**APPENDIX 11 a: Semi-Structured Interview (Result 1)**

**SEMI-STRUCTURED INTERVIEW TRANSCRIPT**

Date : Sunday, June 24th, 2018 Place : Teacher’s Home

Participant(s) : Teacher 1 Time : 19.00 – 20.30

**Question 1**

Researcher : Okay, *Assalamua’laikum Warahmatullahi Wabarakatuh*.

Teacher : *Wa’alaikumsalam Warahmatullahi Wabarakatuh*.

Researcher : Thank you ma’am 1 for your time with me here, to have the interview. I know maybe you are still very busy with your works on school and also outside the school. In *les*, for example. Because you are also teaching there. But, you spend your time with me here to do the interview, for my thesis data. I really appreciate that. Thank you very much. So, there will be actually twelve questions here. If the questions are not clear, don’t mind to ask me to repeat the questions. And then, if you want to answer my question, you can use either English or *Bahasa Indonesia*. Or mix. Whatever you prefer. Okay, may we move to the first question?

Teacher : Okay.

Researcher : Okay. The first question is, how often do you maintain the interaction with the students in the classroom? I mean, when you are teaching in the classroom, do you always have interaction with your students? As we know that maybe you ever met a teacher who is really passive to their students, right? So, I would like to know, how is it look like in your classroom?

Teacher : Okay, first of all, in teaching of course, we are going to have a thing that we called as opening, right? So, it means that the teacher should say ‘hi’ to the students and ask their condition, something like that. Before, you know, we start the class. I personally don’t really like to be passive in the class. Even if I don’t talk, even if the students try to do their assignments.

Researcher : You still try to have interaction with the students?

Teacher : Yes. Something like that. I just like to go around the class and ask them if I can help them and something like that. I don’t like being passive in the class because I think, you know, the teacher should be like the facilitator in the class.

Researcher : The mentor, ya?

Teacher : Yes. You can say like that.

Researcher : So, the interaction happened very often, ya. I mean, in every occasion in your teaching activities, as much as possible you try to interact with them, try to facilitate them in the teaching and learning process, right?

Teacher : Yes.

Researcher : Okay, thank you for the answer.

**Question 2**

Researcher : Okay, now we move to the second question, what are your considerations in having interaction with the students? What I mean here is, the things that you put into your mind, that say that interaction is really important for the students. What are they? The considerations?

Teacher : For me, interaction is really important in teaching and learning process. Why? Because by having interaction with students in the classroom, we can build … what is it … what do we call it … emotional …

Researcher : *Ikatan emosional, ya*?

Teacher : *Ya, semacam ikatan emosional*.

Researcher : Friendship, something like that. With the students, ya?

Teacher : *Ya. Itu yang penting*. The second one is, I personally think that it will be easier for the teacher to assess or to evaluate the students’ progress. The third one, of course, *kalau misalkan banyak* interaction *kan, apa ya* …

Researcher : *Lebih mudah mengontrol siswa, ya. Dan juga melihat perkembangan mereka*.

Teacher : Ya. Something like that. And also, it will be easier for the students to understand the learning materials since they will not be afraid to ask the things they don’t know related to materials.

Researcher : Okay. So, the point is we as the teacher really need to build that you say as … *ikatan emosional, ya*.

Teacher : Yes, because it is really important actually.

Researcher : Okay. Thank you for your answer.

**Question 3**

Researcher : Okay move to the next question, how is the students’ response when you interact with them? Are they being active or passive? Based on your experiences in teaching especially in *SMA Al-Azhar*?

Teacher : Yes. Actually, I still don’t get much experiences in teaching in *SMA Al-Azhar* as I am the new teacher in there. I taught the students in less than a year, maybe around eight months. Based on my experience, yes, I can see the students give proper response. And that is really great. Some of the students, you know, because that’s what they are, so, they tend to be passive in the classroom. But, we as the teacher, you know, cannot force the students to speak, for me. Not really speak, but be active. Why? Because I think that we cannot force the students to be active because different students have different characters. We just need to understand, we just need to balance the situation, something like that, to keep their understanding on the materials. I think that’s it.

Researcher : Okay. Do you have your specific way or unique way to make the students who are really passive to speak? Or you just accept it, like “Oh, ya, that is their characters. So, it’s fine”. Or you have your own way?

Teacher : No, I don’t just accept them be like that. But, of course, we as the teacher need to give what we can. To give our best shot. When I found the students who are really passive in the class, I tried to get close to them. I like to, you know, stay with them more than the others. Why? Because I need to learn the students’ character first. Usually, I come to them and talk to them personally. Like, I ask them about the material that maybe they found it difficult. Something like that.

Researcher : Okay. And then, how about their response?

Teacher : The response is really great. Based on my experience, I feel that the students try to become better than before. After being handled personally. And sometimes they come to me and they ask. Even it is in the outside of the classroom. They come to me in my room and then ask about the material that they found it is still difficult to understand. I think that is really great. So, that’s why I said … *itu* … *apa tadi* …

Researcher : *Ikatan emosional*?

Teacher : *Ya, ikatan emosional*. *Ikatan emosional antara guru dan siswa harus di bangun dari awal*.

Researcher : Because it is really an important thing, ya?

Teacher : Yes.

Researcher : Okay. Thank you very much for the answer.

**Question 4**

Researcher : Next question, what language is dominant when you are having interaction with the students? What I mean here is, the dominant language that you use in teaching English?

Teacher : Uhm … Since I want my students to be able to speak English in my class, so I tell them to speak English 100%. Why? Because I tell them many times, I try to give them motivation, but I don’t really know if it works or not. I tell them like you know, language is all about habits. So, when you don’t use them, even if you have already memorized the whole vocabularies in the dictionary, but then you never use them, it is useless. So, that’s why I tell them many times that in Indonesia, we don’t have English as our second language. If you want to improve your English, you need to speak English. And you need speak it in 100%. Since in my class, we just meet around 90 minutes. So, in 90 minutes, I want them to speak English 100%. 90 minutes in one week, you know, it is nothing. So, if you don’t speak English in my class, you know …

Researcher : It is useless for them, ya?

Teacher : Yes, it is really useless. I mean, it is your chance to speak English. In our class. Because in other classes, in other subjects, you don’t speak English. Something like that.

Researcher : Okay. But, like we discussed before, you ever met some students who are really passive in the class, and of course, they cannot speak English 100% in the classroom. And then, how can you handle that problem? To make them speak English 100%?

Teacher : Okay. In *Al-Azhar*, the students are actually can speak English, but they are just afraid of making mistakes.

Researcher : Hmm … that’s the real problem, ya?

Teacher : Yes. They are really afraid of making mistakes in pronunciation and grammar. I have already told them many times like, “Don’t be afraid of making mistakes. Because you know, you are never be able to speak English if you are keep thinking about the mistakes”.

Researcher : Ya, that’s right.

Teacher : So, every time I tell them (the passive students) to speak up, and then they say like, “Ma’am, I don’t know how to speak English”. They said like that. And then I say like this, “You are speaking English, now”. Like that. You just need to speak up. I don’t care about your grammar. I mean, as long as I can understand what you say, and then you also understand what I’m talking about, so that is ‘speaking’. I don’t care. And then, now they are trying their best to speak English. Even their grammar is *patah-patah dan bengkok-bengkok*. For example, like this, “Ma’am, we meet in library?”. *Maksudnya kayak, “Bisa kita bertemu di perpustakaan setelah ini, ma’am*?”.

Researcher : *Maksudnya mau bertanya, ya*?

Teacher : Ya. “Can we meet in the library after this, ma’am?”. He doesn’t know how to say that properly, but I still can understand what he said, so I just let the students say what you want. I just want to encourage them to speak English. Something like that. So, I don’t really care about their grammar or pronunciation.

Researcher : Okay, I see. Do you have any punishment for the students who are mixing their speaking with *Bahasa Indonesia*? Since you apply the rule of 100% of English in your class?

Teacher : Punishment … uhm … in my class, there are some rules that I applied. First is of course they need to speak English 100%. If they don’t, they will have like … how to say … *teguran*. Something like that. In the second time, when I found that they speak other language, I still give them … *itu* … *teguran*. The third time, actually I will give like minus score.

