.

2. Generosity Maxim (in impositives and commissive)

The generosity maxim involves minimizing the benefit and maximizing the cost to self. Generosity maxim is only applicable in impositives and commissives (Leech, 1983, p. 109). Generosity maxim focuses more on the speaker/sender. The generosity maxim criteria are:

- a. Minimize benefit to self
- b. Maximize cost to self

For example:

Student : Miss, please give us extra time of 20 minutes.

Teacher : I've given you more than ten minutes to do it at school. Although this is actually homework and you did not finish it. I will check this task right now, you should do it quickly.

The students still do their work but the time is almost over, so they have to collect the task in ten minutes. The students negotiate with their teacher to give them an additional time of more than ten minutes, and the teacher gives them more time to work. Although the task is homework and they have to do the task at home, but the fact is the students do not do the homework. The teacher is not angry and still asks the students to do the task and give extra time. The teacher minimizes the benefits for himself and

maximizes the cost for himself at the expense of his time to re-ask the students to do their homework at school and give more time.

3. Approbation Maxim (in expressive and assertive)

Approbation maxim requires hearer to minimize dispraise to the other and maximize praise to other is the characteristic of approbation maxim (Leech, 2014, p. 133). The example of fulfillment of approbation could be seen as follows:

Teacher : who knows what the answer to that question?

Students : A! A!

Teacher : Oke, Great !.

The situation occurs when teacher and students are correcting shared tasks. The teacher chooses one of the students to read the question and answer it. After that, the teacher involves all the students to answer the question. The students answer the question, and when the students answer the question correctly, the teacher praises the students by saying - great-. The teacher's praise can be categorized as the fulfillment the Approbation maxim by maximizing praise to others.

4. Modesty Maxim

Modesty maxim has the characteristic of participants to minimize praise to self and maximize dispraise of self (Leech, 2014, p. 133). The example of modesty maxim could be seen as follows:

Teacher : who knows what building is this?

Students : it is a temple. Borobudur temple miss

Teacher : yes. Where is it located? Miss, don't know.

The teacher asks students to answer questions. In the process of asking, the teacher tries to get herself in the position of a person who does not know even though he already knows the answer to her question. The sentence -Miss, do not know-can be indicated as the fulfillment of the modesty maxim. The teacher maximizes her self-confidence by saying that she does not know the answer even though she was already known.

5. Agreement Maxim

The characteristic of agreement maxim is increasing agreement and decreasing disagreement (Leech, 2014, p. 133). The example of agreement maxim is below:

Teacher : I told you to make the assignment and keep silent. Are you understood?

Students : Yes, miss.

The teacher asks the students to do the assignment and also asks the students to keep silent. In that conversation, we can see that the students agree and say - yes. It can be categorized as fulfillment of agreement maxim.

6. Sympathy Maxim

The characteristic of sympathy maxim is to maximize sympathy and minimize antipathy towards the other (Leech, 2014, p. 133). The example of sympathy maxim could be seen below:

Teacher : I heard about your father, I am sorry to hear that. Are you
ok now?

Students : I am fine, thank you miss.

The conversation is about a teachers' sympathy to his students about his father. Although it was only a simple word but in fact, the conversation has already fulfilled the maxim of sympathy. It can be shown that the habit of formal and continuous conversation such as asking and greeting someone at the beginning is the best strategy to introduce them with politeness. In the above conversation, the teacher asks about the condition of the student, and the student answer the question by asking again the condition of their student. The way teachers and student ask each other's conditions can be categorized as the fulfillment of the sympathy maxim.

D. Previous Studies

In this chapter will be described several studies related to the concept of politeness strategy that became the reference, ideas and reading materials used by researcher in completing his research.

First study is about an analysis of positive and negative politeness strategies in interview of Mark Rutte in Metro Tv's face to face with Desi Anwar

program written by Nurdy Kurniawan (2015). In the analysis of Nurdy Kurniawan (2015), Desi employs more negative politeness than Rutte does.

Second study is a pragmatic study on politeness strategies employed by the main characters in *Nanny McPhee* movie in the context of family discourse written by Mifta Hasmi (2013). According to Mifta, Positive politeness strategy has the highest frequency among other strategies since the dialogues in the movie are among family members who have a close relationship and know each other very well.

Third study is about politeness strategies of the host's utterance in *hitam putih* talk show written by Lidiawati Siadari (2013). Lidia states that the results of '*Hitam Putih* talk show' showed the presenter using two utterances by using Bald on Record Politeness Strategy, three utterances using Negative Politeness Strategy, 11 utterances using the Positive Politeness Strategy, and 1 utterance using the Off the Record Politeness Strategy.

Forth study is about An Analysis on Teachers' Politeness Strategy and Student's Compliance in Teaching Learning Process from Sondang Manik & Juniati Hutagaol (2015). They declare that (1) the teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. (2) The teachers were dominantly used tact maxim in their directive speech acts to the students. (3) Children pragmatic competence and positive emotions were the factors that affected the students' compliances to the teachers' politeness utterances.

CHAPTER III

RESEARCH METHODOLOGY

This chapter involves several aspects of methodology including research method, source of data, participants, data collecting procedure and technique of analyzing data.

A. Research Method

In this study, the researcher uses qualitative research with document analysis that focuses on pragmatics. The researcher puts more emphasis on the types of politeness strategies and the politeness strategies of oral communication employed by the lecturer in teaching and learning process. This method is an effort to describe, record, analyze and interpret the conditions that currently occur or exist. Therefore, this research uses descriptive qualitative research. Wohl in Wiersma (1995) state that qualitative research is a research that describes event in words rather than numbers or sizes. Therefore, the data and the analysis in this research are in descriptive form and the data was collected in word form (Moleong, 2001).

B. Source of data and Participants

The data source in this research is the recording of lecturers' utterance in the teaching process of the Basic Speaking Class. Then transcribe the audio into convention transcript. The convention transcript is based on Transcription Conventions in Conversation Analysis by Markee (2015).

Transcription Conventions in Conversation Analysis

INTERVALS WITHIN AND BETWEEN TURNS

(1.0) : a pause of one second

CHARACTERISTICS OF SPEECH DELIVERY

? : Rising intonation, not necessarily a question
! : Strong emphasis, with falling intonation
yes. : a period indicates falling (final) intonation
so, : a comma indicates low-rising intonation suggesting continuation
go:::d : one or more colons indicate lengthening of the preceding sound; each additional colon represents a lengthening of one beat
(x) : unclear word
Because : underlined letters indicates marked stress
SYLVIA : large capitals indicate loud volume
sylvia : lower case indicates normal conversational volume
°sylvia° : degree sign indicates decreased volume, often a whisper.

Transcripts are techniques for improving (eg on paper, on computer screens) glance events (eg speech, cues) for detailed analysis purposes. The transcript is basically incomplete and needs to be constantly revised to show the interaction features that have been illuminated by a particular analysis and enable new insights that may lead to new analysis (Duranti, 1997).

There are different types of transcripts. Some transcripts are designed only to represent the conversation. Others try to integrate information about speech and gestures. Some others may focus exclusively on non-verbal interactions. Linguistic ethnography often produces annotated transcripts, in which the text of the speech representation is enriched by contextually relevant information to speak or make it meaningful (Schieffelin, 1990).

Chafee (1994) pointed out that each transcription line represents a spoken language that is segmented into intonation units. In English, the intonation unit

usually consists of about five to seven words and reveals a unit of new ideas (Chafee, 1994).

Chafee (1994) also explained that intonation units tend to start with pauses for a moment and end with contours intonation of the final clause, they often match grammatical clauses. He thought each idea unit typically contains a subject, or certain information, and predicate information or new information. The flow of information provided to this new information is characteristic of spoken language.

The participants of this study are two English Speaking lecturers of English department in the Faculty of Education and Teacher Training of Ar-Raniry State Islamic University in Basic Speaking unit 7 and 1. In this research there are several of sampling techniques, such as Probability Sampling, Simple Random Sampling, Clustering Sampling and Purposive Sampling. In selecting the participant, the researcher used purposive sampling technique by choosing two non-native lecturers from Basic Speaking Class. Purposeful sampling is a technique widely used in qualitative research to identify and select, information-rich cases, for the most effective use of limited resources (Patton, 2002). The researcher used a simple purposive sampling to determine the participants. The researcher chooses these samples because in Basic Speaking Class the lecturer is more dominant in speaking than students in order to motivate students to talk.

C. Data Collecting Procedure

The data will be collected in two classes; there are Basic Speaking Class unit 7 and 1. The audio will be recorded from the beginning until the end of the

class. Second, from the audio-record of teaching and learning process the researcher will transcribe the audio into convention transcript and the final stage is the selection and classification into four strategies in doing FTA based on Brown and Levinson theory.

1. Observation

Observation is a technique or a way to get data. Patton (1990, cited in Poerwandari, 1998) confirmed that the observation is an essential data collection method in research with qualitative approach. In order to provide accurate and useful data, observation as a scientific method that should be carried out by researchers who have passed the proper exercises, and have made thorough and complete preparations.

In this research, the writer used direct observation. The researcher will go to the field to collect data and will conduct the observation when the lecturer teaches Speaking in the classroom. This direct observation is a nonparticipant observation. In the direct observation, the researcher involved herself in the midst of the object being studied without any interaction.

The researcher comes to the class and record the teaching learning process in English Department faculty which has been given permission by lecturer being the object of study. The data is audio-recorded from English speaking classroom. This analysis focused on the politeness strategies used by lecturers in the teaching and learning process. The researcher is concerned with the oral communication of politeness used by lecturers; there are the uses

of words and sentences or any other utterances. Oral communication uttered by the speakers will be recorded in an audio recording set then it will be transcribed, so that the researcher will analyze the politeness strategy used by the lecturer in teaching learning process. Transcription is a translation between forms of data, most commonly to convert audio recordings to text in qualitative research.

According to *Collins English Dictionary* audio record is an electronic for recording a sound. In in this section, audio recording is intended by researchers as an indirect observation to record all of the oral communication from the lecturer while doing the teaching process in the classroom.

In analyzing and identifying the data, the researcher will transcribe any production of oral communication between lecturer and students using Transcription Convention, from the transcript convention the researcher will identify the type and the frequent of politeness strategies employed by the lecturer in teaching and learning process. The data is analyzed qualitatively and presented descriptively.

D. Technique of Analyzing Data

Data analysis techniques are carried out as follows: First, the researcher will listen to the audio of Basic Speaking Subject that has been recorded. Second, the recording will be transcribed into convention transcript based on Transcription Conventions in Conversation Analysis by Markee (2015). Third, the researcher

will read the convention transcripts of Basic Speaking Subject. Fourth, the transcript and the audio will be re-listening and re-reading by the researcher repeatedly to get a good data. Fifth, the researcher will identify the lecturers' utterances into four strategies in doing FTA based on Brown and Levinson theory. Sixth, the identified data will be calculated by the researcher to answer the second question. Finally, the researcher will discuss the result based on the data finding.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the study. As mentioned in Chapter I, the goals of this study are to explain the types of politeness strategies and the most frequent politeness strategies employed by lecturer in Basic Speaking Classes. The data analysis was performed based on the method described in Chapter III.

Moreover, this chapter describes the results of research through two main sections. They are findings and discussions. In the findings section, the data obtained through observation will be presented. Then, in the discussion section, the findings will be described descriptively.

A. Findings

The researcher used observation technique to collect the data of politeness strategies employed by lecturer in Speaking Class. Classroom observation was conducted in two different classes. There are Basic Speaking unit (7) on 29th November 2017 and Basic Speaking unit (1) on 13th December 2017. The observation was conducted once in every unit. In this study, the researcher recorded the teaching and learning process of Speaking Class by using smartphone.

The researcher recorded the teaching and learning process from the beginning until the end of the class. Next, the recording will be transcribed to get

the data of lecturers' utterances to find the politeness strategies employed in teaching and learning process.

According to lecturers' oral communication, the researcher would like to categorize it into four strategies of politeness. There are Bald on Record, Positive Politeness, Negative Politeness and Off-record.

However, before serving the data obtained through observation, the researcher would like to describe the condition of first class in a brief way. The first observation was done on unit 7 of Basic Speaking Class. In the observation, the audio was recorded by the researcher for 01:02:03 hours. In that meeting, the lecturer was a bit late to come to the class, so the lecturer directly started the class by calling the students name that will be come in front of the class to presentation. However the classroom activities still run well.

In this research, the researcher also applies her own perspective and basic knowledge to judge the politeness strategies employed by both lecturers when having an interaction with their students.

This research attempts to describe those strategies and in the findings section, the researcher shows the results of the data analysis. Then the frequency of occurrence of those strategies will be described in Table 4.1 and 4.2.

After analyzing the result of observation, the researcher found that the Basic Speaking lecturer who taught the student of unit 7 at English Department of UIN Ar-Raniry employed 3 out of 4 Politeness Strategies, Bald on Record Strategy, Positive Politeness Strategy and Off-record Strategy. Here are the findings of the first data.

Table 4.1 Politeness Strategies Employed By Lecturer in Unit 7 Of Basic Speaking.

Politeness Strategy		Frequency	Percentages
Bald on Record	Does not minimize FTA	32	32%
Sub-total		32	32%
Positive Politeness	Exaggerate	7	0.77 %
	Joke	1	0.11 %
	Offer, Promise	2	0.22 %
	Be optimistic	1	0.12 %
Sub-total		11	1.21 %
Off-record	Being Ironic	6	0.96 %
	Presupposing	3	0.48 %
	Overgeneralizing	7	1.12 %
Sub-total		16	2.56 %
Total		59	35.77 %

The second class was Basic Speaking Class unit 1. In the observation, the audio was recorded by the researcher for 01:11:40 hours. First, the lecturer greeted the student and she explained her bad condition because she had been having a cough. Next, the lecturer asked the students, did they have any homework and then she explained on that day they will play a game. The lecturer explained the game and the rule of the game to the student. The activity begins by playing the game. Each student had to come to front of the class to play “who am I” game.

The table below displays the use of politeness strategies in the lecturers’ oral communication that was collected from the second observation of Basic Speaking unit 1.

Table 4.2 Politeness Strategies Employed By Lecturer in Unit 1 Of Basic Speaking.

Politeness Strategy		Frequency	Percentages
Bald on Record	Does not minimize FTA	23	23%
Sub-total		23	23%
Positive Politeness	Notice, Attend to H	1	0.16 %
	Exaggerate	12	1.92 %
	Be optimistic	3	0.48%
Sub-total		16	2.56 %
Negative Politeness	Apologize	3	0.18 %
Sub-total		3	0.18 %
Total		42	25.74 %

B. Discussion

In the findings section, the researcher presents the results of the research briefly, while in this section, the researcher will give deep explanations of these results. This section is divided into two parts. There are the discussion of the first and the second data. Then, to support the discussion, some examples of lecturers' utterances are presented.

Data I (Basic Speaking Unit 7)

1. Bald on Record Politeness Strategy

According to Brown and Levinson (1987), bald on record strategy is a strategy of doing the FTA to state something clearly. Culpeper (1996) argues that the bald on-record politeness strategy is used when the threat of the hearer's face is very small. Imperatives are often softened with hedges or

conventional politeness markers, e.g.: ‘please send us the offer. ‘Verb’ ‘do’ is used with imperatives, like in ‘Do call us!’(Brown & Levinson, 1978). Other examples “Did you finish your homework today?” “Come in and sit down” or in situations where the speaker has more power than the hearer. There are 32 of lecturers’ utterances including to bald on record.

Table 4.3 Bald on Record Strategy.