Researcher : So, you don’t directly punish them? Just decrease their scores?

Teacher : Yes. Because you know, the students are really stubborn. When we say *bla bla bla*, they are not really … listen to us. So, we need to cut them by giving the minus scores. After that, they will not do that again.

Researcher : Because the students are really afraid ya if you try to decrease their scores, right?

Teacher : Ya. If we talk about the scores, and then they will be like, “Okay, ma’am”. They won’t do it again. I think that’s cool. I really like that. Hahaha.

Researcher : Okay. Got it. Thank you very much.

**Question 5**

Researcher : Move to the next question. What are the difficulties in maintaining the interaction with the students? As we know that the students have different characters. Not all of them have intention to listen to their teacher. So, could you please tell me the difficulties that you got based on your experience?

Teacher : Uhm … the difficulties. Yes, like what you have said, the students have their own characters. The students have their own way in study. I myself actually still cannot find the … what is it … the very effective way dealing with this problem. Because you know, I am still doing my best for that. But, the difficulty that I usually find in my class is, like what I have said before, it is about their ability in speaking since in my class I applied 100% of English.

Researcher : So, the difficulties are on the students themselves? I mean, because of their capability in speaking so that you as the teacher also feel the difficulty?

Teacher : Yes. Sometimes they are really shy to express their ideas. But, actually they are capable for that. They are just too afraid to express their ideas in front of the class, asking me in front of their friends. Something like that. So, when I was explaining something, I knew that they understood what I said. I really knew that. Even if some of them were really need more time to understand. But, ya, the difficulty is on their speaking ability.

Researcher : So, how about you, yourself? Do you have any difficulties in having interaction with the students? Maybe in doing the interaction with the students, you have a doubt in your mind or you are not really … *percaya diri* to interact with students. Besides the difficulty related to the students’ speaking ability.

Teacher : Okay, first of all, in teaching in that school, I was a little bit of doubt, because I was afraid that students were not going to like me. Something like that. Hahaha.

Researcher : Hahaha. What makes you think that way?

Teacher : Because I’m not really confident.

Researcher : Maybe you are afraid that the students maybe will get bored because of you, ya?

Teacher : Yes. Like when I am trying to make a joke in class and then they will not laugh because it is not funny.

Researcher : That is the concern on your mind, ya?

Teacher : Ya. Because you know that, when we can get the students’ attention, for example by joking, we can easily transfer the learning materials to them. But, if in the first time they don’t get the attention, and of course, it is really difficult for the teacher to transfer the materials. To make them understand. Because they will not be interested to learn.

Researcher : Okay, I see. How about in delivering the materials? Did you find any difficulty on that?

Teacher : In delivering the materials … uhm … sometimes I find it difficult to transfer the material because for me, the material is …

Researcher : Difficult?

Teacher : No, not difficult. For me, it is easy to understand, but then for some of the students, especially the passive ones, they are really difficult to understand that. So, I need to find the way … quickly … to make them understand about the material at the time.

Researcher : Ya, because the understanding between the teacher and students are really different, ya? And also, among the students, too.

Teacher : Ya. Some of the students understand about that. Without hesitation. But, some of them, the passive ones, had difficulty to understand. It is quite difficult for me to transfer the materials to them. That’s why sometimes I need to think quickly to find a way to make them understand.

Researcher : Okay, thank you for your answer.

**Question 6**

Researcher : Next question, what teaching techniques do you usually apply in the classroom?

Teacher : The teaching techniques actually depend on the classroom.

Researcher : The classroom. Do you mean the materials or the students?

Teacher : The students. It depends on the students. If we find that the students are really active, then we use the proper techniques for them. It is also the same with if we find the students who are really passive.

Researcher : Okay. So, how about the materials? Do you usually apply the same technique with all of the materials?

Teacher : Sometimes, yes. But, just like what I have said before, we need to see the students’ behavior or ability in the classroom. For example, if I apply one technique that is actually effective in one class. And then, when I teach in another class, and then I apply the same technique, like what I applied in the previous class, and then I find that the technique is not really effective for them. Because the behavior of the students is really different. Of course, I need to find the teaching technique that fits them.

Researcher : Can you name the teaching technique that you apply in your class? I mean, the most applied technique.

Teacher : Uhm … mostly … I apply communicative approach.

Researcher : Communicative approach. Which means that you always try to interact with the students? And also try to make the students to be able to speak English?

Teacher : Yes. Like that.

Researcher : Hmm … I see. Any others, maybe?

Teacher : I think that is the most applied technique in my classroom.

Researcher : Okay. Thank you very much for your answer.

**Question 7**

Researcher : Next question, how do you know that the techniques you use are effective for students’ learning? How can you recognize the students’ development based on the techniques that you use?

Teacher : To see the students’ progress, of course, we will give them what we called as evaluation.

Researcher : Evaluation. In what time evaluation is given? I mean, in what occasion of teaching?

Teacher : In the class?

Researcher : Yes. I mean, in what teaching sessions? In the end of the class? Or you have one day to conduct evaluation? Outside the teaching and learning process?

Teacher : One day, special for evaluation. In my class, I always give them like exercises.

Researcher : In the end of the class?

Teacher : No, not in the end of the class. In the main activities. So, I give them exercises, to see whether they have already understood the material or not. And then, after that, we are going to discuss it together. Then, when I find that some students are still find it difficult to understand, of course, in the next meeting I need to find the technique that fits them.

Researcher : Okay. How can you handle the students, after you conducted the evaluation, who are still lack of understanding about the material that you presented?

Teacher : I approach them personally.

Researcher : Oh ya, like you have said before, ya.

Teacher : Yes, I approach them personally, and then I ask them like, “Do you have any problems?”. Something like that.

Researcher : Is it after the class or you directly approach them?

Teacher : Directly. After I explained the materials. And then, when I find that some of the students are still difficult to understand the materials, but they are too shy to answer the questions because maybe some of their friends already understand that. And then, I approach them personally then ask them about the problems that they are facing. And I will explain them personally, too. That’s it.

Researcher : Okay. And then, what is the students’ reaction? Do they really try to speak about their problems or choose to be silent?

Teacher : Because in the very first meeting, in my class, I always say to them like, “When you have problems with the materials, please speak up. Because I am not psychic. Ma’am *bukan cenayang*. So, I don’t know every single problem that you have. If you got a problem, please tell me”. Something like that. So, of course, in the class they will speak up about their problems. *Karena* some of the students *kan kayak* … *malu mau bertanya*. *Karena teman-temannya yang lain sudah tahu dan mereka belum*. *Begitulah*. *Terus kalau di tanya*, “Do you understand?” *dan mereka bilang*, “Yes!”. *Dan yang belum paham juga ngikut bilang* ‘yes’. *Dan akhirnya ketahuan juga siapa yang belum paham*. *Ujung-ujungnya harus di* explain *lagi*.

Researcher : Okay. Thank you.

**Question 8**

Researcher : Next question, do you usually have a negotiation with students in choosing the teaching techniques? What I mean here is, for example you ask the students about the way you teach in the classroom. Which way of teaching they like. About how you deliver your material, about how they do the task. For example, like you ask the students if they want to do the task individually or in groups. Something like that. Or you are the one who decide everything?

Teacher : In my class, in the very first meeting, I asked them. Like what you just said, I made a negotiation with the students.

Researcher : Could you please give an example about the negotiation that you conducted?

Teacher : Hmm … okay. Should I tell you like I tell them?

Researcher : Yes, sure.

Teacher : Okay. So, I said like this, “Okay students, like the other teachers, I have also my own rules. So, we are going to have a deal. The first one is, you must speak English 100% in my class. And then, you need to bring dictionary. Why? Because if sometimes you don’t know how to say something in English, then you need to look up into the dictionary because 90 minutes is not enough for me to go around the class and tell you every single thing that you don’t know, okay? And the third one, be quiet, when your friend or your teacher explains you something. Like, respect each other.” Something like that. And then about the teaching technique, I asked them first like, “Do you like playing games?”, and then they said, “Yes, ma’am”. Sometimes in my class, if the game can be used to teach the material, I play game with them. So, I need to listen to their needs first.