No	Bald on Record
1	<i>“Dah cepat”</i> “Hurry up”
2	<i>“Dah cepat, bawa kemari”</i> “Hurry up, bring it to me”
3	<i>“Bawa nama kemari, biar saya panggil”</i> “Take the name here, then I will call you”
4	<i>“Bawa bawa kemari namanya cepat”</i> “Bring the name here quickly”
5	<i>“Maju terus! Cepat!”</i> “Come forward, hurry up”
6	<i>“Coba tulis”</i> “Try to write it”
7	<i>“Efeknya?”</i> “The effect?”
8	<i>“Solusinya?”</i> “The solution?”
9	<i>“Udah, duduk sana Nendeya”</i> “Ok, take a seat Nendeya”
10	<i>“Oke. Solusi?”</i> “Ok. What’s the solution?”
11	<i>“Oke.. Solusi? Solution?”</i> “Ok. What’s the solution?”
12	<i>“Jangan lama-lama kali”</i> “Don’t be so long”
13	<i>“Oke.. Sudah?”</i> “Ok, are you done?”
14	<i>“Jangan lama kali”</i> “Don’t be so long”
15	<i>“Why?”</i>
16	<i>“How?”</i>
17	<i>“Yang jujur!”</i>

- 18 “Be honest!”
 19 “Oke, Hasbi, why bully?”
 20 “*Duduk!*”
 21 “Sit down!”
 22 “Sit down “
 23 “The best for us, what? What The best for?”
 24 “*Apa itu artinya?*”
 25 “What does It mean?”
 26 “Negative effect?”
 27 “Ok solution? Solution?”
 28 “*Oke, conclusion? Conclusion? Kesimpulannya apa?*”
 29 “Ok, conclusion? Conclusion? What the conclusion?”
 30 “Solution?”
 31 “Conclusion?”
 32 “*Solution? Eh apa? Ya solution?*”
 33 “Solution? Eh what? Yeah solution?”
 34 “He? Ok so conclusion?”
 35 “Why? Because of what?”
 36 “*Explain. Itu aja.*”
 37 “Explain. That’s it?”
 38 “*Paham?*”
 39 “Do you understand?”
-

The example of bald on record strategy could be seen as follows:

1. Mr. M : ***dah cepat! bawa bawa bawa kemari
namanya biar saya panggil.***
2. St : aaaaa...
1. Mr. M : **hurry up! Bring the names here, then I
will call you.**
2. St :aaaaa....

The situation happened when the lecturer asked the student to give the attendance list to him so that the lecturer will call the students name one by one to do the performance.

The instruction above shows that the lecturer used direct strategy without further commotion or in situations where the speaker has more power than the hearer. Here is another example:

38. *Mr. M : Merusak lapisan laut. **solusinya?***

39. *St. A : solusinya.. apa, yang pake pukat tu jangan
Mengaggu ekosistem.*

38. Mr. M : broke the ocean layer. **The solution?**

39. St. A : the solution. What, so that who uses the trawl will not ruin
the ecosystem.

The instruction above shows that the lecturer asked the student what is the solution of trawl so that the ocean layer is not ruined. The lecturer asked to student without using WH question before asking, but he directly said “*the solution?*” to state the instruction clearly.

2. Positive Politeness

According to Brown and Levinson (1987) positive politeness strategy is a strategy for doing an FTA with face-saving way or maintaining a positive face of opponents' speaker.

In the teaching and learning process, the lecturer employed 11 utterances of positive politeness with four sub-strategies. There are

exaggerate (Interest, Approval, and Sympathy with H), joke, offer/Promise and be optimistic.

Table 4.4 Positive Politeness Strategy

Positive Politeness		
1. Exaggerate	1	“Ok, By the way good, widya ok”
	2	“Ok good”
	3	“ <i>Tapi</i> by the way good, at least you prepare good”
		“But, by the way good, at least you prepare good”
	4	“ <i>Saya pikir kamu sudah bagus mempersiapkan</i> ”
		“I think you have prepared It well”
	5	“Hasbi ok. hasbi good”
2. Joke	6	“ <i>Pentingnya makan pagi. Ok good. Coba</i> ”
		“The important of having breakfast, ok good. Try it”
	7	“ <i>Tapi uroe nyo lumayan lah</i> ”
3. Offer, Promise.		“But today is not bad”
	8	“You have to build your house in the mountain”
	9	“ <i>Yang udah siap maju terus!gak papa,maju pertama ada nilai,! ada nilai tambah</i> ”
4. Be optimistic		“Whoever is ready, come forward! Its ok, who come first will get score! Extra score”
	10	“ <i>Atau ada yang mau maju duluan? Kalau ada yang mau maju duluan saya kasi ekstra skor</i> ”
		“Or is there anyone who wants to come first? If anyone wants to come first, I will give extra score”
	11	“ <i>Saya pikir kamu sudah bagus mempersiapkan</i> ”
		“I think you have prepared It well”

a. Exaggerate (Interest, Approval, Sympathy with H)(Strategy 2)

In politeness strategies, Exaggerate (Interest, Approval, Sympathy with H) was the most frequent strategy employed by lecturer. there are seven utterances included into Exaggerate (Interest, Approval, Sympathy with H. The example of Exaggerate (Interest, Approval, Sympathy with H) as follows:

94. Mr. M : **Ok, By the way good, Widya ok.**

The situation above shows that the lecturer praised a student about the student's performance. The lecturer utters that praise in order to show the sympathy to that student. It could be categorized to exaggerate (Interest, Approval, and Sympathy with H) as the second sub-strategy of positive politeness.

b. Joke (Strategy 8)

There is only one of lecturer utterance included into joke (strategy 8). This strategy was the most rarely employed by lecturer. Here is the example:

347. Mr. M : **you have to build your house in the mountain.**

The utterance above happened when a student told about tsunami, then the lecturer asked her the solution of avoiding the tsunami. Because she looks confused, the lecturer tried to make a joke by saying that utterance. The lecturer utterance could be categorized as joke strategy 8.

c. Offer, Promise (Strategy 10)

In the offer, Promise of strategy 10, the lecturer employed two utterances in teaching and learning process. This strategy used when the speaker wants the hearer to do something. Instead, the speaker will offer something if the hearer do it. Here is the example:

5. Mr. M : *Yang udah siap maju terus!gak papa,**maju pertama ada nilai,! ada nilai tambah.***

5. Mr. M : Whoever is ready, come forward! Its ok, **who come first will get score! Extra score.**

The expression above happened when the lecturer asked the students to come forward, but there was no one to come forward. To make the students gave the performance, the lecturer tried to offer them an extra score for those who comes first. According to lecturers' utterance, it could be categorized as offer, Promise (Strategy 10) of positive politeness.

d. Be Optimistic (Strategy 11)

There is only one utterance employed by lecturer which is included into be optimistic. This strategy occurs when the speaker expects something but first she/he would think optimistically to the hearer.

96. Mr. M : ***Saya pikir kamu sudah bagus mempersiapkan.***

96. Mr. M : **I think you have prepared It well.**

In this situation, the lecturer asked the students to perform, but some student didn't perform well. The lecturer said that utterance because he taught

optimistically that the students have prepared well even it was not. That utterance included to be optimistic (strategy 11).

3. Off-record

According to Brown and Levinson (1987), off record strategy is used when the speaker wants to do the FTA but wants to avoid responsibility for doing so. The speakers allow the listeners to give more than one interpretation of what the speakers say.

In the teaching and learning process, the lecturer employed 17 utterances of Off-record with 3 sub-strategies. There are being ironic, presupposing and overgeneralizing.

Table 4.5 Off-record Strategy

Off-record		
1. Presupposing	1	<p><i>“Coba tanya ke mereka ni, coba tanya ke mereka. Ask them ! orang tu gak tau pun apa yang kamu ngomong”</i></p> <p>“Try to ask them. Try to ask them. Ask them. They don’t even know what you are talking about”</p>
	2	<p><i>“Nanti jangan kayak kemaren, kita dah keluar baru sampek”</i></p> <p>“do not be like how you did yesterday, you came when we are ready to leave.”</p>
	3	<p><i>“Yang sudah maju yang sudah buat tugas tu no problem. Ni for those who did not, bagaimana?”</i></p> <p>“For those who have performed and done the task is ok, no problem. But for those who did not, how?”</p>

2. Being Ironic	4	<p><i>"Ya Allah anak Bahasa Inggris that gusun gusun"</i></p> <p>"Oh my goodness. English students are really coward"</p>
	5	<p><i>"Mandum sakit, masa mandum saket"</i></p> <p>"You all are sick, how can you all are sick at the same time?"</p>
	6	<p><i>"Ndak pernah saya jumpa anak Bahasa Inggris yang paling malas ngomong"</i></p> <p>I have never met English Department students who are lazy to talk.</p>
	7	<p><i>"Berapa banyak waktu harus saya kasi? One, one year?"</i></p> <p>"How much time should I give more? One year?"</p>
	8	<p><i>"I thon? I thon mate ureng-ureng"</i></p> <p>"One year? If one year the people will die"</p>
	9	<p><i>"Merempok A Alhamdulillah, Merempok B alhamdulillah. C juga alhamdulillah. D terkutuklah kamu."</i></p> <p>"You get A alhamdulillah, you get B alhamdulillah, C also alhamdulillah, if D cursed of you"</p>
3. Overgeneralizing	10	<p><i>"Yang lain itulah, sibuk untuk hafal ini, bukan dengar yang ini"</i></p> <p>"For others, you are too busy to memorize but you don't listen to this."</p>
	11	<p><i>"Saya lebih suka orang yang berusaha even though dia itu tidak pintar. Daripada dia itu pintar tapi seolah-olah Nampak pi tar tapi dia bodoh"</i></p> <p>"I prefer students who struggle, even though she or he is not smart. Instead of students who are smart and act like a very smart students, in fact they are fool"</p>
	12	<p><i>"Ka jeut hanjeut ata gob hana idenger lom"</i></p> <p>"it's enough. If you cannot do it yourself, then listen to others!"</p>
	13	<p><i>"Biasanya selama saya mengajar anak Bahasa Inggris paling suka ngomong"</i></p> <p>"Usually, English Department students are the most talkative students in my class"</p>
	14	<p><i>"I have been teaching dari tahun 2000 saya"</i></p>

sudah mengajar, sampek 2017 kelas inilah paling susah untuk maju”

“ I have been teaching since 2000 to 2017, this is the most reluctant class to come forward and performed”

15 “*Saya lebih senang maju walaupun gak bisa gak papa aju aja dulu”*

“I prefer who came forward, even if they cannot. It’s ok, just come forward!”

16 “*Biasanya anak Bahasa inggris, kalau saya suruh maju, hari itu saya masuk, mereka sudah lengkap didalam. Belum saya suruh maju, saya sudah siap pak. Selalunya begiu”*

“Usually, the English Department students, when I ask them to come, they are so ready when I came to the class. I didn’t ask to come yet, but they said ” I am ready sir” It’s always like that”

a. Being ironic

Being ironic occurs when speaker said something that she/he does not mean or as a joke. The lecturer used 6 utterances that categorized into being ironic. It was the most frequent strategy employed by lecturer. The example of being ironic is:

268. Mr. M : ***Ndak pernah saya jumpa anak Bahasa inggris yang paling malas ngomong”***

268. Mr. M :**I have never met English Department students who are lazy to talk.**

In the situation above, the lecturer has told the students to come forward to perform, but none of the students come forward. So the lecturer

used an ironic utterance intends to hint the student in order they would come forward.

b. Presupposing

Presupposing happened to assume some truth without proof, but usually for the purpose of reaching a conclusion based on that truth. The lecturer used four utterances categorized into presupposing. Here is the example:

44. Mr. M : *Nanti jangan kayak kemaren, kita dah keluar baru sampek.*

44. Mr. M : **Do not do like yesterday, when were about to come out and you just got here.**

The utterance above occurred when the lecturer gave advice to all students about an incident happened in the previous meeting. The advice was intended for students who have come late to the class, although not all students done it. It is also to warn the other students in order not to make the same mistake for the next meeting.

c. Overgeneralizing and not naming the hearer or addressing him directly.

In this strategy the lecturer employed 7 utterances included into overgeneralizing and not naming the hearer or addressing him directly. The example of overgeneralizing and not naming the hearer or addressing him directly as follows:

364. Mr. M : *I have been teaching dari tahun 2000 saya sudah mengajar, sampek 2017 kelas inilah paling susah untuk maju.*

364. Mr. M : **I have been teaching since 2000 to 2017, this is the most difficult class to perform.**

Data II (Basic Speaking Unit 1)

A. Bald on Record Strategy

In the second class the lecturer used 23 utterances categorized into Bald on Record strategy. This strategy is used in a situation where the speaker has more power than hearer that can make a direct order or request to hearer as a means of expressing his or her needs.

Table 4.6 Bald on Record Strategy.

No	Bald on Record
1	"Yes come here!"
2	"Turn around!"
3	"Remember, only five questions"
4	"Mawar. Choose one other friend"
5	" Just try!"
6	"Just say something"
7	"Hey. Not yet!"
8	"Ok Iqbal, turn around!"
9	"Wait! Wait!"
10	"Bela turn around, turn around, turn around."
11	"Ok Puput turn around. You know this?"
12	"Quick! Quick! Quick!"
13	"Who?"
14	"Ok. Very good. Thank you Puput"
15	"Turn around. Ok you ready?"
16	"Ok Afrah, turn around"
17	"What"

-
- 18 “Ok and then?”
 19 “Ok Rosi turn around”
 20 “Please. Please memorize. Ok memorize vocabularies?”
 21 “Ok Rosi turn around”
 22 “Ok ok Rosi, turn around. Turn around”
 23 “Quick quick quick”
-

Here are some examples of Bald on Record strategy:

5. Mrs. A : **Do you have a paper for me?**

The situation above happened when lecturer and students played a game, it is “who am I game”. The game played with a paper which was placed on the back of student. The lecturer asked them who has a paper so that they could start the game. The lecturer used imperatives in her utterance. Imperative are often softened with hedges or conventional politeness markers such as ‘*do*’, which is used with imperatives. The lecturer wants to perform the FTA with maximum efficiency and also to emphasize their intention as clear as possible to students.

B. Positive Politeness

There are 16 sentences constitute Positive Politeness Strategy. From the Positive Politeness Strategy, the lecturer employed 3 Sub-Strategies. Notice, Attend to H (his Interests, Wants, Needs, Goods), Exaggerate (Interest, Approval, Sympathy with H), and Be Optimistic.

Table 4.7 Positive Politeness Strategy

Positive Politeness		
1. Notice, Attend to H	1	"I heard from your friend your voice is very beautiful. Is it?"
2. Be Optimistic.	2	"Mawar I'm sure you can do it"
	3	"I hope you know this"
	4	"I am sure you can guess this"
3. Exaggerate	5	"GOOD!"
	6	"GOOD! Thank you! Good!"
	7	"Ok Iqbal! GOOD!"
	8	"Good job, god job Iqbal"
	9	"He try many questions ya. ok congratulation. Thank you Iqbal."
	10	"Good, that's good"
	11	"Ok that is good ya"
	12	"Ok thank you Devi. it is ok never mind. you have try"
	13	"Good, good Bella, very good."
	14	"Ok thank you Rosi. thank you very much"
	15	"That's good"
	16	"Ok thank you Rinaldi. Give a applause to Rinaldi."

a. Notice, Attend to H (his Interests, Wants, Needs, Goods)

Notice, Attend to H (his Interests, Wants, Needs, Goods) is happened when the speaker wants to asked the hearer to do something by giving the hearer an interest statement. In this strategy the lecturer only employed one utterance. Here is the example:

464. Mrs. A : **I heard from your friend your voice is very beautiful. Isn't it?**

The situation above occurred when the lecturer asked the student to sing a song. The lecturer praised the student before asking her in order to get the students' interest. That utterance classified into Notice, Attend to H (his Interests, Wants, Needs, Goods).

b. Exaggerate (Interest, Approval, Sympathy with H)

There were 12 utterances employed by lecturer included to Exaggerate (Interest, Approval, Sympathy with H). This strategy occurred when the speaker praised the hearer about what the hearer have done to get the hearer sympathy. Here is the example of Exaggerate (Interest, Approval, Sympathy with H):

265. Mrs. A : **Good, good Bella, very good.**

The situation above happened when the lecturer and students played the game. When a student got a turn to come forward and she successfully answer the question correctly. Because of it the lecturer appreciated her by saying that utterance to get student interest. The utterance could be categorized as Exaggerate (Interest, Approval, Sympathy with H).

c. Be Optimistic.

Be Optimistic is a strategy when speaker feeling or showing hope for the future to the hearer. She/he utters hopeful sentence to the hearer in

order to build a confidence of the hearer. The lecture employed 3 utterances included into be optimistic. The example of Be Optimistic is:

85. Mrs. A : **Mawar I'm sure you can do it.**

The situation above occurred when the lecturer asked ta student to do something. The student looked less confident, and then the lecturer said that utterance to build a self-confident to the student.

C. Negative politeness

There were 3 utterances included into Negative Politeness Strategy. From the Negative Politeness Strategy, the lecturer employed only one Sub-Strategy. There is apologize (strategy 6).

Table 4.8 Negative Politeness Strategy

Negative Politeness			
1. Apologize (strategy 6)	1	“I’m really sorry because my voice is.(x)”	
	2	“I’m really sorry because the laptop is used by my husband”	
	3	“I am really sorry because I cannot ask all of you to play this game,”	

a. Apologize

This strategy occurred when speaker want to say something but before the sentence there is a forgiveness sentence that is uttered by speaker to give an understanding to the student about something. The

lecturer employed 3 utterances categorized into apologize. Here the example:

13. Mrs. A : **I'm really sorry because the laptop is used by my husband**

The situation above happened when the lecturer had promised the students that they will watch a movie together. In fact, the lecturers' laptop was used by her husband, so the lecturer apologizes for it.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, there are two main sections. They are conclusions and suggestions. The conclusions section contains the summary of findings and discussions related to the formulation and objectives of the study. The suggestion section contains suggestions that are addressed to teacher and other researchers.

A. Conclusion

From the previous chapters of this thesis, the researcher draws some conclusions which are obtained from the analysis of Politeness Strategy employed by the lecturer in two classes of Basic Speaking. The conclusions are as follows.

1. The researcher found that in the Basic Speaking Class Unit 7 the lecturer employed three types of Politeness Strategies in teaching and learning process. There are 32 utterances of Bald on Record Strategy, 11 utterances of Positive Politeness Strategy (7 utterances of Exaggerate, one utterance of Joke, 2 utterances of Offer and Promise, one utterance of Be optimistic) and 16 utterances of Off-record strategy (6 utterances of being ironic, 3 utterances of presupposing and 7 utterances of overgeneralizing). In the Basic Speaking Class Unit 1, the lecturer also employed three types of Politeness Strategy in teaching and learning Process. There are 23 utterances of Bald on Record Strategy, 16 utterances of Positive Politeness Strategy (one utterance of notice and attend to H, 12 utterances of

exaggerate and 2 utterances of be optimistic) and 3 utterances of Negative Politeness Strategies (3 utterances of apologize).

2. The researcher found that the most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.

B. Suggestion

After completing the research, the researcher feels urge to give some suggestion that would come in handy in the future, especially for teacher and other researchers who are interested in conducting relevant issue.

It is expected for teacher to apply politeness strategies in teaching and learning process. In this study, it is shown that the lecturer employed politeness strategy in their teaching process. Therefore, the use of politeness strategies need to be applied by other teachers in teaching since it is believed to stimulate students' learning motivation. Teachers have to pay attention to their use of language in the classroom because it contributes to the learning process.

For other researchers, it is hoped that there will be much more related research to come since the issue about teacher's politeness strategies is still limited. Due to imperfection of this research, the researcher expects that there will be another research that will further investigate this issue thoroughly. In this research, the researcher takes two lecturers being the participant which leads this

research ungeneralizable, so it will be better in the next research to take more participants to make it generalizable.

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TENTANG
PENGUKUHAN PEMBIKIH SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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MEMUTUSKAN

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Untuk membimbing Skripsi:

Nama : Ayu Gemasli
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Politeness Strategies Employed by Teacher in Speaking Class

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

- Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIP A UIN Ar-Raniry Banda Aceh Tahun 2017;
- Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

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22 November 2017

Tempat : -
Isi : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

Yth,

di-
Tempat

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

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N I M	: 231324191
Prodi	: Pendidikan Bahasa Inggris (PBI)
Semester	: XI
A l a m a t	: Jl. Laksamana Malahayati, Lr. KB, Baet, Kec. Baitussalam Aceh Besar

Untuk mengumpulkan data pada:

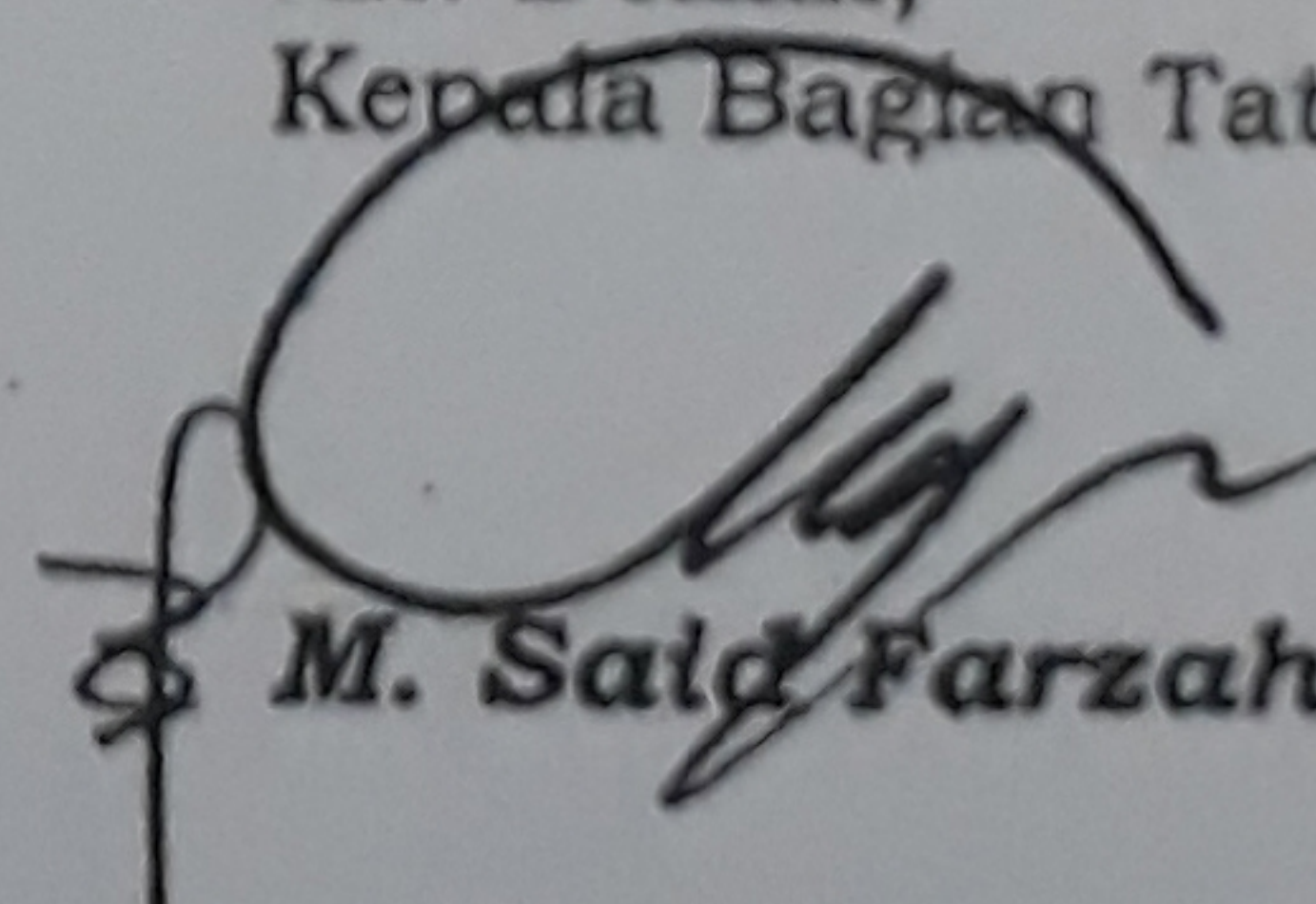
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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Politeness Strategies Employed by Teacher in Speaking Class

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,


M. Sald Farzah Ali

TRANSCRIPT OF UNIT 7

1. Mr. M : dah cepat! bak bak bak kemari namanya biar saya panggil ! (20.0)
2. St : aaaaa...
3. Mr. M : Kemaren dah saya jelaskan kan? (2.0)
4. St : udah
5. Mr. M : ee..(15.0) dah cepat bawa kemari, (1.0) jangan lama kali. (15.0)
Kemaren kan ada Empat Point,(2.0) kan? a tiga? (1.0) apa pertama? (background data) a::::kemudian ? (effect) kemudian?
(solusi) solusi. oke tiga berarti ya? Conclusion terakhir ya? (iya)(2.0) Dah mana?(4.0) Bawa nama kemari (1.0) biar saya panggil! (3.0) ni gak lama lagi kita!(20.0) dah! dah siap!(2.0) Jangan lama kali lah, cepat! (6.0) Liat nama, yang udah siap maju terus!gak papa,(2.0) maju pertama ada nilai,! ada nilai::: tambah, (23.0) dah! bawa bawa kemari namanya cepat!(18.0) hay yang udah siap dah boleh maju terus,! tunggu apa kamu! Nanti gak ada nilai,(15) dah? Ada?(3.0) Siapa yang udah siap maju terus! Dah namanya dah siap? *Nyo ta preh awak nyo lepah trep* ,mana nama? Kalau gak saya pangila aja!(4.0) Ni saya panggil maju terus ya! Atau ada yang mau maju duluan? (2.0) Kalau ada yang mau maju duluan saya kasi ekstra skor, (2.0)ada? Heh? Ya Allah anak Bahasa inggris *that gutsun gutsun*,maju! Ha maju terus! Cepat! Pokoknya::: (2.0) inti pointnya saya sudah jelaskan kemarin, apa yang harus di jelaskan,(1.0) ndak perlu di sebutkan, tinggal kamu::: ngomong... siapa nama?
6. St A : e.. Arif ridha,
7. Mr. M : arif?
8. St A : Arif ridha
9. Mr. M : ada disini?(1.0)
10. St. A : Cuma kurang ridha
11. Mr. M : Arif ridha ya? Ok..(3.0)
12. St A : bismillahirrahmanirrahim, e.. title is e... trawl the tiger
13. Mr. M : apa?
14. St. A : pukat, trawl
15. Mr. M : eh?
16. St. A : trawl the tiger
17. Mr. M : artinya apa?
18. St. A : pukat
19. Mr. M : muka?
20. St. A : pukat pukat
21. Mr. M : ow..pukat harimau, hhehe udah lanjut.
22. St. A : pukat,ee trawl the tiger is ee.. back shape,(2.0) back shape ee..made, drawn by one or Two:: Trawlers at their side or back(1.0), e.. effect e.. use e::: trawl the tiger e::: destroyed all m(x) ecosystem.(2.0) E.. solution from::: the:: case from.. trawl the tiger,(2.0) e:: (4.0) apa.. we:: catch e.. trawlers s(x) in:: accordance with in(x)

23. Mr. M : Indonesia (x). e:: coba tulis! Why did you choose that title?
Kenapa kamu pilih judul itu? (3.0) Because?
24. St. A : because..
25. St. x : assalamualaikum....
26. St. x,y,z : waalaikumsalam.
27. St. A : Karna(x)(3.0)
28. Mr. M : why did you interested to choose that title? Kenapa kamu menarik
untuk pilih judul itu? Trawl tiger,
29. St. A : biar gak ada yang make.
30. Mr. M : gak, itu maksudnya alasan, ini kenapa kamu pilih itu, judul itu?
31. St. A : agar orang tau pukat tu.
32. Mr. M : maksudnya ini (1.0) kamu ambil judul itu, tertariknya kenapa?
Pakon necok judul nyan?
33. St. A : karena banyak orang pake tu,
34. Mr. M : coba tulis dulu judulnya apa? Trawl tiger, coba tulis!(5.0)
tulisannya tau kan?(2.0) *na laen ba* spidol? Ada yang bawa spidol?
ta preh item, saboh hana item(3.0) hehe udah? Jadi alasannya apa
tadi?
35. St. A : biar gak banyak orang yang pakek
36. Mr. M : efeknya?
37. St. A : efeknya merusak ekosistem laut
38. Mr. M : Merusak lapisan laut. solusinya?
39. St. A : solusinya.. apa, yang pake pukat tu jangan mengganggu ekosistem
40. Mr. M : ok kongklusinya? Kesimpulan.
41. St. A : biar(2.0) gak ada yang pake pukat lagi.
42. Mr. M : the dangerous of, a itu ada coba tulis, itu ada ni, coba kamu tulis.
43. St. A : pake Bahasa inggris pak?
44. Mr. M : pake Bahasa inggris juga boleh, tulis terus, judulnya dulu, judul di
tengah-tengah, kek kemaren ya, bulat gitu, pokoknya judul di
tengah-tengah, e... ini yang laen dah siap? Before final exam, nilai
akan kita hitung sendiri, nanti pake infocus saya kasi Nampak
berapa dapat nilai, ini gak lama lagi ni.(2.0) Yang laen kemana
dulu?(1.0) Hah? Nanti jangan kayak kemaren, kita dah keluar baru
sampek.(4.0) Kenapa? Ada kelas lain? Gak ada kan? (2.0)
45. St. X : ada yang sakit.
46. Mr. M : sakit, mandum sakit, masa *mandum* saket. Coba.(7.0) trawl tiger,
Ok (7.0) buat bulat! (2.0) Dalam Kolom,(2.0) gak ada lain,
spidol?(2.0) Ha? Trawl tiger,(1.0) alasannya apa? Buat Tarik tanda
panah kek gini!(4.0) ok, apa tadi? Kenapa kamu pilih trawl
tiger?(2.0) Kenapa? Many fisher use (2.0) trawl tiger to catch the
fish,(5.0) apa tu pupil?(2.0) Hehehehe *peu ka peugot* ? many fisher
(2.0) laed, ni yang laen mana? Dah maju! *Nyo nilai han (x) nyan*
hana jela, harus ulang nanti. Ni saya panggil terus habis ni ya,(4.0)
nendaya mana nendaya,(2.0) maju! Jangan bilang gak bsa, nanti
hana hana kesempatan lagi, cepat ! maju terus! (3.0) Ok apa
enggak?(2.0) Ni Kalau enggak ni saya cancel senin, maju gak !
kalau enggak this (x) nanti will be lost, hilang.(2.0) Many fisher
used trawl the tiger, used trawl trawl(1.0) the tiger to, ok tu aja dah

cukup, buat bulat. Trus, apa lagi? Udah? nendaya? Gak?(5.0) Maju ngak? (5.0) Heh? Dah cukup waktunya one week, ndak cukup? Mana? Maju gak ni!(3.0) Kalu enggak saya saya cancel terus ni !(2.0) maju terus cepat !(1.0) apa takut-takut. Apa lagi?(3.0) Itu:: efek? Bukan alasan tu? (x) trawl tiger. Efeknya apa? (2.0) Dah cepat maju terus!(6.0) Ndak usah di bawahnya aja terus, Tarik tanda panah lagi. (3.0) Udah ya? Udah nendaya ya? Berarti kalau gak ni SAYA PUTUSKAN SAYA PULANGKAN ABSEN NI KALAU LAMA KALI! Dah cepat! Trep-trep that nya e. judulnya apa?