Researcher : So, their needs are the most important things to be considered in choosing the teaching techniques, ya?

Teacher : Yes, of course. Because you know, we need to approach the students. Teaching is not always about delivering the materials. Teaching is not about the teacher, it is about the students. So, we need to understand their needs first, their interests first, and when we have already got their attention, it will be easy for us to transfer the materials. I believe in that.

Students : But, you know, sometimes the students try to find the easiest thing for them. For example, like when you are giving tasks to them. And then you ask them whether the tasks are going be done individually or group. And then, you know, the students tend to choose to work in group, as they can work together with their friends. How can you overcome this problem?

Teacher : Okay. If we talk about how I actually give them some kind of tasks or assignments to the students, in my class, so far, I never ask them whether they want to do the task individually or group.

Researcher : So, you just decide it by yourself?

Teacher : Yes, I decide that myself by looking at the materials. The difficulty of the materials. I mean, if the materials are really easy to understand, so they just need to do it by themselves.

Researcher : So, the considerations are the materials and the students’ needs?

Teacher : Yes. If you talk about the teaching techniques in the classroom, we need to consider the students’ needs. But, if you talk about the assignments, so far, I never ask them whether they want to do the task individually or group.

Researcher : Why?

Teacher : Because like just you have said, they will prefer the easiest one. They will choose to work in group. And when I put them in group, some of them or one of them will not do the assignment. Just let their group friends to do that. So, I need to see the materials first, if it is really easy material, so they need to do it individually. And then, if the material is quite complicated, like a project, of course they will not do it by themselves, right? So, I put them in groups or partners.

Researcher : Okay. So, I can say that you decide by yourself how they will do the assignments based on the difficulty of the materials, ya?

Teacher : Yes.

Researcher : But, you don’t ask them to choose?

Teacher : No. So far, I don’t.

Researcher : Okay. Thank you very much for your answer.

**Question 9**

Researcher : Move to the next question, do you think that the classroom interaction is always be maintained when you apply particular teaching techniques? As you said before ya, you applied communicative approach. Which means that you try to interact with the students as much as possible. Even when they are doing the assignments, you are still going around and try to interact with them by asking if they got problems or not. And then, besides that, you also try to make students to be able to speak English.

Teacher : Yes, I believe that interaction is always be maintained. Because in communicative language teaching, there are so many techniques that we can apply. For example, like roundtable and jigsaw. Something like that. But, again, we need to find the technique that fits the students.

Researcher : Okay. Thank you.

**Question 10**

Researcher : Okay, next question. From the result of classroom observations, which are two meetings, ya. I found that you used ‘display questions’ more than any other interactional strategies. It is valued at 29.6%. For example, in the recordings, when you taught past tense, you said like, “Past tense has a particular time like yesterday, last year, and then what else?”. “This one is what we called as nominal, why?”. “Why this one is called as helping verb? Who knows?”. And then when you taught about song, you said like, “What is rhythm?”. “What is rhyme?”. And so on and so forth. Could you please state the reason behind that? Is it really your style in teaching? Is it really ma’am 1, who are intended to ask questions to the students to test their understanding? Or is it because of the materials that you presented at that time? Which made you use ‘display questions’ more than others?

Teacher : Okay. If we talk about my style … uhm … it’s not really. But for me, by giving such questions to the students, *kita kayak mancing gitu loh*. *Kita kayak mancing* their understanding. *Kita kayak gali* their understanding. *Jadi kayak kalo kita tanya sesuatu,* when we ask something, and then the students like *melongo-melongo*, *tidak mengerti*, *berarti* okay, I need to discuss it more with the students. But, then, when they have already known the answer, so I think I don’t need to discuss it more, because you know, the students have already known about that. Maybe I need to move on to the next materials. For me, by explaining something that the students have already known, I think it is such a waste of time. So, that’s why I often ask them questions. It will be easier for me, you know, to see their understanding about the materials. If they don’t understand, I need to explain it more.

Researcher : Okay. Based on the fourteen interactional strategies here, which one do you think you mostly used in your teaching? Because you just confirmed that using ‘display questions’ is not really your style in teaching. So, which strategy that can describe you as the teacher?

Teacher : When the first time I read about Self-Evaluation of Teacher Talk or SETT, I think I have used some of them.

Researcher : So, don’t you have one strategy that can describe you? *Oh, kalo ma’am 1 mengajar pasti beliau begini, beliau begini, dan seterusnya*. The typical ma’am 1.

Teacher : If I can evaluate myself, *kalau saya harus evaluasi diriku sendiri*, *ya*, I realize that I did some of them. But, I don’t really realize which one is the most used. Hahaha. Like based on your research, I don’t realize that I used ‘display questions’ at high percentage. Sometimes I also used ‘content feedback’, If I’m not mistaken, ya. And then, ‘direct repair’. Because I think that when we correct the students directly when they have mistake, they will remember easily what they have already done, like “*Oh*, *salah kalau begini*, *yang benarnya begini*”. *Daripada kayak* when they have mistake, *mereka salah*, *terus* *nanti-nanti saja diperbaiki*. Something like that. *Mending langsung di*-cut. I don’t know for other teachers, but I do that. Because I believe in that. *Saya percaya* *kalau misalnya ada yang salah*, *bagusnya langsung kita tegur*, *langsung di*-cut, *supaya tidak balik-balik lagi* mistake*-nya*. *Supaya tidak berlama-lama salahnya*.

Researcher : I see. Thank you for your answer.

**Question 11**

Researcher : Next question, do you think such strategy is effective to help the students to learn English? We talk about the ‘display questions’ that you performed in the two meetings. How far is the impact of the ‘display questions’ to the students that can help in learning English?

Teacher : So far, because I don’t really realize that mostly I do that, so by seeing students’ score, I can see that, ya, I think it is quite effective for the students. For me, in my class.

Researcher : How about beside the students’ scores? In the classroom, for example? Like the behavior of the students, after you performed ‘display questions’? Can you recognize that this ‘display questions’ can help the students in learning English?

Teacher : Ya. That is really useful for the students. Like I have just said before, when I applied the ‘display questions’, by seeing their responses, I can understand that which students are still lack of understanding about the materials. And which students already understand about that.

Researcher : So that you can try to balance their understanding by asking them, right?

Teacher : Yes. That’s why I applied this strategy. Because some of students still lack of understanding about the material, and some of them already known about that … what is it … got a prior knowledge about that. So, I think so far, it is quite helping them to learn English.

Researcher : Okay, thank you very much for the answer.

**Question 12**

Researcher : Okay, coming to the last question in this interview, could you please give suggestions for English teachers about how to implement proper interactional strategies in the classroom? Because as we know that, most of our teachers, especially in Palu, are still lack of intention to have interaction with the students, like being passive in the classroom. Could you please give suggestions about this one? In implementing proper interactional strategies in the classroom?

Teacher : Okay. If we talk about suggestion, maybe it is not like suggestion for me, ya. But, it is more like the things that I need to say to the other teachers out there. You know, being a good teacher is not only about teaching, it is not only about us.

Researcher : But, it is about the students, right?

Teacher : Yes. Because that’s what we need to do as a good teacher. We need to see the students’ needs. Actually, it is not easy, you know, to see the needs from 40 students in the classroom especially when you teach more than one class. And it is like in my case. I need to make around 150 students to understand all of the materials. It is not easy at all. But, that’s what we do as the teachers. If we are talking about the techniques that we need to apply in the classroom, of course, I personally think that it is important for the teachers to have interaction with the students. To build the … yang tadi itu …

Researcher : *Ikatan emosional* with the students?

Teacher : *Ya*. *Ikatan emosional dengan* students. *Karena kalau misalnya sudah dapat kliknya dengan* students, for me, it is easier to dig them especially about their problems in understanding about the material. *Jadi kalau misalnya sudah dapat kliknya, menurutku itu sudah gampang*. *Gampang untuk di tanya-tanya*. *Jadi*, *mereka sudah tidak malu lagi untuk terbuka sama gurunya*. *Untuk* sharing. *Malah kadang mereka sampai curhat sama saya*. *Itu penting menurutku*. The second thing is that, I personally think that we need to understand that we are given the responsibility to educate people’s children. *Kita punya amanah kan*, *untuk ba kasih pintar anaknya orang*. To educate *anaknya orang*. And when we don’t do that, seriously? Of course, it is not a good thing to do as a good teacher.