47. St. B : Ok assalamu'alaikum Warahmatullahi wabarakatuh,
 48. St. x,y,z : waalaikumsalam warahmatullahi wabarakatuh.
 49. St. B : ok guys today I want to:: tell you about a poor
 50. Mr. M : apa?
 51. St. B : poor,ketidakmampuan
 52. Mr. M : ow poor ok poor, dah terus.
 53. St. B : emm.. why I choose this(2.0) title
 54. Mr. M :udah, udah betul kamu ngomong, apa lagi dengar ngomong orang tu, kan dah betul kamu ngomong tadi, dah ngomong terus. (3.0)
 55. St. B : e.. why I choos this title because this is e:: in Indonesia, e very-very
 56. Mr. M : very very apa kamu?
 57. St. B : (x)(10.0)
 58. Mr. M : apa lagi? Destroyed all (x) Apa lagi. Ee trus? (x) (4.0) aa.. baru betul, solusi? Solusi! apa nendeya? ada? Engga?
 59. St. B : why I choose this..
 60. Mr. M : title
 61. St. B : title because for is em::
 62. Mr. M : udah duduk sana nendeya,(4.0) ini yang lain saya panggil harus siap ya.(3.0) Widya mana?(1.0) Widya,(2.0) maju ju,(3.0) widya..cobak..
 63. St. C : jelasin (x)
 64. Mr. M : kamu jelasin dulu, nanti baru tulis. Heh, *kaleh loen peugah baro*, dah cobak.
 65. St. C : hallo assalamualikum warahmatullahi wabarakatuh.
 66. St. x,y,z : waalaikumsalam warahmatullahi wabarakatuh
 67. St. C : my name is widya, and I choose the title about earth quick
 68. Mr. M : ok, earth quick ya. ok cobak
 69. St. C : so, earth quick or known as the other name quick or tumbler is one of the most Destroying e:: natural disaster
 70. Mr. M : ok good! Terus..*nyo menye hanjeut, payah (x)* dah cobak
 71. St. C : ehmm I like (x) it often happened in the:: in the:: Several regions.
 72. Mr. M : dah terus..
 73. St. C : it is almost happened e..and almost every year e.. the earth quick are recorded in in:: various part of the world.(2.0) And earth quick e.. and recently the earth quick happened in west, west Sumatra. And it has brought a really great mesh.(2.0) So when we acorn we know how the earth quick happen. So the earth quick usually

- happen when the rock underground e the rock underground are suddenly break along a (x) and its make the ground shake.
74. Mr. M : ground?
75. St. C : make the ground shake
76. Mr. M : ok..
77. St. C :e... (5.0) then e.. so there many causes of earth quick, such as the first is,e.. p(x) the movement.
78. Mr. M : ok let me ask you a question, why did you interest for earth quick title?
79. St. C : because I guess it's e.. the earth quick usually happened in most of place in this country.
80. Mr. M : not most of place, every place.
81. St. C : every place.
82. Mr. M : ok terus! And then:: (2.0) what the effect of earth quick ?
83. St. C : The effect is e.. so the building is destroyed and causes many a...(2.00
84. Mr. M : many apa? (3.0) Many people die
85. St. C : many people die, and the..
86. Mr. M : ok.. solusI? Solution?
87. St. C : So the solution is when the earth quick happen don't e.. don't be in the building or in the street. Find the field. (3.0)
88. Mr. M : how did we creat that earth quick is not going happen again in future?(3.0)
89. St. C : so we going to build q.. build
90. Mr. M : coba tanya ke mereka ni, coba tanya ke mereka. Ask them ! orang tu gak tau pun apa yang kamu ngomong. (3.0) Bagaimana supaya gempa itu tidak terjadi lagi?(2.0) So that impossible, that impossible to stop earth quick happened again for future. Itu gak mungkin. (2.0) Ok jadi(1.0) kamu pilih earth quick mi kenapa? Why?
91. St. C : it is the most, the most often e.. disaster in every place
92. Mr. M : so we can't, we can't stop e.. for earth quick, but we can face the earth quick, how?
93. St. C : to find the field,
94. Mr. M : to find the field *peu*? Hehe Ok, escape to the field. Ok, By the way good, widya ok. I din't e....(2.0)
95. St. x,y,z : waalaikumsalam warahmatullahi wabarakatuh.
96. Mr. M : I HAVE GIVEN YOU RIGHT? Last week yess? Kapan saya kasi ini? Last week, so I THINK YOU WILL PREPARE, saya piker kamu sudah bagus mempersiapkan.(2.0) Apa gak cukup waktu seminggu?
97. St. x,y,z : enggak pak...
98. Mr. M : Gak Cukup Seminggu Ni? Oh tuhan... kamu pindah aja lah, jagan di prodi Bahasa inggris lagi kalau kayak gini. ONE WEEK YOU..enough for that,(2.0) I only ask you to do for items, hanya 4 point. That very easy, basically very easy.(3.0) Makannya saya gak kasi judul,(2.0) judul kamu tulis sendiri. (2.0) Kamu persiapkan dirumah, bukan disini, bukan di kelas.(3.0) Ok..! ya

- nendaya, *pajan hana maju lom? Pajam maju lom?* Kapan maju lagi? Ha?? MINGGU DEPAN? YAKIN? Ni minggu depan kalau gak bis saya pause ni.
99. St. D : yakin pak.
100. Mr. M : yakin? Betul? Widya sudah ok. Coba yang laki. Tadi 1 udah Muhammad arif. Yang laki ni mana? Apa saya tunjuk? Nendya saya hapus semua ni.(3.0) Harmadi mana?(2.0) Apa ni? Harmadi.. hah? Di sini har.... A... coba kamu?(3.0) Sebenarnya mudah, Cuma kamu tidak mempersiapkan. ini yang Nampak sama saya kamu sudah mempersiapkan. Jangan! Jelaskan dulu.
101. St. E :ok assalamualaikum warahmatullahi wabarakatuh .
102. St. x, y, z : waalaikumsalam warahmatullahi wabarakatuh.
103. St. E : today I will tell you a little about
104. Mr. M :berdiri yang bagus...hehe
105. St. E : about.. Trees.
106. Mr. M : about apa?
107. St. E : trees ..tree
108. Mr. M : tree, trees ok..
109. St. E : what is tree? Tree is the important things of earth, e.. trees is life of vital of earth, ee.. (x) how many trees in earth? There is almost (1.0) third trillion third trillion in earth and...?
110. Mr. M : berapa? How much
111. St. E : third, third..
112. Mr. M : three.
113. St. E : three. Astaghfirullah..three trillion
114. Mr. M : apa itu?
115. St. E : three trillion 3..
116. Mr. M : e.. ok..
117. St. E : three trillion in earth. But in the (x) is e.. we need more more then 3 trilion trees e...(1.0) and every years almost fifteen billion trees, almost fifteen billion billion trees cutting down, cutting down (2.0) that's why I choose this title to explain. (2.0) And then what is the benefit of trees? FIRST,(2.0) trees produce an oxygen.!
118. Mr. M : provide oxygen
119. St. E : provide
120. Mr. M : yang lain, yang lain itulah, sibuk untuk hafal ini, bukan dengar yang ini. Di rumah persiapkan. Dah terus
121. St. E : trees provide an oxygen.(2.0) E... one (2.0) one of trees there is produce and provide almost (2.0) provide oxygen for eighteen people.
122. Mr. M : one tree? Berapa pohon? One?
123. St. E : no, one hectare.
124. Mr. M : ow one hectare tree ok.
125. St. E : one hectare tree provide an oxygen for eighteen people. And one tree,eh one tree e... provide,(2.0) 1.2 kg oxygen, and for one one person need at least e.. half, or point or 0,5 half of have of to breath in one day . so, if we cut one, one tree that mean we kill 2 people. (2.0) And then tree, tree (3.0) ,tree remove ee.. carbon dioxide ..ee..

- to make to make it food, tree need carbon, tree absurd the carbon dioxide and realis and release and oxygen, an oxygen, and then... (3.00 tree, trees clean the air. Like..
126. Mr. M : ok that the effect of tree.
127. St. E : benefit pak.
128. Mr. M : benefit ya, manfaat. Solusi?
129. St. E : the efeknya, efek tidak jika ada tree
130. Mr. M : hehehe *hoe kah*? Dah trus. Jangan lama-lama kali, dah..
131. St. E : what is the effect of tree, what is the effect if earth without trees? FIRST, em.. hehehe. Will be (2.0) will be ee.. disaster, like flooding and erosion of soil, erosi dari tanah, and then, like if earth without tree, no no no. no trees no animals, no foods, no uman and no life. Understand? If earth without tree there is no no foods, like fruit, like fruit, and vegetable and if without trees there is no place to animal. So, all animal all animal in earth will be die. And like human, if there is no tree no fresh air, and no foods because all animal die. so, all human in earth will be die too. And at least there is no life in earth. All:: (2.0) all creator in earth will be die.
132. Mr. M : creator. Ok.. ok adami, why did you interest to choose this title?
133. St. E : because I look from the united states there is the worst the most worst country using papers. Almost (2.0) 4 million tons. There almost using 4 million ton of paper. There is e.. at least (2.0) 1 ton of papers there is same like 24 trees, (2.0) 24 trees equal like 24 tree. So and 1 tree need grow at least 20 or 35 years to:: for tree can grow. So,
134. Mr. M : solusi?
135. St. E : the solution ee.. the solution is (3.0) reduce, reduce the paper. If you using the paper like you print the paper (2.0) not. jangan membuag
136. Mr. M : not waste the paper
137. St. E : not waste the paper, like you print in one page in front of page. But behind the:: page will be clear so you can use that again. And one people at least plan one tree. One people at least plan one trees and then. (4.0)
138. Mr. M : udah? Udah dah cukup gak apa. Ok.. harmadi arani sudah ya. Ok. Tadi kamu udah liat kan. ada orang yang sudah cukup mempersiapkan. Tapi, he is not enough vocabulary, karena yang saya bagikan ke kamu last week itu, itu kamu harus punya ilmu atau kamu persiapkan. Ini ada cukup gak tau mau bilang apa-apa. Ini makannya dia tidak memper, Nampak dia tidak mempersiapkan.! Jadi datang ke kelas Cuma untuk ini aja. Kalau dia persiapkan, kita tau. she atau he has prepare previously, tinggal add some vocabulary to expalain. Maka saya bilang 4 point kemaren. Supaya kamu bisa me.. (2.0) mempelajari di rumah. And then report, what have you prepare, tell retell in e..frot of your class. Itu sebenarnya. Tapi kalau yang gak tau soal kalian berati dia tidak mempersiapkan. Nampak. (2.0) I told you last. At the first tim, saya lebih suka orang yang berusaha even though dia itu tidak

- pintar. Daripada dia itu pintar tapi seolah-olah Nampak pi tar tapi dia bodoh.(2.0) Every human not stupid, tapi tidak beru... jadi kiban awak droneh? Apamau ulang lagi?(1.0) Basic speaking nyo?(2.0) Heh enggak! (x) usaha (x) kiban enggak.(2.0) Ni saya panggil lagi. A? a maju! Siapa namanya tadi? Hidayatul muttaqin ya. Ok. (2.0) Santai-santai saja dan tidak terlalu panjang.
139. St. F : assalamualaikum warahmatullahi wabarakatuh.
140. St. x, y, z : waalaikumsalam warahmatullahi wabarakatuh.
141. St. F : ok I am standing here,.. (2.0)I want to (2.0) tell you the important of Salah or the important of Prayer. E.. ehm before it. I am standing here not because my prayer my prayer better then you, I am standing here, because I want to tell myself e. that my prayer, still bed, not good. Ok.(2.0) Very often, as a muslim, we don't know our obligation, our duty ,our (2.0) our responsibility,(2.0) our responsibility our duty.
142. Mr. M : hehe. ka jeut hanjeut ata gob hana idenger lom, coba..(3.0) ok terus, terus hidayaat. Our Responsibility?
143. St. F : as a the most perfect creator is prayer,(3.0) or sometime we know our responsibility as a muslim but we don't to know, (2.0) that is the problem . em and then(2.0) is the salah is the prayer is important in islam,(3.0) actually, for what? For whom we pray? For Allah? No! allah doesn't need our salah, allah doesn't need our pray,(3.0) and again (2.0) if the prayer is important in islam. And if it, and if it's doesn't(2.0) a big a big apa,(2.0)
144. Mr. M : a bg apa mistake?
145. St. F : why does salah, Why does prayer mention more than 70 times in al quran and why does the payer mention as the second pillar of islam. E.. after we say ya.. the two sentence of syahadah..why? because the salah is important for every day, after the the say of syahadah, after syahadah I mean.(3.0) Brother and sister(1.0), prayer is leaving the prayer if the prayer the biggest in in islam.(2.0) We have to know that,(2.0) there are a lot of people who has death asking to Allah, pray to Allah that so they can return back to the world,(2.0) only to carry out for two rakaat of sunah prayer, its only for two rakaat prayer. And we are here,(1.0) we still can do it.(2.0) why we still, leave it.
146. Mr. M : dah kamu ngomong terus, apa lagi..
147. St. F : emm ok let's see the effect of salah,(4.0) actually, e gimana ya.. hehe have you see have not we see a lot of people out out there collect there their many, collect their money, work for money and aftr that they spend all of their money only for finding for peach only for finding for happiness. Allah promise for as, Allah promises for happiness Allah promises happiness for every people (2.0) who do the prayer.
148. Mr. M : ok.. sudah?
149. St. F : dikit lagi pak..
150. Mr. M : eheh, jangan lama kali.. yang lain (x) saya kasi maju.
151. St. F : (x.) pak ya..

152. Mr. M : ya..
153. St. F : the solution of salah that we no leave the salah again. Is, make the salah is not for our obligation. Not for our, for our(1.0) responsibility, but for our necessary. Thank you for you are attention. Assalamualaikum warahmatullahi wabarakatuh
154. Mr. M : ok good hidayat. Ok wait.(1.0) Prayer.(1.0) WHY? Why prayer?
155. St. F : because prayer is the second pillar of islam.
156. Mr. M : second pillar of islam. Ok then, how? How? When the question come up with how. How will you answer. Bagaimana cara jawabnya?
157. St. F : e... do like e,.. our prophet Muhammad salallahu 'alaihi wasalam did.
158. Mr. M : when I ask why? Ok, karena apa tadi second?
159. St. F : second pillar.
160. Mr. M : how?
161. St. F : bagaimana gimana maksudnya pak?
162. Mr. M : how prayer? bagaimana e ini..bagaimana cara shalat itu kamu jelaskan..
163. St. F : em,.. (3.0) the first e.. move of salah is we a.. that we.. raise our hand up. gimana pak caranya pak.
164. Mr. M : ya kalau saya tanya how you have to explain the step of doing salah.
165. St. F : sampek habis pak?
166. Mr. M : a?
167. St. F : sampek abis?
168. Mr. M : memang begitu.salah, every muslim provide .berapa rakaat? How many times?
169. St. F : five.(1.0)
170. Mr. M : steps shalat, setelah itu.. apa lagi?(2.0) Efek, efek from salah. You know, You know effect from salah. Pertama apa?
171. St. x, y, z : hapinesss
172. Mr. M : happiness. Sekarang kamu senang gak kalau shalat? Tell me the truth.!
173. St. x,y,z : senang
174. Mr. M : betul? Ok terus?
175. St. x, y, z : peace, kedamaian
176. Mr. M : kedamaian, apa kamu damai ketika melakukan shalat?
177. St. x, y, z : iya..
178. Mr. M : yang jujur.
179. St. x, y, z : enggak. tenang
180. Mr. M : kamu ini belum dapat the point of salah.(2.0) Saya aja mungkin belum tentu dapat.(2.0) but our obligatory to pray itu saja.(1.0) Nah selanjutnya Effect udah tadi kan.! solution.! Apa solusinya?
181. St. F : emm don't make the prayer as our obligation but, for our necessary.
182. Mr. M : ok.(1.0) Sebenarnya kalau prayer itu that little bit hard to explain, because that thing, every Friday khatib has told you any time, selalu di kasi tau.(2.0) Kan? karena kalau kita cerita tentang solusi

shalat itu belong to every people.(2.0) You just can tell but you cannot push. Efeknya apa kalau kamu tidak shalat. Apa! Kalau tree tadi, efek kalau tidak ada pohon itu langsung Nampak, apa?(2.0) Disaster, (x) erosi, langsung terjadi, itu karena illegal logging, tapi kalau shalat? No effect at this moment, tapi KAMU TAU EFEKNYA APA. A makannya kalau mau cerita tentang religi itu need mor, references, butuh banyak? Tapi by the way good, at least you prepare good. Ok e.. Apa? Hidayat ya. Laki sudah lumayan, dua dua sudah lumayan tadi.(3.0) Mana lain yang perempuan?(2,0) Saya panggil atau maju terus? Sebab saya gak mau saya panggil gak mau maju. Kalau giliran saya panggil gak mau maju, jadi saya gak mau.(2.0) I call your name you have to MOVE,MOVE your (x).(3.0) ADA? Tunggu saya panggil?(3.0) Maju terus. Kalau (x) maju terus.(7.0) Yuslinda anizah,satu (x) ya,yuslinda! Kemudia:::n,, yang perempuan lagi ya. Anifa,(2.0) belum siap lagi?(2.0) Hehe tapi wate (x) coba(2.0), judulnya apa? Ha? Ok. Thankful, why did you choose thankful?

183. St. G : why? because,
 184. Mr. M : every people not thankful?
 185. St. G : no,e.. I see many student in collect e.. most e.. woman e.. is not thankful ee.. with(2.0) e...she or he of e,,their life.
 186. Mr. M : their life, That the reason why. Background ok. Lanjut terus
 187. St. G : thankful. Thankful is e... is (x) enough what we have (4.0)hehehehe
 188. Mr. M : iya.. itu dah bagus sebenarnya, lanjut terus,(2.0) efek dari not thankful?
 189. St. G :efek e.. of thankful,(3.0) e,,. We feel e:::.... (x)
 190. Mr. M : feel what?
 191. St. G : feel e.. enough and (2.0) will be (x) so important e.. there mission,(2.0) they(2.0) e.. to be a thief.
 192. Mr. M : a thief?
 193. St. G : yes
 194. Mr. M : why a thief?
 195. St. G :because they want(3.0) emmm.. because e.. what they e.. what they e..need e.. they they not e... is example they they need e... bag, bag the expencive bag e.. (3,0)
 196. Mr. M : apa lagi? (2.0)
 197. St. G : baju apa?
 198. Mr. M : dress,
 199. St. G : dress expensive dress,
 200. Mr. M : wore drop
 201. St. G : expensive shoes. Eee.. or e,, they don't have money, enough money to buy ee.. buy those buy
 202. Mr. M : ok. (3.0) What happened for those who not thankful? For the effect of there life?
 203. St. G : effect?
 204. Mr. M : for those who? Not say not feel thankful. Apa efek
 205. St. G : efek gak bersyukur pak?

206. Mr. M : ee..
207. St. G : e...(3.0) mereka bias jadi pencuri kek tu
208. Mr. M : ok, solution?
209. St. G : solusinya
210. Mr. M : how to create thankful?
211. St. G : tidak, feel thank to Allah what happened what , what (x) we have we must thankful to Allah
212. Mr. M : why?
213. St. G : why, because maybe, ee.. the best for us(2.0)
214. Mr. M : the best for us, what? What The best for?
215. St. G : maybe e.. eh maybe, if Allah give ee give us e... more than (1.0)e..other people ee.. we will Arrogant, and shellfish
216. Mr. M : ok, dah anifa. Siapa lagi?(5.0) Nama siapa?
217. St. F : my name (x)fajri
218. Mr. M : ok.. fajri..
219. St. F : ok bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh.
220. St. x, y, z : waalaikumsalam warahmatullahi wabarakatuh.
221. St. F : ok guys I wanna tell you about e... bully.
222. Mr. M : e... bully
223. St. F : ee... bully is e... always happened e.. in the world, especially in school, yes,, e.. you know this is crime, e... crime and this is a case must be(x) must be ee..destroy them to this e.. habitual, because e... you know bully is not good for us, for e.. for other people, and e,, not good e.. for your health, and the(1.0) for your e.. physic. And e.. your mental. So..e..(2.0) e.. many e,,many ee..people do,do e...bully. Ee.. they don't know to bully they don't e.. e... tidak sadar. They
224. Mr. M : realize. Ok
225. St. F : they don't have reason to (x) bully to someone. You know bully is e.. say e... something bed to someone. And e.. I think, e..I thought all of you e... (x) e... this ee.. this (1.0)crime.. ee..all of human(2.0) have said this crime
226. Mr. M : ok, hasbi, why bully?
227. St. F : because ee..this is crime.
228. Mr. M : hehehe I know that is crime..
229. St. F : I wanna tell ee some.. (2.0) all of bully is not good for us....
230. Mr. M : aa.. I'm ask you,I am asking you why did you choose bullying as the title?
231. St. F : I thing this e.. interesting e...title.
232. Mr. M : why? because of what?
233. St. F : because e... this topic. Eee..(3,0) bullying for education e.. mengajarkan mereka agar tidak melakukan bullying.
234. Mr. M : that, itu solusi, itu solusi yang kamu katakana itu solusi. To tell
235. St. F :oww..ee,,(x)(3.0) because e... I feel in my heart (3.0)this is ee not good, I was victim
236. Mr. M : aa... itu baru alasan, I was a victim of bullying. Because of that aa...

237. St. F : I was victim for bullying so I am tell to you e.. to not be bullying
238. Mr. M : ok hasbi.(2.0) Ok because you a victim, karena kamu korban, nyan boleh, then e.. another question. What the effect for you e.. as a good team agree.
239. St. F : effect e..for me.. ee.. I e.. my my confidence is low
240. Mr. M : ee.. itu effect ok.
241. St. F : e.. and the.. I don't brief to speak to another people.
242. Mr. M : ok. That.. another one, e... what is solution?
243. St. F : solution is e.. when a someone bullied you. Eee.. and ee..dont e. take care about what what they say, no metter what they say..(x) the don't care of..
244. Mr. M : itu kasus, kalau seorang me... mem..buli kamu..ini how to avoid bully in school umpamanya... bagaimana cara kita menghindari supaya buli itu tidak terjadi. What solution? What what you have to do atau what school you have suggestion for those school or for government,
245. St. F : to avoid bully, e.. maybe.. (3.0)I am telling hehe
246. Mr. M : itu masuk ke solusi nanti. Bagaimana cara supaya buli itu tidak terjadi di sebuah sekolah? What.. what.. we are going to do, what we need to do? Apa yang harus kita buat? (2.0) Ok...let me give you another example. (3.0) Ok .. *nyan ka geut*. Duduk .hasbi ok hasbi good, seat down. (x) saya dah bilang ke kamu kemren last week. You just need tell e... explain the point. Better you can explain the point, e.. more detail that you are good. If cannot explain, just tell the point, itu saja. Ok ini contoh bullying. Bullying tau apa? What is bullying? (4.0)
247. St. x,y, z :judge someone.
248. Mr. M :NO JUDGE SOMEONE, resulting itu. apa bullying?
249. St. x,y, z : (x) mempermainkan
250. Mr. M : mempermainkan yang bagaimana? Menyiksa. bgaimana?
251. St. x,y, z : (x)
252. Mr. M : ha?
253. St. x,y, z : menyiksa mental..(x)
254. Mr. M : bullying bisa menghina, iya betul. Bisa menghina, bisa mencaci, apa lagi?
255. St. x,y, z : memukul... e...
256. Mr. M : bullying itu semua tapi dia lebih ke memukul, fisik. Ada ada.. e.. siswa, mahasiswa..(2.0) yang selalu setiap harinya kakak letting memintakan uang kedia. Kalau dia tidak kasi akan dipukul. Ini jugak, bullying. Nah solusinya bagaimana caranya.. what what your solution? SUGGESTION maybe, mungkin kamu bisa menyarankan apa yang harus di buat?
257. St. x, y, z : report
258. Mr. M : report after, something happen. Setelah sesuatu terjadi. Useless report.(4.0) Coba bayangkan..ini saya lihat kamu dalam Bahasa Indonesia aja belum ngeti lagi ni,(2.0) bagaimana kamu menyarankan ke sekolah supaya bullying itu tidak terjadi, bukan

- sudah terjadi. Tidak tidak terjadi, supaya tidak terjadi. Contoh rokok.(2.0) how can you stop smoking? Hehe
259. St. x, y, z : (x)
260. Mr. M : bagaimana kamu, supaya berenti merokok? Coba cari cara bagaimana kamu berenti merokok? (3.0)
261. St. x, y, z : mahal..
262. Mr. M : ha...ha a.. satupun belum ada yang nyerah jawabannya, tutup pabrik ok. Tapi that is imposible to do it. kenapa? Factory cigarette factory itu supply a lot of money for our government. Jadi gak mungkin tutup. Even though MUI STATE that smoke is forbidden as a muslim. Dilarang bagi orang islam. Sudah di haramkan. Tapi.. you can find cigarette in every shop. Ya kan.? a.. apa solusinya?
263. St. x, y, z : make it e.. more expensive..
264. Mr. M : make it more expensive *saboh*, apa lagi?(3.0) Kalau kamu. Apa they put extreme danger picture in box of cigarette . dia taruk gambar-gambar yang? Mengerikan. Itu salah satu solusi. Kamu tau itu? Itu 30% orang hilang merokok gara-gara gambar itu. Iya..(3.0) tapi kalau di luar negeri rokok itu mahal. Expensive. di singapur itu harga rokok itu satu satu bungkus mild 7 batang,mild itu 7 batang kecil. Harganya *sertoh johploh ribe*.
265. St. x, y, z : wooooooww...
266. Mr. M : ia harus gitu. Karena kalau sakit. Kalau kamu sekarang perokok kamu sakit,(2.0) kamu hanya memberatkan rumah sakit . because you kill your own self. Tapi kalau kamu kaya kamu ke rumah sakit kamu bayar. Gak papa. (2.0) Ini udah uang gak ada. Kamu merokok lagi kan *pehek* orang rumah sakit
267. St. x, y, z : hahahahaha
268. Mr. M : ok cobak. Tadi bagus.! Sebenarnya kalau kamu persipakan, bagus. Tapi menye hana persiapan hana ijok. Yang gak maju hari ini lost your opportunity today, ni dah saya bilang ya, nanti jangan salahkan saya. DON'T BLAME ME. Siapa lagi maju a.. cobak.. I DON'T KNOW HOW TO MOTIVATE YOU, bagaimana cara harus memotivasi kamu supaya kamu bicara, ndak pernah saya jumpa anak Bahasa inggris yang paling malas ngomong. Ya.. biasanya selama saya mengajar anak Bahasa inggris paling suka ngomong. Walaupun salah, (x).(3.0) Cobak, Siapa nama?
269. St. G : Rita Elijah pak
270. Mr. M : ha?
271. St. G : rita Elijah.
272. Mr. M : Elijah? Ndak da nama sini. Ha? Ha? Hehe (x)
273. St. x,y,z : pak...
274. Mr. M : kenapa nak? Ha? Heheh. Tengeh sibuk gob (x)(3.0) alah (5.0) memang kalau baru-baru tamat SMA masih memang agak terbawa SMA, tapi don't keep too long, jangan terlalu lama (x) nanti kamu akan tertinggal. (2.0) Cobak elijah. (2.0) Judul apa?
275. St. G : pear pressure.
276. Mr. M : ha?
277. St. G : pear pressure.

278. Mr. M : apa itu artinya?
279. St. G : tekanan sosial
280. Mr. M : sedap.. oke terus...
281. St. G : ok guys, I wanna explain about e....pear pressure e... firstly I want tell my reason why I choose this topic. Because of I see there is so many kid e... people e.. there is e.. actually e.. kid and at children and teenager are e.. using this e... e... have been (x) why? E... and there is e... from the pear pressure there is so many many negative effect, but e...I see ...ee..... in I don't see anything I don't see e,in Indonesia firstly e... they are e... feel proud because of they e.. Pear pressure. E.. what is e.. we have something about pear pressure, what is pear pressure, pear pressure is a (x) on individual from a group or e.. a team they pear, they will be change the attitude (x)and behaviors e.. to be. E some eh to be same like their friend or their group, like e...like their change the kind of music, hobby oe else. Ee.. in the other word, in the other word , it was like they change their self to became like their friend group. Em...(3.0) there is e.. positive effect too, from pear pressure, e.. they can be e.. better e.. good good adapting person to the... e... to the people, to the e... and the new e.... to the new people, like I mean they will be good adapting. E,.. and then e.. what is the negative what is the negative e...
282. Mr. M : negative effect?
283. St. G : negative effect. Negative effect, they will be like e.. they will be the... bed person like they will smoking they will be drinking and then they will be join e.. sex or else so many also drug, there is so many negative effect because of friend. E.. I can see this, in our e... in our Aceh I see this too. e..like e.. kekininan or kids jaman now, e.. they are they are not (...) they are not shy in front of their pear pressure, but they proud. That is why I am so very e.... menyayangkan
284. Mr. M : very (x)
285. St. G : very (x)
286. Mr. M : ok solution? Solution?
287. St. G : e... solution is. E... from the other people, are there no solution. The solution what is from our self. Firstly e.. you are must be(1.0) ..e... you must be think what the con consequent you will be... e.. get from this. And then put away yourself to the bed e..bed effect of them e.. and then. E... be be yourself, trust yourself. This the big one you need to this, e.. you must you must confidence to yourself and believe to yourself that yourself is the best one, not the your friends.
288. Mr. M :ok, conclusion? Conclusion?(2.0) Kesimpulannya apa?
289. St. G : kesimpulan. The conclusion is. We must e...we must believe to yourselfdont, don't follow your friend e... cause of e:: your friend are not good e.. not all of your friend is good for you. E,,. I DON'T I DON'T TELL that you must be not e.. being a friendly. But

- e..you must be friendly but don't be (x) your friend and e.. please don't follow your bed bed friend. Bed effect of your friend.. if you
290. Mr. M : ok Elijah. Your title..apa pear
291. St. G : pear pressure.
292. Mr. M : pear. How to spell it?
293. St. G : P doable E ar.
294. Mr. M :apa tadi artinya?
295. St. G : e.... sosial sosial
296. Mr. M : ya.. (x) atau tekanan pasangan?
297. St. G : bukan tekana lingkungan
298. Mr. M :ok good Elijah,(2.0) udahboleh duduk, ok coba dengar, when I close today this class, I will give you another title that my own title.(1.0) *Menye hana yg maju jino* . yang free saya kasih minggu ke saya kasih judul sama saya, nyaa.. jadi, anak, no problem you don't want, to come front of class.(2.0) Hehe coba, *bek trep-trep that. So nan?*
299. St. H : zulkarnain.
300. Mr. M : zulkarnain, na (x)
301. St. H : ok e.. assalamualaikum warahmatullahi wabarakatuh
302. St. x, y, z : waalaikumsalam warahmatullahi wabarakatuh
303. Mr. M : baik yang lain jangan hafal lagi, sebentar lagi saya mau tutup kelas,useless You memorize, ya gak perlu lagi. NEXT WEEK you have to prepare *menye hana maju uro nyo*. Dah..
304. St. H : ok I want to show you a little of important of breakfast.
305. Mr. M : judulnya apa?
306. St. H : important of breakfast
307. Mr. M : hehe pentingnya makan pagi.(2.0) Ok good. Cobak.HHEHE
308. St. H : ok. The first. Why I choose this title to show you, because I have own my own with this problem
309. St. x,y,z :hey...
310. Mr. M : apa itu? Siapa muntah? Terus.
311. St. H : and I found that e.. every in our friend too. They are always often do too breakfast in. they (x) when the morning was beginning of the day. So it's very necessary so safe by energy of breakfast in the morning, at that time was late, the people person is not consume, the body is not consume food and else, so, The sugar level drop dramatically, the, breakfast, feed the breakfast feed the sugar level drop dramatically(3.0) and the more thing with the breakfast, so,(2.0) beside this, the breakfast,(3.0) what? The beneficial breakfast for long time is (2.0)e.. is also (x).e.. some diesis like obesity, diabetes and hard to have (x) breakfast, ok..?(2.0)
312. Mr. M : heh jadi what is the effect? Negative effect of breakfast?
313. St. H : negative effect e.. for long term at the morning difficult to concentration without if we don't have breakfast. And for long term it will be cause
314. Mr. M : stomached
315. St. H : ndak, (x) obesity, and other and other (3.0)cause from the breakfast