Researcher : Okay. Back to the SETT, what do you think the best way according to you, based on your opinions, in applying these fourteen interactional strategies in the classroom? What is the most important thing to be highlighted? I mean, the considerations in applying these interactional strategies?

Teacher : Okay, fourteen features of teacher talk. So, if we talk about the most effective one, I personally think that we cannot even decide which strategy is the most effective one. Because we need to see the students’ characters in one class. We cannot decide like, “Oh, this ‘scaffolding’ for example, I think this one is the best for my students. For the whole classes”. No. Why? Because different class has different students’ behavior and understanding. Especially in *Al-Azhar*, *ya*, *saya sudah rasa sekali bedanya tiap kelas itu*. That’s why I cannot say that there is one very best strategy that I can apply to improve their English. I just need to see the students’ behavior and understanding first.

Researcher : So, the most proper way in applying these fourteen interactional strategies here is by identifying the students’ needs? Based on the students? And then after that we try to decide which strategies that fit them?

Teacher : Yes, like that.

Researcher : How about the material?

Teacher : What do you mean?

Researcher : I mean, does the material have an important role in applying these fourteen interactional features? Besides the students?

Teacher : Uhm … personally, I think that it is about the students.

Researcher : More on the students, ya?

Teacher : Ya. For example, this material will be really effective if we use for example, jigsaw or roundtable technique. And then, when I apply that in my class, in reality, it’s not working. Which means that I need to change it. So, it is not about the material, it is about the students. Because the students need to understand the material, not the material will understand the students, right?

Researcher : Ya. Because they are the ones that we teach, ya. So, they are the most crucial one.

Teacher : Yes.

Researcher : Okay, thank you. Is there anything else that you would like to mention? To close our interview today?

Teacher : Uhm … No. I think that’s all.

Researcher : Okay. Thank you very much ma’am 1 for your time. Have a good day.

Teacher : Yes. You’re welcome.

**APPENDIX 11 b: Semi-Structured Interview (Result 2)**

**SEMI-STRUCTURED INTERVIEW TRANSCRIPT**

Date : Wednesday, July 4th, 2018 Place : Teachers’ Room

Participant(s) : Teacher 2 Time : 12.00 – 13.00

**Question 1**

Researcher : Okay, *Assalamua’laikum Warahmatullahi Wabarakatuh*.

Teacher : *Wa’alaikumsalam Warahmatullahi Wabarakatuh*.

Researcher : Okay, so let’s start our interview today. There will be two topics of our interview today. The first one is about the classroom interaction and also the teaching methods that you apply in your classroom. So, there will be nine questions for all of them. Can we start now?

Teacher : Yes, please.

Researcher : Okay. The first question is, how often do you maintain the interaction with the students in the classroom?

Teacher : I think it is really often. Because I usually do the interaction in the beginning of the lesson, just like to encourage them, by giving like question, like uhm … introduce them to the new material. Also, in the middle of the teaching and learning process, to make sure whether they understand the material or not, I have to ask them and then they will tell their problem, for example. In the last also, before the teaching and learning process ends, I try to make a kind of evaluation. So, I try to ask them, for example like what did we learn today? And then they mention what they have learned in that meeting for example. And also, sometimes, I go around after I explain and I give them exercise, I go around to see their doing, and then sometimes also I ask them if they find difficulties and I will also explain in that way, and the students also sometimes telling what their problem in that situation, that condition.

Researcher : Is there any warming up activities before you start the classroom?

Teacher : Usually, yes. We play games sometimes or telling experiences, or I give case and then I ask their opinions about the case. So, there many ways, kinds of warming up. But mostly, the students are interested if the warming up is a kind of games. And also, let say, we are talking about the certain topic which is recently happen. So, they are interested with the topic and we have warming up by discussing about that topic.

Researcher : Okay, thank you for your answer.

**Question 2**

Researcher : Now, move to the second question, what are your considerations in having interaction with students?

Teacher : The first consideration is, to get the students’ attention. So, by having interaction, I mean if I just explain directly the material, the students, somehow, they don’t really pay attention on me. But, by having interaction, I can get students’ attention. The second one is, to make sure that whether the students understand or not. So, if I finish explaining, somehow, or in the middle of explaining, I ask the students. So, do you understand until this part? Do you have any problem so far? That’s the point, to make sure whether the students have already understood or not. And then also, to encourage the students to speak.

Researcher : Okay, thank you for your answer.

**Question 3**

Researcher : Move to the third question, how is the students’ response when you interact with them?

Teacher : There are lot of responses, of course. Different students show different responses. But, most of them are enthusiastic. When I do interaction with them, they are engaged with the teaching and learning process itself. But, if it is not, if it just like me explaining, they just listen, right? So, by doing interaction, they feel like they belong to this part of the process. Although some students are sometimes little bit quiet because they hesitate to speak because they think that their speaking skill is not that good, some students are quite shy and then they just keep silent. So, that’s why, somehow, by keep doing the interaction, later on you will make them accustomed with it.

Researcher : Okay. So, how can you deal with very loud class and very quiet class?

Teacher : If it is very quiet, then I try many ways to ask them to speak.

Researcher : Can you name one of them?

Teacher : For example, by asking them questions. If they don’t answer, I will ask for volunteer to answer. Those who have any ideas, raise your hand, for example. If no one do, then I will start pointing anybody. So, by doing that, they will start speaking by giving response to the interaction itself.

Researcher : How about the very loud one?

Teacher : If it is very loud, mostly, in this school, when I give certain topic, and they are interested, and then all of them want to speak, so the class will be very loud, very noisy. I will ask them, please give me chance to speak. When there is a chance for you, we will let you to speak. And then also, when there are many students raising their hands for example, I said, okay let’s give chance for A first and then B after that, and then they will try to listen.

Researcher : Okay. Thank you very much for the answer.

**Question 4**

Researcher : Next question, what language is dominant when you are having interaction with the students?

Teacher : English, of course. Because this is English class. Mostly, it is almost 100% English in all classes that I teach.

Researcher : Oh, I see. How can you deal with the students with very limited English, so maybe they might not understand what are you saying in English?

Teacher : It happens sometimes, especially in the first meeting, especially the tenth graders for example. They just entered the school and then some of them are maybe not that good in English. So, when I start speaking in English, some of them just keep silent, maybe they don’t understand, or maybe they just shy, then the first thing I do to deal with this kind of situation, still, I will still keep speaking in English. First, I will see how well they can adapt. Let say, one meeting, it will be hard maybe for some students, I can see that they still silent, they still do not respond a lot, or somehow when I ask, do you understand? They will say, yes. When I ask, do you have any questions? They will say no, so that no need for them to explain in which part they didn’t understand. They will choose to keep silent by saying no. But later on, by having evaluation, I ask them, I give them exercise and I will see whether they understand or not. I will still use English because I want them to adapt. Not me adapt with the situation that they don’t use English, but I want them to adapt in the situation of the classroom that is full English. And time by time, they will soon adapt with it. And then later on, they will try to understand and then finally they will be accustomed with it. I believe.

Researcher : So, there is no way for you to change the language or maybe according to the situation, or something like that?

Teacher : Sometimes, like this. If I found that kind of condition, sometimes I think to give up. Because when I explain full in English, when I see the students keep silent, then I was little bit like, oh really? Do they really understand? Somehow, when I break the rules that we have agreed before, because as what I once said, we made agreement in the early of the semester. We made the agreement that the class will use English 100 %. And then, if once I break the rules, or I tolerate for example, okay, this time is okay to use *Bahasa* *Indonesia*. Then, it will happen continuously, so that’s why I avoid that kind of thing. So, we stuck on the rule that we have made. So, I think, no.

Researcher : No *ya*. Okay, thank you.

**Question 5**

Researcher : And then the last question for the topic of classroom interaction, what are the difficulties in maintaining interaction with students?

Teacher : As what I’ve said before, some students are quite shy. Those who are not really good in English, sometimes they choose to be silent in English class. So, when I ask question to the class, they are just silent. So, only those students who are good in English want to speak. But, the rest, they keep silent. That kind of thing is going to be hard, because those students who are already good in English will develop a lot, while those who are not, they are just keep silent, so they are just will be like that all the time. That is the difficulty actually. The way to encourage students who are shy to speak that is actually the challenge. I do many ways. Some works while some needs some progress to work.

Researcher : Okay, thank you for your answer.

**Question 6**

Researcher : Now, we move to the other topic. It is about teaching techniques. The question is, what teaching techniques do you usually apply in the classroom?

Teacher : A lot of kinds of teaching techniques. It depends on the class and also it depends on the material. Because different class have different students and they have, somehow, different level of understanding. Maybe it is not easy if we are just teaching them several times, but if we have taught them, for example, quite long time after several times, then we can see their level of understanding, so we should implement different techniques for each class. If we talk about techniques, there are lot of techniques that are used like what I’ve said before. Sometimes just like lecturing, sometimes we have discussion, group work, jigsaw technique, or any other techniques. But, mostly I modified the technique based on the needs.

Researcher : Could you please give example in the speaking class, what teaching technique that is dominant to be used by you in the classroom, that you think that it is very effective for them?

Teacher : It depends also to the material *ya*. For example, if we have material like expressions. There are so many kinds of expressions to be taught, right? For me, what I’ve implement so far is that I ask them to make a group and then after that they try to make a small role play by involving those expressions that we have learned. So, by having role play, they create their own scenes, they make it, and they are more engaged to what they are making, so they can see for example, if this is the case, so what expressions should we use. Like that.

Researcher : Okay, I see. Thank you very much.

**Question 7**

Researcher : Next question, how do you know that the techniques you use are effective for students’ learning?

Teacher : To know about whether the technique is effective or not, the first is by having evaluation of course. After several meetings, I give evaluation. Sometimes it is in the form of exercises, sometimes in the form of quiz, and also, I have daily test. So, I can see what have they already achieve so far. Then, also by experience. I teach several classes, right? So, maybe with this technique in this class, let’s see what happens in this class after having this technique. Then after that, I need to improve. Oh, this one is good actually, but we need to make it like this, to make it better, and I will do it like that, I mean, improve it in another class, something like that. So, by having experiences, we can know which technique is more effective. So, it is based on evaluation and experience.

Researcher : So, the class situation is also having important role for your teaching techniques?

Teacher : Yes, of course. We can see by having experience in each different class, right? We can see what happens in this class if we do this technique. Sometimes I use also different technique for the same material but different class. Then, I will see which one is better. After having evaluation in that way, then next time, I will choose which one is the best or the most suitable technique to be used.

Researcher : Okay. Thank you for the answer.

**Question 8**

Researcher : Next question, do you usually have a negotiation with students in choosing the teaching techniques? Or you just implement what you think is the best techniques?

Teacher : Sometimes. Especially in the end of the first semester, then the students have holiday, right? And then in the first meeting of the second semester, because we don’t need to talk about agreement because we have made it in the first semester, right? So, we do a kind of evaluation. I mean, I try to ask the students about what we have done in the first semester, which one they think is interesting? Which one they think is good for them? And then which one is not? After that, I always make the students sure that it will not influence their score. It just an evaluation for English class itself. And then they give their opinions, we like if we *bla bla bla*, we don’t like if we do this one *bla bla bla*, I think it is better if *bla bla bla*, so, the students will give their own opinions and then I will consider them before we go to the second semester. I mean, before we continue about what we should do in the second semester, like that.

Researcher : Did you usually do that daily in the classroom or maybe several months and then you ask your students?

Teacher : Actually, it is not daily, but sometimes. It is not only also once for one semester, but sometimes after few weeks, few meetings. For example, like after playing or warming up game, I ask the students. So, what do you think about the game? Did you enjoy the game? Then they say, yes. Do you feel tired? Yes, but we enjoy it ma’am. It is also kind of consideration. So, the students like this one, maybe later we can do it again, but in the different way. Also, after doing presentation. Some students like presentation, but some of them are not. For example, what do you think after you have done your presentation? I think it is good ma’am. We can learn how to speak in the front of audience. But some students be like, ma’am, it is not good, I am shy to speak in front of the students, something like that. Sometimes I also ask their opinions about the methods.

Researcher : Okay. Thank you very much for your answer.

**Question 9**

Researcher : Move to the next question, do you think that the classroom interaction is always be maintained when you apply particular teaching techniques?

Teacher : I think, yes. Even if it is lecturing, for example, I’ve just explained some materials, I will always ask the students, I will always do the interaction with them by asking like, do you have any problem so far with this one? If there is problem, then they will ask. If it is not, then they will continue. After lecturing and then give exercise, I will go around to ask them, to make sure that they understand that they can do the exercise, like that. And also, for example, if it is like discussion, of course, when it is their time to present or to give idea, I’ll always give feedback. Whatever it is. So, I think yes, anytime, the teaching methods will require interaction with the students.

Researcher : What is the students’ reaction when you give them feedback? Do they get motivated or not?

Teacher : Yes, of course, I guess. Only by simple feedback by saying, yes, I think that is the good idea. They really like that and get motivated. Then, they speak more and more, explaining their ideas, something like that. Yes, I think giving feedback is a good way to encourage them, to motivate them.

Researcher : How can you give feedback to the low-achieving students? To encourage them to learn English more?

Teacher : For example, if some students are answering questions, and then the answer is wrong, then I will not directly say, no, that is not the answer, or no, that is wrong. I will say like, fine, that is nice try, but it is almost correct, but it is not the correct one. So, anyone else maybe can revise? Or can make it perfect? Something like that. So, it will not make them down. And also, sometimes, some students, when they want to give their ideas, but it is not for them to speak in English, whenever they start to mix, I will help them. For example, whenever they use like, I think … *eh* … *eh* …. like that, I will help them to finish their sentence.

Researcher : Oh, I see. Thank you.

**Question 10**

Researcher : Okay, now, we move to the result of the classroom observations. From the result of classroom observations, which are three meetings, right? I found that from my analysis, you used ‘confirmation checks’ in SETT as the most used interactional strategy more than any other interactional strategies. The example that I found from the recordings are like, “If you just give one reason, they will not easy to believe in you, right?”. “You have learned about how to write thesis and argument, right?”. “So, I’ve already explained you the structure of hortatory, right?”. And so on and so forth. Could you please explain the reasons behind that? Why did you use ‘confirmation checks’ more than any other interactional strategies? Is it really ma’am 2’s style who like to confirm the students’ understanding in teaching or is it because of the material at the time that made you use ‘confirmation checks’ more than any other interactional strategies?

Teacher : Okay. Actually ‘confirmation checks’ is not the only way in doing interaction with my students. But, sometimes I also give like, feedback, ‘content feedback’. So, whenever they give their ideas, I give feedback. And also, sometimes, ‘direct repair’. So, if they are telling the ideas, sometimes they are using the wrong diction or wrong pronunciation. So, I need to perform ‘direct repair’. Sometimes it could be disturbing, but I found it useful, actually. So that the students later on will not repeating the same mistakes. And also, sometimes, I also use ‘asking for clarification’. When the students are saying something which is I think it is out of topic or it is not clear, sometimes I try to clarify it. Ya, back to the examples that you got from your recordings and then I try to remember what happened at that time, it is mostly because of this material that I found that it is not difficult for the students. Because I see that they are quite enjoying the material and really pay attention to the material. So, I think they understand what I have already delivered to them. But, somehow, I need to check whether they really understand or not. So, by having that ‘confirmation checks’, if they actually have some problems that they still don’t understand, I give them chance to ask. But, unfortunately, at that time, I don’t know whether they are afraid or nervous by having guest in the classroom. So, no one is asking. But, sometimes they also ask. When I ask them like, “Do you understand?” Then sometimes they ask, “But ma’am, actually I don’t really understand about how to write a thesis”. Because of the material is about hortatory exposition, ya. Actually, they are also asking, they are quite talkative in the classroom, they are really enjoying the discussion. But sometimes that is the problem, whenever they have guest in the classroom, they are quite nervous. They want to show that they actually can understand everything about the material.