316. Mr. M : solution?
317. St. H : the solution e.. simple simple ee solution is
318. Mr. M : take breakfast,
319. St. x, y, z :hahahahahaha
320. St. H : and then.
321. Mr. M : conclusion?
322. St. H : e.. prepare your breakfast at night and wake up early,(2.0) and if you can if you want you can take breakfast(x)
323. Mr. M : ok good. Ok (...) have a seat. Thanks..
324. St. H : ok..(2.0)
325. Mr. M : tunggu, biar bapak ini, gak papa kalian (x) yang penting judulnya kalau gak sempat maju. (x)(2.0) nama siapa?
326. St. I : Raudatul janah sm pak
327. Mr. M : Raudatul janah sm, ada sm ni. Ini apa ini, Raudatul apa ini?
328. St. I : bukan itu pak
329. Mr. M : buat sini. (4.0) Minggu depan, ini masuk gak lama lagi, paham? Of another lecture have close the class, udah tutup kelas. Tapi kita ada kan banyak untuk pertemuan untuk kita cover. Cuma saya mau besok datang lebih awal, ni udah saya bilang dari awal ya.. sejak awal. (2.0)Ok dah. lanjut
330. St. I : assalamualaikum warahmatullahi wabarakatuh.
331. St. x,y,z : waalaikumsalam warahmatullahi wabarakatuh
332. St. I : firstly I really sorry about my voice because right now I am sick, so,(2.0) today I want to talk about Tsunami. Tsunami is the e.. natural part of accident so, tsunami is e.. one type of the e.. natural disaster
333. Mr. M : disaster
334. St. I : disaster.. e.. one type of disaster, natural disaster (x) with ocean (2.0)wave, tsunami come from Japanese which mean two e... which mean (x) and name is mean e.. wave. E,,, literally. Literally that the big wave at the river so, the e.. because of tsunami is earth quick under sea and then em.. e,,, the eroption and the (x) em... under sea volcano and the (x) its e.. it make e.. the building (x) and then (2.0) make our (x) too (x) and die and then (2.0)em.. (3.0)(x)
335. Mr. M : what effect of tsunami?
336. St. I : the effect of tsunami is make the building broke and then e,, (2.0) natural lost, and then e..
337. Mr. M : people die,
338. St. I : ya people die,
339. Mr. M : solution? Eh apa? Ya solution?
340. St. I : I think if tsunami came ,you must to e., run in the high building or(2.0) e,, e.. some and the place so far with the sea oe em...river
341. Mr. M : so every people need to run?
342. St. I : yes
343. Mr. M : run or (x) beach
344. St. I : e... for
345. Mr. M : he? Ok so conclusion?
346. St. I :e... (4.0) kesimpulannya, I think you must (3.0) you must

347. Mr. M : you have to build your house in the mountain.
348. St. x,y,z : hahahahah
349. Mr. M : you know e.. tsunami? Almost 25 the greatest country In this world they build in the beach, apa artinya? Almost 25 the greatest country In this world they build in the beach. Banyak kota-kota yang besar dia bangun di samping?
350. St. x,y,z : pantai
351. Mr. M : kenapa kita yang kenak tsunami dari jauh? Kenapa gak mereka?
352. St. I : maybe because in there area is not tsunami
353. St. x, y,z : hahahaha
354. Mr. M : ok. ok good raudatul, have a seat. Dah, hari ni kita tutup, so you don't need to prepare that. Yang udah udah , udah saya nilai. Ini I I give you another (2.0)
355. St. x,y,z : kalau udah, minggu depan gak lagi pak kan?
356. Mr. M : kalau ada waktu, saya suruh maju maju. Ini ini I dont not afraid for you who has done your assignment, yang sudah maju yang sudah buat tugas tu no problem. Ni for those who did not, bagaimana? Who do not always not prepare, selalu tidak akan, dan akan selalu begitu. One week itu sudah cukup sebenarnya. Masak ndak belum cukup you prepare well one week.(2.0) Berapa banyak waktu harus saya kasi?(3.0) He? One, one year?
357. St. x,y,z : hheheheheheh
358. Mr. M : *I thon? I thon mate ureng-ureng*
359. St. x,y,z : hahhahahahah
360. Mr. M : ini next time,(2.0) I will give you two topics,(2.) from one topic you have to choose 5 questions. 1 why? Ni dari topic yang saya kasi nanti. Why. Kenapa? When? Kapan? Where, dimana. Ini dari topik itu itu yang harus kamu jelaskan. How? Apa?berapa udah? What,
361. St. x,y,z : why, where, when
362. Mr. M : what terakhir. (2.0)(x) belum siap pak, belum ini, belum makan pak.
363. St. x,y,z : hehehhe
364. Mr. M S : belum e.. itu itu kaka letting mu di belakang itu tanyak! Tanyak! Tanyak sama kakak letting kak kami gak bisa Bahasa inggris, pindah aja ke unit lain. Lebih bagus better you move now , then you move. Yang ada capek orang prodi aja mengurus orang-orang gak bisa, ini saya kasih judul lain, ya (2.0) every week I will give, I'll give another different topic. Jadi kalau kamu ndak persiapkan, kamu akan tinggal terus.(2.0) *Bek tengeh*, pak kenapa saya dapat D? pak kenapa saya dapat C? itulah kemampuannya. (x) tapi begini, ada yang tidak berani maju bukan berarti dia ndak mampu sebenarnya,(2.0) tapi memang dia takut sekali untuk maju. Tu ada,. Terakhir dia harus maju di prodi sendiri dengan saya. She has to cover 5 title, mampu dia buat. *Bak prodi sidro*.(x) ha ek, itu itu salah satu problem. Problem you have to perform harus kamu ini. Tapi kalau kamu itu ndak ada, jangan (x) try to fight, coba lawan.(3.0) (x) ini kelas I have been teaching dari tahun 2000 saya

sudah mengajar, sampek 2017, kelas inilah paling susah untuk maju.(2.0) I don't know why? I: (2.0) lost my method, semua sudah kan? gambar sudah, (x) saya kasih gambar kan? gambar juga sudah, introduction udah juga kita lakukan bersama. Friend juga *kaleh cit, peu lom yang gohlom?* (4.0) (x) coba jawab dulu. Kamu (xxxxx) ini kakak yang hamil tu dah lapor ke prodi? Siapa kemaren yang kemaren tu, another student pregnant. (x) dia harus lapor. Other wise I have to put E in portal. Di nilai saya harus tarok E. ini sangat sangat ini nanti. Drop ndak bisa lagi sebab. Ini saya mau bilang sama kalian sebenarnya. I have to tell (2.0) previously just drop this subject. Karena kalau tidak bisa, makannya saya bilang, (2.0) nilai jelek itu, misalnya kamu speaking 1 ini kamu dapat D, kamu perbaikilah semester depan. Di transcript yang sudah kamu, ulang itu perbaiki, tetap di tarok. Umpamanya, di semester 1 kamu ulang kamu (x) bukan gak di tarok yang D, tetap di tarok. Jadi semua orang tau kamu (x) (3.0) nah, ini jangan di sia-siakan. Ini saya kasih 2. *NYO HARUS BERSIAP*. Saya lebih senang maju walaupun gak bisa gak papa aja dulu. (Bahasa aceh) itu Nampak kamu tidak mempersiapkan. Kalau kamu mempersiapkan, kalau kamu gak cukup kata-kata saya tau kamu sudah mempersiapkan, kalau sudah. I told you last week, setiap judul itu kamu sendiri yang mem prepare vocabulary what kind vocabulary that you need to explain. Yang mana kamu, kamu persiapkan atau kamu jelaskan. (2.0) kan udah saya kasi tau sama kalian, kata-katanya apa? Inti-intinya dah cukup. (2.0) Seperti siapa tadi? Si itu. Kurang vocabnya cukup. No need to explain more. gak ada waktu pun. Ok saya kasi 2 ya! Judul. 1 (2.0) dislexia. Jangan lihat saya (xx). Cari informasi itu. (x) cari.. cari (2.0) dislexia itu explain. Why? How? What? Where? When. Dah cukup. (x) kamu tinggal buka google, you have many resource, buka google aja semua keluar. (5.0) Udah? Ni minggu depan siapa yang bisa maju terus. Extra score kalau ada. tadi yang maju pertama siapa? Yang maju pertama tadi siapa? Muhammad arif? Dia maju pertama. Padahal dia Cuma cukup cukup aja dia. Tapi karna dia ada ongkos maju pertama. Nilal dia sebenarnya 60. Tapi karena ada nilai tambah karena dia maju pertama. Akan saya tambah nanti. *Pokok jih na*, (x) berapa.

365. St. x,y,z : hhahahahahah

366. Mr. M : Cuma jangan (x) sama aja. (2.0) Dyslexia nyan ka buka google *kah lheu mantong* (3.0) he.. gampang aja. Lihat dyslexia, what, jelaskan apa itu dyslexia? Why? Mengapa itu terjadi? How, bagaimana itu terjadi? When, KAPAN itu terjadi. Where dimana. *Nyan kah ka jeut*. Abeh (x) dah ni satu lagi. 2 saja. Kalau besok siapa yang maju. More detail you explain better. (x)

367. St. x,y,z : dua duanya?

368. Mr. M : *nyo saboh hanjeut*

369. St. x, y,z : hahahhaha

370. Mr. M : kemaren saya kasi free title you can choose (x) sekarang saya

- kasih. (2.0) Dah, satu lagi, satu lagi, jangan rebut. (x) satu lagi eutenesia. Satu dyslexia, satu lagi eutenesia.
371. St. x, y, z : eutenesi?
372. Mr. M : EU eutenesia. Nyan sama juga. 5 W 1 H. E U. eu eu. Eutenesia bacanya. (xxx)
373. St. x, y, z : hahahahhaa
374. Mr. M : (xxxx)
375. St. x, y, z : hahahahahaha
376. Mr. M : (xxxxx) sekarang kan catat, tinggalkan yang gak perlu, yang kamu catat yang penting saja. (xx) and try to talk. Explain. Itu aja. (xx) tau kalian kan? ini dah tau? Satu dyslexia satu lagi eutenesia. Sama. Tinggal, begitu kamu liat, judul itu, pertama kamu lihat dulu what. When (1.0) people as::king what, what kind of answer do you have to provide? Jawaban apa yang kamu persiapkan? kalau itu yang tanya apa kamu jawab?
377. St. x,y, z : definisi.
378. Mr. M : definisi. Bek *lhe catat* (xx) tau? What? definisi, yang kamu jelaskan. Why, baru alasan. How, jelaskan proses terjadinya. Padahal udah saya kabarkan kemaren kan? *kiban cara* jelaskan? memang hana menyimak *awak drone*, Pindah aja ke PAI kalau gak. (xxx) biasanya anak Bahasa inggris, kalau saya suruh maju, hari itu saya masuk, mereka sudah lengkap didalam. Belum saya suruh maju, saya sudah siap pak. Selalunya begiu. Tanya aja kakak letting (xxx)baru tamat. Coba tanya sama orang tu.(4.0) ni kamu yang di:: yang di baptis di pante kan?.heh yang di sahkan di pante kan?
379. St. x, y, z : hahahahha
380. Mr. M : udah kan? itu ingat!(5.0) ada bertanya?(2.0) Ada sebenarnya satu lagi. Try to apriciate your friend when they atau he he she speak in front of you. Uдах saya bilang selalu. Kalau mau ngomong kamu persiapkan punya kamu sendiri, wate dia maju (xx). wate gob maju kamu persiapkan apa:: yang mau di tanya. Di kelas, kamu tidak perlu hafal lagi. Gak perlu! No need! (3.0) Jadi kamu persiapkan ... gak perlu hafal:: (2.0) Paham!
381. St. x, y, z : paham.
382. Mr. M : inysa Allah, hehe gak perlu inya Allah. Harus. Insyallah tu may be yes may be not. Ada lagi? Ada lagi yang bertanya? Ini nilai semua ada disini. Nanti, tunggu ya. (2.0) Sebelum, before final exam, kita akan bawa proyektor. Kamu akan lihat bagaimana system portal akan menilai.(1.0) Saya masukkan nilai kamu, portal akan mengkalkulasi sendiri berapa keluar. Itulah hasil nilai kamu nanti. Jadi before final exam, you may look the all score. berapa? *Merempok A* Alhamdulillah, *Merempok B* alhamdulillah. C juga alhamdulillah. D terkutuklah kamu.
383. St. x, y, z : hahahahah
384. Mr. M : portal itu, saya tinggal masukkan aja dia mengkalkulasi sendiri. Gak ada, saya gak pernah ada nilai B di di di apa di KRS saya. Nyo awak drone bek sampe (xx) saya tidak prenah ada nilai D. B B pe

hana.(2.0) *pakiban?* how can I motivate you to to talk.(4.0) tapi
uroe nyo lumayan lah. He kan. walau pertama tadi *haek haek*. (2.0)
 Karena speaking, kamu yang harus bicara, bukan saya yang
 ngomong. (8.0) dah.(2.0) Ini kamu pegang, ya. Kasi Nampak sama
 kawan. Tapi, minggu depan saya sendiri. Kita akan kalkulasi
 sendiri dengan nilai(xx). Ini dah saya ambil kelas midterm.
 Makannya (xx) say god bye. (2.0) Ingat kan semua besok?
 Judulnya apa?

385. St. x, y, z : dyslexia and eutenesia.

386. Mr. M : buka google lihat sendiri. Jelas yang lain!

TRANSCRIPT OF UNIT 1

1. Mrs. A : Assalamu'alaikum warahmatullahi wabarakatuh
2. St. x, y, z : wa'alaikumussalam warahmatullahi wabarakatuh
3. Mrs. A : How are you today? Good?
4. St. x, y, z : yee:::ss
5. Mrs. A : yeaah.. I'm really sorry because (1.0) my voice is (xxx)
ya.. So (0.5) it's still hard for me to talk (xxx) to you, oke? Oke..
do you have any homework today?
6. St. x, y, z : NOOO
7. Mrs. A : Are you sure?
8. St. x, y, z : YEEEESS
9. Mrs. A : okee.. (1.0) yaa aaa yaaa.. (xxx) Actually before we start
today, (1.0) we were promise that today we will watch yaa..
10. St. x, y, z : Yess (and one person said no)
11. Mrs. A : we will watch the drama?
12. St. x, y, z : YAAA (enthusiast)
13. Mrs. A : BUuuUTt.. (2.0) I'm really sorry because the laptop
is use (xxx) by my husband. Next week (3.0) yaa we will watch
drama and your own (2.0) video, story. Actually (xxx), because
yaa last week when we watched (xxx) but the time is up.. (1.0) yaa,
oke (0.5) for today, can you (xxx) my voice?
14. St. x, y, z : yEESS
15. Mrs. A : yaa. For today, what will we do today? (a student said that
"I don't know")
16. Mrs. A : haa? (a student said I don't know)
17. Mrs. A : you don't know? You have an idea? Hmm.. pilihan? What
will we do today?
18. St. A : we have an idea hmm (1.0) (xxx)
19. Mrs. A : yes of course!
20. St. A : we can Play with study.
21. Mrs. A : hmm.. play a game. (1.0) have you ever play a game with
speaking class? (some St. x, y, z answer "no" for that question in
low voice)
22. Mrs. A : oke, do you want to play?
23. Mrs. A : do you want to play?
24. St. x, y, z : yees
25. Mrs. A : a game?
26. St. x, y, z : yes
27. Mrs. A : in speaking class?
28. St. x, y, z : yess
29. Mrs. A : okee (cough) (2.0) there are some games that suitable for
speaking class. (1.0) it's hard for me to speak (0.5) loudly yaa (0.1)
because (0.5) of my voice. But you can listen, right?
30. St. x, y, z : yeess
31. Mrs. A : have you ever heard a game's name 'who am I?'
32. St. x, y, z : yEESS
33. Mrs. A : do you know how to play that game?

34. St. x, y, z : NOO
35. Mrs. A : 'no' means "yes I know" or No, I don't? Because No means know. (xxx) (Laugh)
36. Mrs. A : yaaa.. oke you know the game but you don't know how to play? You don't know how to play? (0.2) any of you, any of you know how to play the game?
37. St. x, y, z : hmm we can describe about something or anything that we want to say to another
38. Mrs. A : oke let's say when we say who am I it means could you profession, could be a famous person, ya. Yaa profession. Let's say teacher, oke (0.1) Actually we will need a paper I will write the profession in your back (0.1) you yourself don't know who you are because "who am I" (0.1) oke, let's say I will write "teacher" and I will put it here (0.2) your friends All know that you are teacher, oke? And Then (cough) (0.2) you will ask question (0.2) oke you will ask question, your FRIEND only answer yes or no, AND we limit the questions (0.1) only.. (0.2) how many questions?
39. St. x, y, z : five.. (0.1) three.. five.. three.. five..
40. Mrs. A : Five is enough (0.3) let's say when you get a name, (0.1) you get a name (the Mrs. A repeat) let's say teacher, okey? You ask your friend. Okee. Aaa am I a famous person? (0.5) you have to answer "YES" or "NO" (0.2) if you just keep silent (laugh) (0.2) he or she will not aaa know who is he or she (0.2). let's say if in the back I put picture (0.1) aaaa am I a person?
41. St. x, y, z : "YEESS"
42. Mrs. A : aaa Am I (0.2) am I a woman? (0.4) I mean picture could be a man could be a woman. The answer is yes or no. am I.. am I.. (0.4) oke, the questions must be yes no question. Don't ask where do I work? (laugh) (0.3) the question must be with "am I"? (0.3) am I working aaa in the office? Am I (0.3) am I a famous person?
43. St. x, y, z : YES.. NO (0.6)
44. Mrs. A : let's say I'll put in the back aaaa (0.4) DOCTer, okee DOCTer. (0.1) am I (0.3) aaaa am I (0.2) am I a smart person?
45. St. x, y, z : YESS
46. Mrs. A : am I working at school?
47. St. x, y, z : NOOO
48. Mrs. A : two questions.. am I working at hospital?
49. St. x, y, z : YEESS
50. Mrs. A : am I a nurse?
51. St. x, y, z : NOOO
52. Mrs. A : oooww.. am I a doctor?
53. St. x, y, z : YEEESS (laugh) (0.5)
54. Mrs. A : yes I know.. (0.3) but YOuuu, Youuu don't know who you are. I am right, okee? I'll put here back and show your friends.. oke.. and then ask questions. (0.3) when in Five questions you cannot guess who you are (0.2) oke you will get punishment. Punishment okee.. could be I will ask you to memorize the vocabulary or I'll ask you say something in English, ask you to

- sing a song, or any others.. (0.4) do you agree? Remember.. Remember, the questions must be in aaa yes no questions. Because your friends only answer yes or no. they will not give you the answer, they will not give you any clue, only yes or no. oke? Oke let's try aaa hmm (0.4) the other example, oke.. I'll put in the back. Okeee.. am I a (0.1) woman?
55. St. x, y, z : maybe, hmm.. maybe (discussing whether they might answer "maybe" or not)
56. Mrs. A : maybe yes, maybe no. yaa, it means should be a man or woman. (0.1) am I a famous... am I an artist?
57. St. x, y, z : NOO
58. Mrs. A : okee aaa (0.4) am I.. (0.2) working aaa (0.1) in the government?
59. St. x, y, z : Maybe yes Maybe no..
60. Mrs. A : do you know government?
61. St. x, y, z : Yess
62. Mrs. A : am I... (0.7) am I... (0.4) am I aaaa working aaa (0.2) at university?
63. St. x, y, z : NOO (laugh) (0.6)
64. Mrs. A : guess apalagi yaaa? (0.1) because I know who am I heheh.. owwww. Oke, oke..let me try, oke? I need the (0.1) let see (0.10) I need a paper. Do you have a paper for me? (Cough) (0.8) do you have one paper for me?
65. Student : yes
66. Mrs. A : who wanna be one aaa (0.1) volunteer?
67. Mrs. A : GOOD! Aaa St. B, right? (0.2) yes come here! (0.4) oke.. turn around! (0.11) oke.. (0.23) aaaaa.. oke St. B, you turn around. Yes, GOOD! thank you! Good! (laugh). Oke can you see this? (showing the paper)
68. St. x, y, z : YEEESS
69. Mrs. A : all of you?
70. St. x, y, z : YEEESS
71. Mrs. A : oke mawar, (0.4) now, yess..
72. St. B : Miss, May I ask is this profession?
73. Mrs. A : yes.. oke
74. St. B : is this profession?(some student answer Yes and some others answer No) (0.2)
75. Mrs. A : if you give the wrong answer, I will punish you. (0.3)
76. Mrs. A : remember, only five questions. (0.5)
77. St. B : Am I (0.5) an actress?
78. St. x, y, z : NOOOO (0.3)
79. St. B : Am I aaaa (0.1) wo:::man?
80. St. x, y, z : NOOO (laugh) (0.4)
81. St. B : Animal?
82. St. x, y, z : NOOO (laugh)
83. Mrs. A : for the first volunteer I will add aaaa, okee you have three more questions (0.5) I will put any animals here (0.7) three more questions. (0.25)

84. St. x, y, z : (xxxxx)(asking the Mrs. A to use people's name, profession, etc) (0.30)
85. Mrs. A : let see for the first okee. St. B I'm sure you can do it. oke let see I give a clue, you are a famous person (0.5) oke five questions (0.10) oke just Guess. Just Guess.. am I just say something
86. St. B : Am I a.. (0.3) working..(0.2) aaa working at the office?
87. St. x, y, z : YEEss.. maybe yes maybe no..
88. St. B : Am I... (0.4) a lecturer?
89. St. x, y, z : NOOOO (0.6)
90. St. B : am I a teacher?
91. St. x, y, z : NOOOO
92. St. x, y, z : 2 lagi 2 lagi (0.10)
93. Mrs. A : oke the last.. (0.6) Famous person. If you say a Mrs. A, not all Mrs. A are famous. (0.2) I put a name not any profession (0.1) a NAME.. a NAME.. (0.5)
94. St. B : too difficult..
95. Mrs. A : its difficult?
96. St. B : Am I at office?
97. Mrs. A : you are very famous
98. St. B : Am I (0.2) a headmaster?
99. St. x, y, z : NOOO (0.6)
100. Mrs. A : Remember, Headmaster is a profession. (0.4) I said that NAME, you know Name? (0.2) Azizah. NAME, when I say Azizah, (0.1) its my name not a famous person. When I put azizah here, its my name but not a famous person. (0.4) A famous, a familiar name, right? maybe people have azizah here. Azizah everywhere.. also famous (0.7) its really famous person. And I PUT (0.2) the name in you back. (0.2) if you say HEADmaster, Mrs. A, teacher, its profession. Right? (0.5) when I said a famous person, it's mean I put a name in you back.(0.1) ya.. when I say a famous person, an artist, an actor it's mean I put a name in you back. (0.3) yaa a NAME, you know name? yes. You are very famous. (0.8) oke.. time is up! Teng teng teng (laugh) (01) AND you know who you are?
101. St. x, y, z : JOKOWI (laugh)
102. Mrs. A : are you are you famous? Are you famous? (0.5) VERY famous. Yaa (0.4) oke St. B (0.2) yes..
103. St. x, y, z : sing a song... say something in English
104. Mrs. A : speak in English, you have to say something in English. yaa you can say apologize to your friends because you cannot answer the questions. (0.10)
105. St. B : aaaaa (0.5) forgive me for cannot answering aa (0.2) the (0.1) questions and (0.2) thanks for pay attention to me.
106. St. x, y, z : (Clapping hand)
107. Mrs. A : thank you (0.3) maybe she still confused how to play this game. (0.5) Aaa (01) when you say aaa (0.3) it is aaa (0.1) you have to be able to recognize which one is profession which one is

- famous person. And I will not put animals name in your back (laughing) oke, no worries. I will put profession or famous person. I will not put a famous person in the world (0.3) because I'm worrying I myself don't know the famous person in the world. (0.3) I will put famous person in Indonesia, maybe in Aceh (0.1) yaa (0.1) or yaa a profession that you are familiar with (0.2), profesi-profesi yang kalian tidak asing. Aaa tidak melenceng (0.6). oke? St. B. Choose one other friend..
108. St. x, y, z : aaaa Miss, I suggest you why don't we try another ways that (xxx)
109. Mrs. A : oke let's say aaaaa (0.1) how many minutes do you need for (0.2)?
110. St. x, y, z : one minute or two minutes.
111. St. x, y, z : two minutes yaa two minutes.
112. Mrs. A : two minutes oke? Okee you may ask as much as questions that you can, but don't just stay and hmm (0.5) teeeet (laugh). Just try! Am I.. (0.1) just say something (0.1) yaaa. Oke maybe you can start with aa (0.3) like St. B said. If YES, ow Am I working at the hospital? In the office? And am I doing this? Am I look like this? Am I wearing this uniform? Am I blaa blaa and blaa blaaa blaaa. Please don't just keep silent. Oke? Who will be the time keeper? Aaaaa (0.15) no no only one. Aa (0.5). oke. Who wants to be a next volunteer? (0.8) St. Iqbal! Oke St. Iqbal! GOOD! (0.10). oke I will ask an idea from yasista
113. St. x, y, z : (guessing) (0.10)
114. Mrs. A : heeey. Not yet! (0.10) oke Iqbal, turn around!
115. St. C : (xxxx)
116. Mrs. A : You ask them. (0.1) wait! Wait! They don't know who.. (0.2) oke..
117. St. x, y, z : Yess yess..
118. Mrs. A : oke Iqbal, (0.5)
119. St. C : can you say one..
120. Mrs. A : oke wait. One? One..
121. St. C : is it not profession or....
122. Mrs. A : only one question. (xxx) If you say is it a profession or famous person they will (xxx)
123. St. C : am I famous person?
124. St. x, y, z : NO::
125. St. C : am i e.. this is a profesion?
126. St. x, y, z : YEES
127. St. C : am i Mrs. A:?
128. St. x, y, z : NO::
129. St. C : am i work for government?
130. St. x, y, z : NO::
131. St. C : am i security?
132. St. x, y, z : NO::
133. St. C : am i actor?
134. St. x, y, z : NO::

135. St. C : am i seller?
 136. St. x, y, z : NO::
 137. St. C : am i (0.1) aaa working on (xxx)?
 138. St. x, y, z : NO::
 139. St. C : am i teacher?
 140. St. x, y, z : No::
 141. St. C : am I (0.1) aaaa (0.5) yes, aaa am I driver?
 142. St. x, y, z : Noo::
 143. St. C : am I aaaa working in aaa working in school?
 144. St. x, y, z : YE::SS
 145. St. C : am I security?
 146. St. x, y, z : NO::
 147. St. C : am teacher?
 148. St. x, y, z : nooo
 149. St. C : am i head master?
 150. St. x, y, z : noo
 151. St. C : am i seller?
 152. St. x, y, z : NO::
 153. St. C : am i?
 154. St. x, y, z : laugh (0.4)
 155. St. C : am i working in school?
 156. St. x, y, z : YE::SS
 157. St. C : am I student?
 158. St. x, y, z : YE::SSSS
 159. St. C : hehehe
 160. Mrs. A : Good job. Good Job St. C!
 161. St. C :hehehe
 162. Mrs. A : Very Good! he try many questions (0.1) ya. Oke::
 congratulation! thank you thank you very much.
 163. St. C : thank you so much
 164. Mrs. A : ok goo::d! that's good! ok. St. C ask to:: ask many question (0.2)
 as he can. (xx) ok that is good ya. who next volunteer? (0.2) aaaa
 ok let say dewi.
 165. St. D : devi
 166. Mrs. A : oke. (0.8) ok i will ask Kak Maya. (0.10) actually that is in
 my mind too. (0.2) but i dont know whether they know this or not.
 (0.2) if you dont no. just say NO::: ok! (0.15) ok devi, turn around,
 turn around (0.5) yes yes
 167. St. x, y, z : yee::ss ye::sss 90.4)
 168. Mrs. A : ok. ok wait. (0.5) ok. Go!
 169. St. D : am i profession?
 170. St. x, y, z : NO::
 171. St. D : am i a person?
 172. St. x, y, z : YE::SS
 173. St. D : famous person?
 174. St. x, y, z : YE::S
 175. St. D : this country?
 176. St. x, y, z : YE::S

177. St. D : in the government?
 178. St. x, y, z : NO::
 179. St. D : aaaa in this university?
 180. St. x, y, z : NO::
 181. St. D : aaaa in aceh?
 182. St. x, y, z : NO:: (0.7)
 183. St. D : aaaaa aaaa political person?
 184. St. x, y, z : no::
 185. St. D : aaaa (0.3)
 186. St. x, y, z : laugh (0.4)
 187. St. D : am i name of a person?
 188. St. x, y, z : YE::S
 189. St. D : the famous person?
 190. St. x, y, z : YE::S
 191. St. D : in this country?
 192. St. x, y, z : YE::S
 193. St. D : an actress?
 194. St. x, y, z : ye::ss
 195. St. D : famous actress?
 196. St. x, y, z : yes
 197. St. D : in television?
 198. St. x, y, z : yess
 199. St. D : muslim actress?
 200. St. x, y, z : no::
 201. St. D : am I a women?
 202. St. x, y, z : YE::SS
 203. St. D : mmm singers?
 204. St. x, y, z : YE::S
 205. St. D : syahrini?
 206. St. x, y, z : NO:: laugh (0.5)
 207. St. D : non muslim?
 208. St. x, y, z : YE::S (0.5)
 209. St. D : who? (0.10) am i aaa am i aaaa(x)
 210. St. x, y, z : NO::
 211. St. D : aaaaa (0.3)
 212. St. x, y, z : four three two one (counting) (0.4)
 213. Mrs. A : ok how many, how many singer do you know? accept Syahrini
 214. St. x, y, z : haha (0.4)
 215. Mrs. A : a famous singer. only syahrini? (laugh) ayu ting ting. (0.5) only Syahrini? have you ever heard? aaaa this person? (0.5) ow terbalek. astaghfirullah.
 216. St. D : yesss
 217. Mrs. A : you know Agnes Monica? ow. It is ok. because in my mind, when I pun an actress. Syahrini is to old right?
 218. St. x, y, z : yeahh
 219. Mrs. A : Agnes mo iya:: ok. so.. (x)
 220. St. D : (xx)
 221. Mrs. A : ok. ok

222. St. D : I cannot answer. i cannot guess this person. thank you (xxx)
223. Mrs. A : oke thank you Devi. it is ok never mind. you have try ya. may be it is hard because only view things you can remember yaa. may be because you stand in from it is hard. even when you see it..
224. St. x, y, z : haha
225. Mrs. A : ok but when you stand here, everything will become different. (xx) blank. you know blank? yess even in your sit you can say (x) ok. (0.1) who next?
226. St. x, y, z : St. Gah
227. Mrs. A : ok. e::: Bella. (0.8) ok bela. but St. C give me a many option. because just now he mention 90.1) many profession. e::: many:: many things. am I em ..
228. St. x, y, z : (laugh)
229. Mrs. A : ok. em:: (0.8) (laugh) ok. Bela turn around, turn around. turn around. ok
230. St. x, y, z : yes yes yes
231. Mrs. A : ok?
232. St. x, y, z : yes:::
233. Mrs. A : ok (x)
234. St. E : am I::: it is a profession?
235. St. x, y, z : YEE::S
236. St. E : am I working in school?
237. St. x, y, z : YES eh NO NO NO:::
238. St. E : am I working in office?
239. St. x, y, z : YE::SS NO NO yes..maybe may be
240. St. E : am I working in the government?
241. St. x, y, z : NO:::
242. St. E : am I working in the a room?
243. St. x, y, z : YE::SS
244. St. E : am I working out of room?
245. St. x, y, z : may be, no, maybe yes
246. St. E : am I aaa arm? army?
247. St. x, y, z : NO:::
248. St. E : am I police?
249. St. x, y, z : NO:::
250. Mrs. A : what do you mean police?
251. St. x, y, z : (laugh)
252. Mrs. A : police
253. St. x, y, z : (laugh)
254. St. E : am I a nurse?
255. St. x, y, z : NO:::
256. St. E : am I working at hospital?
257. St. x, y, z : NO:::
258. St. E : am I a stuff?
259. St. x, y, z : YES::, may be may be no
260. St. E : am I working at school? or am I working at university?
261. St. x, y, z : YE:::S
262. St. E : am I a lecture?