Researcher : Okay. So, you have just said that of course you are not only using ‘confirmation checks’. You are also using other strategies. But, can I confirm that using ‘confirmation checks’ is not really ma’am 2’s style in teaching?

Teacher : Actually, I don’t say that this is my style. Maybe because this kind of thing is happened more often than others. I think that this is happened because the students always said that they already understand after my explanation. So, that’s why I often used it to make sure that they really understand. And sometimes I also think like, “Do they really understand?” Because sometimes when they say ‘yes’, I don’t really believe it, actually. So, sometimes I ask them, “Are you sure?”

Researcher : To confirm their real understanding, ya?

Teacher : Yes. I also said, “Don’t regret it later when you are home. Because you need to face it in your exam later”. Sometimes I encourage them to ask. And then sometimes I also need to ask some questions, to test them whether they really understand or not. And these questions are not only for all students in the class, but sometimes I come to each student and then ask them personally especially if I see that they are not really pay attention or they look confused. You know that it is easy for teacher to see whether the students are still confused. We can from their faces, their expressions.

Researcher : I see. Thank you for your answer.

**Question 11**

Researcher : Next question, do you think such strategy is effective to help the students to learn English? What I mean here is, how effective is ‘confirmation checks’ in English language teaching and learning?

Teacher : Okay, as I have told you before, actually, ‘confirmation checks’ is not the only way that I do in having interaction with the students, right? As what you see, at that time maybe, it is the most strategy that I used in the classroom.

Researcher : Actually, you performed other interactional strategies, too. But, this one is the most used one. With the highest percentage.

Teacher : Ya. Because I really concern on the way the students understand the material. Actually, I am really curious with them, whether they really get the material or not. So, that’s why I keep repeating this ‘confirmation checks’. Something like that. If we are talking about whether this strategy is effective or not, so far, it helps me. By doing the ‘confirmation checks’, it makes me easy to know whether the students really understand or not. Because if they don’t understand, I allow them to give me questions. If they don’t give questions, I have already told them before that if you don’t give me questions about the things you don’t understand, and then you will have problem in your daily tests. So, by saying that, it makes the students to encourage themselves to ask. Because you know, sometimes the students just say ‘yes’, right? “Do you understand?” They just say ‘yes’. “Any questions?” They just say ‘no’.

Researcher : Yes. Just follow their friends.

Teacher : Yes. Because they don’t want to have problem. I mean like, If I ask, “Do you understand?” And then they say, “Not yet, ma’am”. Then I say, “Which part you don’t understand?”. Then, it will be a problem for them because they have to explain that part. So, that’s why I need to encourage them to be honest whether they understand or not. Sometimes I said, “Don’t regret it later on, if you don’t ask now”. After I said that, they will directly ask me. But, sometimes, some shy students still do not respond this kind of questions. So that I need to come to them and talk to them personally.

Researcher : Okay, thank you very much for the answer.

**Question 12**

Researcher : Okay, the last question, could you please give suggestions for English teachers about how to implement proper interactional strategies in the classroom? As we know that, maybe there are still some teachers who are really passive in the classroom. Could you please give suggestions from your perspective about that in implementing proper interactional strategies with students?

Teacher : Okay. Actually, I am not also that expert in doing this kind of things, so maybe I just give suggestions from what I have experienced.

Researcher : Yes, from your experience.

Teacher : So, there are lot of kinds of interactional strategies that we can use to maintain the classroom interaction especially in English class. For example, like giving ‘content feedback’, ‘scaffolding’, and many more. One of them is what we are discussing a lot today, which is the ‘confirmation checks’. So, actually there are lot of strategies, not just only one or two strategies. We as the teachers need to learn, I mean never feel enough from what we have learned, from the university, for example, but we have to always learn. Because you know, time is changing, the era is changing, technology is changing, and also the students’ characters, they are changing as well. So, that’s why we need to improve our skills. Every time, we have to learn. The point is, we have to think the way that students will be able to speak, to give their ideas, and also be able to respond to whatever the stimulus that we give to them so that we can reach the goal of the speaking lesson itself. Because what we actually want to have from the students is if we stimulate them, they can respond it, and they also can express their ideas in English. That is actually our goals in teaching speaking, right? How can we do it without having interaction with the students? So, that’s what I’m thinking.

Researcher : Okay. Related to SETT here, should we perform these fourteen interactional strategies according to the materials that we bring to the classroom or we must see the students’ character first and then we choose the proper strategies?

Teacher : Based on my experience so far, if we are going to choose the best strategies for the students, it must be based on all conditions. It is not only about the students’ character or materials, but we have to look at all conditions. For example, in one material, we need to think what is the best strategy to be used based on this material. Because some of materials are quite difficult, some are so so, and some are quite easy. So, we need to use the most proper strategies according to the difficulties of materials. And also, we need to pay attention at students’ character. Because students have different characters, right? Even in one class, they have different character. Some are very confident, some are shy, and so on. So, that’s why we need to implement the most appropriate strategies. And also, we have to take a look on the condition of the classroom. Sometimes the students are not really in good condition, because we are teaching in the last period, for example. Those will be the all of the considerations to use the appropriate interactional strategies. And then we cannot use only one strategy, but we need to combine all of the strategies. As you have already mentioned that in SETT. So, there are lot of strategies that we can use. And we need to combine them, depending on the classroom situation, students’ character, and also materials.

Researcher : Okay. But, sometimes maybe in your experience, you found that the condition of the material and the students is contradictive. For example, like you think that the material is quite easy for the students and then you use some kinds of strategies. And then, after that, you see that it is not working for the students. In fact, the material is difficult for them. So, do you take one between the students’ character and material as your priority in using the interactional strategies? If you find that those things are contradictive?

Teacher : Okay. As what I have told you before, we are not only focusing on one thing in deciding the interactional strategies, right? For example, I believe that this material is easy for the students. Based on my experience before. Because I think it is easy, and the students can understand it well, so I just use like ‘confirmation checks’, for example. And then, in fact, the students do not really get it. So, I have to change the strategies at that time into the appropriate ones based on the students’ condition. For example, by asking, what is it called when we ask the students but in fact we have already known the answer?

Researcher : The display questions. To test the students’ comprehension.

Teacher : Yes, for example that strategy. And then also there are a lot of strategies. I believe that you understand them more because you are now concerned with this topic, right? So, the point is, we have to see all conditions. And we are not only focusing on one thing, but we need to see all conditions and try to adapt with it. Something like that.

Researcher : Okay. Is there anything else you would like to mention? Before we close our interview session today?

Teacher : I think it is enough already. I have shared my experience with you. But, maybe I think that I want you to concern with is, you are doing research about it, right? If you find something later on, which is can be really useful for the teachers, so it will be very great if you share it with teachers so that the teachers can recognize something that is not perfect yet. So, it will improve their quality in teaching. Because no one is perfect, we are still learning. I, myself, as a teacher, I have been teaching here for a lot of years, but I keep learning. And I love to learn. I mean that we are now in the modern era. Sometimes we found that even the students are better than us. So, that’s why if we don’t learn, if we are not always learning, we will be left behind. Teachers always need to learn. I am also doing that. I want to be better and better so that I can give more to my students.

Researcher : Okay. Thank you very much ma’am 2 for your time. I hope you have a good day.

**APPENDIX 12 a: Focus Group Interview (FGI) (Result 1)**

**FOCUS GROUP INTERVIEW (FGI) TRANSCRIPT**

Date : Saturday, May 5th, 2018 Place : Classroom

Participant(s) : X C Students Time : 16.00 – 16.45

**Question 1**

Researcher : Okay, *Assalamua’laikum Warahmatullahi Wabakaratuh*.

Students : *Wa’alaikumsalam Warahmatullahi Wabakaratuh*.

Researcher : Good afternoon, everybody.

Students : Good afternoon.

Researcher : First of all, thank you for having your time with me here, to have the interview. I know maybe some of you are really busy with the school works, extracurricular, or *les*, or something like that. But, you spend your time with me here. I really appreciate that. Thank you very much. Now, I would like to say about the topic of our interview today. It is about your English teacher, which is, ma’am 1. So, how long have you been taught by ma’am 1?

Students : One by one?

Researcher : Up to you.

Students : Yes, when were in the first semester, we … uhm … our English teacher is different.

Researcher : Oh, different?

Students : Ya, ma’am 1 is the new teacher here.

Researcher : Ma’am 1 is the new teacher here?

Students : Yes.

Researcher : So, how many times maybe you meet ma’am 1? If you can count?

Students : For me, it starts from X C class. So, every week. I meet ma’am 1 in this class. I mean like, before here, I was X A student. Sir Dani was my English teacher.

Researcher : Oh, Sir Dani was your previous teacher, ya? Before ma’am 1?

Students : Yes.

Researcher : Okay. I would like to say some things before we do the interview. First of all, if you want to answer my questions, but you don’t know how to say that in English, you can say that in *Bahasa Indonesia*, It’s okay, ya. And then, if my questions are not clear, don’t mind to ask me to repeat the questions. Or maybe I will change the language as well, for you ya. Okay? Maybe any questions before we start?

Students : Uhm … No.

Researcher : No? Okay. The first question then. What are your opinions about your English teacher? Just general opinions. I mean, about how she teaches, something like that maybe.

Students : What do you mean by general opinions? Do we need to state only one word or we have to describe or?

Researcher : Describe, of course ya. Because everything happens for a reason, right?

Students : Yes.

Researcher : Ya. Maybe you can hold my phone if you want to answer my question.

Students : For me, she is good. Because I knew her when I was in Zona English course.

Researcher : Zona English course? You were in Zona English course with ma’am 1?

Students : Yes. And also, when she teaches me in X C. So, I know her well than other students.

Researcher : Oh ya. So, do you think she is good in teaching?

Students : Yes. She is fun too.

Researcher : Okay. Maybe others? Want to say something?

Students : For me, I really like her accent.

Researcher : Accent?

Students : Yes, the way she speaks. I really like it. Hahaha. It’s kind of different with the other teachers.

Researcher : Oh, do you think it’s easy to understand when ma’am 1 speaks?

Students : Yes.

Researcher : Or maybe you just like the accent which is cool and better than others?

Students : The accent is really cool. It is not like British. But, it is almost British. But, it is not British.

Researcher : Okay. Others maybe?

Students : For me, I’ve already known him from grade 9. Because I joined Zona English course too. And I think she is gorgeous. Why? I don’t know. She is always teaching us to use English in our daily activities and also, I think she is warm for her students.

Researcher : Warm. Do you mean very welcome ya for her students?

Students : Ya. Very welcome. And also, she is very kind. What else? I don’t know. I really like her.

Researcher : Okay. Do you have bad feelings maybe about her? Because it is only between us ya, I’m not going to tell ma’am 1 about this, of course. Hahaha. Maybe, “Oh, I don’t like ma’am 1 because she sometimes comes late to the class”. Or something like that?

Students : No, she is a discipline teacher. But, I think, honestly, I have a good relationship with her and some of us have it too. But, I think in my mind, not all of us in this class have it, have that relationship.

Researcher : That feeling, ya?

Students : Yes, that feeling. Why is that so? Because in my mind, she has unique way to what … pretend … pretend what …. like discipline. You have to listen to me, I am your teacher. And that’s unique and that’s good, for me. But, not all of us think that it is good. Because she just acts like … what … treats specially to some students. Like that. Like if you are close enough with her, that means she will give you special treatment. Actually, all of us got very good treatment, but, not as good as the students who are really close to her. Something like that, I think.

Researcher : Okay. Any others?

Students : For me, I don’t know her very well because … actually I’m not really attending her class because I *mengikuti bimbingan*.

Researcher : Follow.

Students : Ya. I follow *bimbingan*. Tutor. In my opinion, about ma’am 1 … uhm … I think she is very discipline. *Karena itu* … because of that …

Researcher : Could you please give an example of the ‘discipline’ from ma’am 1? You said ‘discipline’ because she is always come on time?

Students : No. Not that one. But for using English. We must use that. If we speak *Bahasa Indonesia*, she will directly warn us.

Researcher : There will be punishment?

Students : No. No punishment. But, just reminding us.

Researcher : Okay. How about you?

Students : Uhm … I don’t know what should I say. Ya, I like her. Because she is good. I mean, I like teacher like her. And then, I like because she is always making games to us in the middle of our learning. So, we will not get bored. Like that.

Researcher : It’s fun ya?

Students : Ya. It’s fun.

Researcher : Okay, thank you very much.

**Question 2**

Researcher : The second question is, do you like the way she teaches in the classroom? I think it’s already been answered ya. Hahaha.

Students : Ya. Hahaha. We already explained everything about it.

Researcher : Because she is fun? Discipline? What else?

Students : Kind also.

Researcher : Kind also. Any others maybe?

Students : We love it when she starts a game.

Researcher : Oh, whenever she starts game. You guys love games ya.

Students : Ya! Because it is fun and refreshing.

Researcher : Okay. Thank you.

**Question 3**

Researcher : Next question, do you think that she is able to improve your English?

Students : Yes, of course.

Researcher : You? Want to say something? Please.

Students : I think when ma’am 1 teaches us, she really makes an English area for us. So, we can improve our English for speaking or maybe writing.

Researcher : Okay. Any others maybe?

Students : For me, it’s … uhm … *apa ya*.

Researcher : Just say in *Bahasa Indonesia* if you don’t know.

Students : Hmm … *apa kalau Bahasa Indonesianya juga ya* … hahaha.

Researcher : Oh, even in *Bahasa* you don’t know ya. Hahaha.

Students : Ya, hahaha. Okay. Okay. *Kalau saya, itu beda-beda*. Different. Like, *kalau kelasnya belajar seperti biasa, itu susah untuk naik* (English*nya*). *Tapi kalau saat game, itu mudah naiknya*. *Tidak tahu kenapa*. When she teaches us, her voice is not really clear.

Researcher : So, you couldn’t hear what she said?

Students : Yes, because I sit at the back. Hahaha.

Researcher : Oh, I see.

Students : But, if it is a game, I think I can improve my skill.

Researcher : So, do you think that learning in fun way is better to improve your English or learning in serious way? Like discipline?

Students : For me, in fun way.

Researcher : In fun way. Why?

Students : Because the game is very interesting and makes we not very … *terbebani dengan pelajaran itu*.

Researcher : Ya, so you can improve your English if you are learning in fun way ya.

Students : Ya, because I think it is language, right? So, we have to enjoy it. And we have to feel like … what … don’t feel it like it is kind of burden in our life because we have so many subjects in this school and it is not just the language. So, I think there is time for serious and play games. So, we have to be serious first, and then after that we will implement what did we learn before, like that.

Researcher : Okay. You? Want to say something?

Students : For improving our English, ma’am 1 taught us to use English not only in the English class.

Researcher : But, outside the classroom also?

Students : Yes. When we want to speak with her outside the classroom, we must use English.

Researcher : Okay.

Students : But, if you use *Bahasa*, she will not answer. Hahaha.

Researcher : Oh, hahaha. Okay. Thank you.

**Question 4**

Researcher : Next question, does she always maintain interaction or communication with you when teaching? As we know that maybe some of you have experience that you found maybe some teachers that are really passive. Passive *maksudnya* just sit down in front of the classroom without having interaction with the students, just giving tasks, just teaching, like *asyik sendiri begitu*. How do you think about ma’am 1? Do you think that she always maintains interaction or communication with you when teaching?

Students : For me, ya.

Researcher : Ya, why? I mean, in what way? Please explain.

Students : I think, ya. Based on my experience, ma’am 1 always speaks with me and talks with me in her class. I don’t really know for the others. But, as what I saw, she tried to talk with the others too. With them who are always silent in her class. I think like that, I ever saw it.

Researcher : Hmm … based on your experience, ya?

Students : Ya.

Researcher : Okay. Does she really care with every student in here?

Students : Yes.

Researcher : Or just some students?

Students : No. Because when I sleep in the back … hahaha.

Researcher : Oh, hahaha. And then what did she do?

Students : She suddenly speaks to us and call my name. And of course, I suddenly wake up. Hahaha.