263. St. x, y, z : YE::S
264. Mrs. A : good. good bella! very good! (0.10) (laugh) (cough) enggak. siapa tadi. siapa tadi? Zaskia Gotik? (laugh) no. em::: (0.5) I hope you know this (0.25). ok Puput turn around. you know this?
265. St. x, y, z : yes yes yes
266. Mrs. A : ok. ok Puput turn around!
267. St. E : am I a profession?
268. St. x, y, z : NO:::
269. St. E : e:: am I famous person?
270. St. x, y, z : YE::S
271. St. E : in Indonesia?
272. St. x, y, z : YE:::S
273. St. E : am I a man?
274. St. x, y, z : YE:::S
275. St. E : am I working in the government?
276. St. x, y, z : NO:::
277. St. E : am I working in entertainment?
278. St. x, y, z : YE:::S
279. St. E : am I actor?
280. St. x, y, z : YE:::S
281. St. E : em:: am I good person?
282. St. x, y, z : YE::S YE::S may be
283. St. E : am I a man?
284. St. x, y, z : YE::S
285. St. E : Reza Rahardian?
286. St. x, y, z : NO:::
287. St. E : em::; entertainment?
288. St. x, y, z : YE:::SS
289. St. E : am I a host? Presenter?
290. St. x, y, z : YE:::SSS
291. St. E : Hendra Herlambang?
292. St. x, y, z : NO:::
293. St. E : Tomi Kurniawan?
294. St. x, y, z : NO:::
295. St. E : e:: (xxx)
296. St. x, y, z : NO:::
297. St. E : em e:::
298. St. x, y, z : NO::: (laugh) (0.10)
299. St. E : am I play a movie also?
300. St. x, y, z : NO:: YE::S, may be yes may be no, yes ada
301. St. E : am I marriage?
302. St. x, y, z : no::: YES YES YE::S (0.5)
303. Mrs. A : quick quick quick! (0.4)
304. St. x, y, z : five, four three, two one. (laugh)
305. Mrs. A : oh my god. he is the profession (0.5). who?
306. St. E : other profession?
307. Mrs. A : a:: except, aaa host iya
308. St. x, y, z : magicion

309. St. E : ow magician.
310. Mrs. A : who?
311. St. E : Dedi corbuzier
312. St. x, y, z : YE::S
313. Mrs. A : ok. now I want to listen a song.
314. St. x, y, z : (x)
315. Mrs. A : now, what will you do? (0.3)
316. St. E : e:: gak tau apa
317. Mrs. A : sing a song. (xxxx)
318. St. x, y, z : sing a song
319. St. E : lagu apa ya? gak tau lagu apa. blank. ada request?
320. St. x, y, z : sorry sorry justin biber. (laugh) one and oly girl.
321. Mrs. A : oke:: one two three.
322. St. x, y, z : (laugh)
323. St. E : (sing)
324. Mrs. A : oke:: verry good! thank you puput. Oke. hmm next em:: (x) (0.10)
iya (x) oke melly. (0.10)
325. St. x, y, z : (laugh) (x) (0.21)
326. Mrs. A : oke (0.11) turn around. ok you ready?
327. St. x, y, z : yes, no no. yes. I can't see miss, oh yayaya.
328. Mrs. A : oke melly.
329. St. F : is it a profession?
330. St. x, y, z : ye::ss
331. St. F : am I working in the government?
332. St. x, y, z : no::
333. St. F : in the university?
334. St. x, y, z : yes:: no::
335. St. F : in this university?
336. St. x, y, z : NO::
337. St. F : in the school?
338. St. x, y, z : YE::S
339. St. F : am I teacher?
340. St. x, y, z : NO::
341. St. F : am I student?
342. St. x, y, z : NO::
343. St. F : am I a head master?
344. St. x, y, z : YE::S very easy.
345. Mrs. A : verry easy. okey. yup (cough) ok. ok ye::s. have a sit Melly.
346. St. x, y, z : it is fun.
347. Mrs. A : you say fun?
348. St. x, y, z : yess
349. Mrs. A : ok no St. Gah
350. St. x, y, z : YAAA (applause)
351. Mrs. A : yaa:: (xxxx) yes
352. St. x, y, z : (laugh) (0.20)
353. Mrs. A : (cough) (0.10) ok, turn around! If you cannot guess this, you have
to sing a song.
354. St. G : ni:: I can't miss

355. Mrs. A : or storytelling. Or telling experiences.
356. St. G : noo::
357. Mrs. A : I am sure you can guess this. (0.10)
358. St. x, y, z : (laugh)
359. Mrs. A : you know this?
360. St. x, y, z : yes yes yes
361. Mrs. A : ok. oke.
362. St. G : ok e:: is it a profession?
363. St. x, y, z : YEES
364. St. G : yEEES? ya Allah. e:: lecture?
365. St. x, y, z : NO:::
366. St. G : teacher?
367. St. x, y, z : NO:::
368. St. G : am i e:: ya Allah. am i police?
369. Mrs. A : what what? poLICE? police.
370. St. G : am I arm army?
371. St. x, y, z : no::
372. St. G : doctor?
373. St. x, y, z : NO::
374. St. G : security?
375. St. x, y, z : NO:: (laugh)
375. St. G : am I in the school?
376. St. x, y, z : NO::
377. St. G : ya Allah, am I famous?
378. St. x, y, z : NO:::
379. St. G : ya Allah? am I actress?
380. St. x, y, z : NO::
381. St. G : am I (0.3) am I walking around in the street?
382. St. x, y, z : NO::: no no
383. St. G : am I em:: (0.5) am i e:: (0.5) lecture?
384. St. x, y, z : no:::
385. St. G : in the family? family?
386. St. x, y, z : YES
387. St. G : mother?
388. St. x, y, z : NO::: (laugh) (0.6)
389. St. G : em::; name name?
390. St. x, y, z : NO::
391. St. G : e:: i dont know ya Allah
392. St. x, y, z : five, four three, two one.. sing miss gak ada yang sing miss.
393. Mrs. A : (laugh) nasyid indonesian, ok. you know this?
394. St. G : know
395. Mrs. A : you know this? no: (laugh). ok. I want you, I want you, to:: yess. tell us your experiences. Unforgettable experiences. (0.5) ok.
396. St. G : experience?
397. Mrs. A : yess. you know experience? you have no experience?
398. St. x, y, z : I suggest you to tell an experience when::: when your motor cycle was broken.
399. St. G : it's hard.

400. Mrs. A :ok. please. please memorise. (0.4) ok memorise vocabularies? ok
10 vocabularies. related to this e:: topic.
401. St. G : interesting, happy, e:: funny, sweet. beautiful.
402. Mrs. A : yes ook funny, fun,
403. St. G : fun E:: (0.10) what else? e:: ya Allah. e::
404. Mrs. A : even you think giving vocabulary is easy, yeah. it HArD. when
you STAnd in front everything is hard. except, sing a song. even
e:: nasyid. you only mention three vocabularies. I ask ten
vocabularies.
405. St. G : enjoy. four
406. Mrs. A : what
407. St. G : enjoy
408. Mrs. A : enjoy:: ok and then?
409. St. G : e:: (cough) (0.10) smile, e:: laugh, e::
410. Mrs. A : oke.(0.3) because you spent lot of time. you sing a song so have
finish 2 song. ya ok. e:: (0.5)
411. St. x, y, z : Rosi
412. Mrs. A : Rosi
413. St. x, y, z : YE::: (applause) (laugh) (x)
414. Mrs. A : (cough) ok Rossi. is it Righ?
415. St. x, y, z : ye::s.
416. Mrs. A : ok Rosi turn around! Yes, this one. you know this?
417. St. x, y, z : yess
418. Mrs. A : ok oke Rosi, turn around. turn around. about the time?
419. St. H : e:: ok this is a profession?
420. St. x, y, z : YE::S
421. St. H : aaaa working in the hospital?
422. St. x, y, z : no::
423. St. H : school?
424. St. x, y, z : no::
425. St. H : university?
426. St. x, y, z : YE::S
427. St. H : stuff?
428. St. x, y, z : NO::
429. St. H : security?
430. St. x, y, z : NO::
431. St. H : lecturer?
432. St. x, y, z : NO::
433. Mrs. A : am I ? don't forget
434. St. H : am I a woman?
435. St. x, y, z : may be yes may be no.
436. St. H : e:: am i e::::::
437. Mrs. A : profession.
438. St. H : yes
439. Mrs. A : yes (laugh)
440. St. H : am i e:: am i a collect student?
441. St. x, y, z : no::
442. St. H : am i a::: (0.6) am I itu tukang sapu?

443. St. x, y, z : (laugh) No:: no no
 444. St. H : e:: I am working indoor?
 445. St. x, y, z : yes, some time.
 446. Mrs. A : quick quick quick!
 447. St. H : am I e:: am I e:: itu yang jualan di kantin.
 448. St. x, y, z : no:: (laugh)
 449. Mrs. A : you work in university.
 450. St. x, y, z : ten second again
 451. St. H : am I
 452. . x, y, z : five four three two one
 453. Mrs. A : ok. let say. in your opinion, your opinion, when you said am I working in university. who comes in your mind? which profession? lecturer, stuff. who is stuff?
 454. St. H : staff is e:: who working in the (x)
 455. Mrs. A : ok. then student. and then cleaning service, and then ibuk-ibuk kantin
 456. St. x, y, z : (laugh)
 457. Mrs. A : and then? you know? in university, we have many e:: let say we have many faculty, the faculties have the:: head of the faculties. you know who what the name of the head of the (x)
 458. St. H : emm::
 459. Mrs. A : the head of the faculty. oke the answer is actually REctor. but rector is not the head of faculty, rector is he head of university. kalau the head of faculty?
 460. St. x, y, z : dekan. dekan
 461. Mrs. A : faculty, YES dekan! how to say in English? DEAN... ya.. dean..di i e en. DEAN. DEAN DI IE E EN. dEAN. ok dean. you have a homework. you have a homework. you have to find a name of let say for the rector. (xxxx) ok. and then kePAIa biro. and then dekan wakil dekan could be secretary. Next week ya. (0.4) ya let say dekan of tarbiyah (xxxx). yang beda kan cuma ujungnya aja. tapi namanya sama kan? dekan fakultas tarbiyah. (xxxx) only (xxxx) next week I will ask you. I will not collect it, ok. but I will ask you, how to say this. how to say this ok. ok? yes.. dalam bahasa inggris! term in English, term nya . dekan bahasa inggrisnya apa? wakil dekan bahasa inggrisnya apa? Ok? OKe RoSI. rosi is the name of?
 462. St. x, y, z : a rider.
 463. Mrs. A :ok ya Rosi::::. I heard from your friend your voice is very beautiful. is IT? yes Gina? (laugh). (0.4) I want to sing a song even one e:: yes. no? you cannot? or you Don't want? you don't want? why?
 464. St. F : shy miss
 465. Mrs. A : ok. she feel shy. Ok. what should she do as e punishment? what do you want to do?
 466. St. F : may be::
 467. St. x, y, z : (laugh)
 468. Mrs. A : vocab. I can say you have to memories. vocab of e:: related to the situation today, topic today.

469. St. F : comfortable, happy, fun e:: laugh smile (laugh) e:: enjoy and (0.8)
470. Mrs. A : ok ok you get seven.
471. St. F : six
472. Mrs. A : SIX? ok (x) ok thank you rosi. thank you very much. e:: Rinaldi. (0.2) Rinaldi feel sleepy. ok. (0.15) I am not sure ya. even it is simple, but it is HARd. (cough) (cough) (0.20) ok Rinaldi, turn around! yes. thank you. (0.10)
473. St. x, y, z : yes yes. ok ok yess.
474. Mrs. A : ok Rinaldi. how about the time?
475. St. x, y, z : ok you can start.
476. St. I : am I a profession?
477. St. x, y, z : yes, eh no yeah..
478. Mrs. A : yes yes!
479. St. I : working in school?
480. St. x, y, z : no::
481. St. I : university?
482. St. x, y, z : no::
483. St. I : am I working in the garden?
484. St. x, y, z : no::
485. St. I : am I working the hospital :
486. St. x, y, z : no::
487. St. I : am I working in the sea? sea?
488. St. x, y, z : no::
490. St. I : am I working in the government?
491. St. x, y, z : no::
492. St. I : e:: I aaa working in the::: office?
493. St. x, y, z : maybe, may be
494. St. I : it is a profession?
495. St. x, y, z : yes::
496. Mrs. A : ye::s (laugh). it is kind of profession.
497. St. I : am I working in the::: outside? Outdoor?
498. St. x, y, z : YE::S Maybe maybe
499. St. I : am I cleaning service?
500. St. x, y, z : no:: no
501. St. I : e:: am I (0.5) am i e:: (x)
502. St. x, y, z : maybe (laugh)
503. Mrs. A : ok its a profession, but:: may be in (x) this profession. (0.5) ok let say
504. St. x, y, z : oww your time. five, four, three, two one. time is up (xxxx)
505. Mrs. A : ok ok let say, em:: (0.5) its kind also also a profession, 90.3) but specific profession, i mean that don't think all profession is someone who working at, working here working here, ok e:: let say, a student a student is also a profession?
506. St. I : yes..
507. Mrs. A : yess, even he is not working or she is not working but he is study, ya, it is also a profession. it's a profession. (xxxx) someone working, thre someone get responsible of something its become a

- profession. Oke. because his profession is hard, even it simple, is very simple but its HARd. it HARds ya, its really hard. like a game, HARd level. even its look very simple, ya, ok. you get it?
508. St. I : yes::
509. Mrs. A : e:: we add time for you, ya riska, two more minutes. (0.3) can we start now? YES, Rinaldi.
510. St. I :e:: am I e:: in a family?
511. St. x, y, z : YE::ss
512. St. I : (xxxx)
513. St. x, y, z : NO:::
514. St. I : am I a son?
515. St. x, y, z : NO::
516. St. I : am I a man?
517. St. x, y, z : no. ye:::S
518. St. I : am i e:: grandfather?
519. St. x, y, z : NO:::
520. St. I : am I a father?
521. St. x, y, z : YE:::SS
522. Mrs. A : that's good! you give e:: an explanation, ya, you get the point. ya. she he got the point. That's good! sometimes, even we give an explanation, ya. a father is it a profession?
523. St. x, y, z : ye:::s
524. Mrs. A : a mother?
525. St. x, y, z : ye::s
526. Mrs. A : a mother?
527. St. x, y, z : ye::s
528. Mrs. A : apa profesinya? ibu rumah tangga. apa tugasnya? bapak rumah tangga. a father has responsible to its family, a mother too. good. how do you guess that?
529. St. I : because they are say a man
530. Mrs. A : ok before, before e: before I give you an explanation, (0.1) why don't you come to this::: (0.2) answer? ya because you think, when someone said a profession, in your mind, someone who working at, am I working here? am I working here, bla bla bla ya?. Ok.
531. St. I : yes. I have ask am I working (xxxxx) in sea, in office, in government.
532. St. I : yes. I have ask am I working (xxxxx) in sea, in office, in 2. 533.
- Mrs. A : ok.
534. St. I : so miss has said just aaa working, (xxxx)
535. Mrs. A : oke. thank you Rinaldi. Thank you very much! give a applause to Rinaldi.
536. St. x, y, z : (applause)
537. Mrs. A : OK. yeah... I am really sorry because I cannot ask all of you to play this game, but don't worried, next time, ya, when we play a game, I'll call the last (0.1) of the St. x, y, z. yea.. yes rita today, e::: you are lucky. next week, I will call you again. I miss your voice, yaa, I miss your voice! all of you. Ok? OK:: e::: any question for today? (0.3) don't forget you homework! Next week

insya Allah. i will not collect the homework, but I will ask you and you have to memorize and remember. Ya? Next week insya Allah, I will Play aaa the Video. And maybe (xxxx) ya. And then will be Comment about that! Oke? oke Thank for TOday, nice to meet you all, have a nice day. and Today will become a famous person.

Assalamu'alaikum warahmatullahi wabarakatuh

538. St. x, y, z : Wa'alaikumsalam warahmatullahi wabarakatuh.