Researcher : Does she angry with you?

Students : No. She just gives me a warning. If I sleep again, I will get minus score. And it is enough for us. Hahaha.

Researcher : That’s a fair punishment, ya.

Students : Yes.

Researcher : You want to say something?

Students : For me, she always cares with all of us. Because if we look like not pay attention to her, she will directly point us randomly, like that. “What did I say before?” or “Did you get it?” or “Would you like to give the example?” Like that.

Researcher : How if the students cannot answer? What did she do?

Students : So, she will point the other friends to help him / her.

Researcher : Oh, so, there is no some kind of punishment?

Students : No. Just a warning.

Researcher : Okay. Thank you very much for your answer.

**Question 5**

Researcher : Okay, next question. I think this one is already been answered ya. What language is dominant to be used by your English teacher?

Students : English, of course.

Researcher : How many percent of English? 100 percent? 70?

Students : 95, I think. Because sometimes ma’am 1 used *Bahasa Indonesia* when we did not understand. It ever happened. Based on my experience.

Researcher : So, based on your experience, ma’am 1 ever used *Bahasa Indonesia* in teaching?

Students : Yes.

Researcher : Hmm … I see.

Students : Based on my experience, too.

Researcher : Your experience, too? Tell your experience, then.

Students : When I and my friends talk about fun story, ma’am 1 ever joins our conversation. Of course, ma’am 1 uses *Bahasa Indonesia*.

Researcher : Is it in the classroom or outside the classroom?

Students : Outside the classroom, of course. We cannot be like that (talk about fun story) in the classroom. Hahaha.

Researcher : Okay. Is there may be any negotiation when she first enters the classroom about the use of language? Like oh, we use English this percent and *Bahasa Indonesia* this percent?

Students : No, no, no. We must use English.

Researcher : No negotiation, ya. Must use English.

Students : Yes. That is why she asked us to always bring the dictionary.

Researcher : Oh, bring the dictionary, ya? I see. Thank you.

**Question 6**

Researcher : Come to the last question, do you always have interaction or communication when meet her outside the classroom?

Students : Yes.

Researcher : How is it? You just pass by with her and then say “hello, ma’am”, or you have interaction with her? Like you got a topic to talk?

Students : Yes, we often do that.

Researcher : Could you please give me the example?

Students : Just like, “Hi, ma’am, how are you? Why are you look like so exhausted?”. Like that. Because she is so easy going. But still, she can protect her … *apa* … *wibawa begitulah*. She is fun and so welcome. I like her.

Researcher : Okay. Have you ever having interaction with some kind of topic *‘konyol’*? Something like that?

Students : Ever.

Researcher : Like what? Give me the example, please.

Students : She is so funny. When I was in Zona English course, when we were studying, we heard something beside our class. Just like someone knocked the wall. The wall is … *anu* … *tripleks*. And then, we also heard that some people were talking beside. And then, we checked it. But, no one in there.

Researcher : What time was it?

Students : It was at night. And then, we heard again, someone was screaming. A girl. And since that, we think that we are getting closer to her. Because of that experience.

Researcher : Ya ya, Okay. How about in the environment of this school? Outside the classroom, but still in the environment of this school?

Students : When we pass by, she often teaches me and sometimes tells a joke.

Researcher : Any others maybe? In canteen, maybe? Have you ever meet her there?

Students : No, no. We never meet her in canteen. Because she usually brings *bekal* and often stays in the library.

Researcher : Okay, I see. Any last comments maybe to close our interview today? About ma’am 1?

Students : We love her. Hahaha.

Researcher : Any suggestions for her? For the improvement of her teaching, I mean?

Students : Please make many games in our class. And we want ma’am 1 to be our *wali kelas*.

Researcher : You want ma’am 1 as your *wali kelas*? Why?

Students : Because first, our ages are not really different, so she will easily understand the way we think. And then, we really like the way she speaks.

Researcher : The accent, ya? Like you mentioned before?

Students : Yes. In the outside of our class, she is like our friend. And she is good-looking and neat.

Researcher : Okay. You? Want to say something?

Students : For me, ma’am 1 is so *tegar*. I never saw her sad. Ya, I ever saw her exhausted, but I never saw her sad. Like, when ma’am 1’s father was passed away.

Researcher : Recently? *Baru-baru ini*?

Students : No, long time ago. And when she entered class after her father passed away, it was just like … *tegarnya*.

Researcher : Like nothing was happened, ya?

Students : Yes.

Researcher : So, she never be kind of moody? Do you know moody teachers, right?

Students : Ya!

Researcher : I mean, moody teachers like one day she / he is very nice to you, very happy. And in the next day, she / he is kind of bad mood. Something like that.

Students : Ya!

Researcher : Is ma’am 1 kind of it?

Students : No!

Researcher : No, ya. Hahaha. Okay, thank you. Any others? Want to say something about your ma’am?

Students : Hmm … I want ma’am 1 teaches us in the next semester. In the next class.

Researcher : Hmm … I think in every grade you have different teachers, right? You also have ma’am 2, I also entered her class recently. How about Sir Dani? Where is he now?

Students : He is very fun. But, he is not really force us to use English. Unlike ma’am 1. He is very kind.

Researcher : Why did not he teach you again?

Students : Because he is Art and Culture teacher.

Researcher : Oh, he is Art and Culture teacher, not English teacher?

Students : Both.

Researcher : Oh, both. But, now you are being handled ma’am 1, right? Okay, any others? You, want to say something?

Students : Will ma’am 1 hear it?

Researcher : This one?

Students : Yes.

Researcher : No. I’ve already said it to you, right? It is only between us. It is secret. It is for the research purpose only.

Students : But, I want ma’am 1 to hear it. Hahaha.

Researcher : Oh, really? Hahaha. I can do that if you want. She is actually my junior in *UNTAD*. The younger generation. So, do you want me to give the recordings?

Students : No. Not all of them. Hahaha.

Researcher : Okay, okay. Hahaha.

Students : Because my friends have already told their experiences, I want to tell my experience too. Ma’am 1 always asks my condition, like, “Inka, are you okay?”. “No, ma’am, I am really sleepy”. And ma’am said, “I am exhausted, too”. And then I said, “Ma’am, can we sleep together?” Hahaha. And then ma’am said, “No, I will teach you and you will study”.

Researcher : It is the interaction outside the classroom? Or inside the classroom?

Students : Both of them.

Researcher : Oh, both of them. Sometimes in the classroom and sometimes outside of the classroom.

Students : Yes. And then I also said that, “ma’am, if you are really tired, please have enough sleep”.

Researcher : Oh, you also care with her, ya?

Students : Yes.

Researcher : But, you never see her sad, ya?

Students : No, not sad. Just really tired.

Researcher : Oh, I see. How about angry?

Students : Maybe angry with the way of silent.

Researcher : Oh, so if she is angry she chooses to be silent?

Students : Yes. And then we need to understand that. Hahaha.

Researcher : So, what are the *ciri-ciri* when ma’am 1 is angry? How can you realize that?

Students : Take a seat, silent, and then writing, and then ignore us.

Researcher : Take a seat, silent, writing, and then?

Students : Ignore us. Hahaha.

Researcher : Ignore you, ya. Hahaha.

Students : And then we realize that no one is controlling us. Hahaha.

Researcher : Hahaha. And then, what did you guys do?

Students : Of course, we directly be like, “Where is ma’am?” “Guys, why are we so noisy?”

Researcher : You realize your mistake, ya? Hahaha.

Students : Ya. And then we be like, “Oh my God, she is already taking a seat and writing, guys. We have to stop it. It is enough”. Like that.

Researcher : Do you directly apologize after that? Or you just keep silent also?

Students : We keep silent also.

Researcher : So, both of you are keep silent? Hahaha.

Students : Hahaha. Actually, we apologize after the meeting. In the end.

Researcher : Oh, you apologize after the meeting, ya. And then you realize what did you do? Or not?

Students : Yes, we realize that. But, sometimes we just don’t understand.

Researcher : Okay. What did you do actually that make her angry?

Students : Too noisy, don’t use English.

Researcher : Too noisy, don’t use English. What else?

Students : And we sometimes postpone our task. Hahaha.

Researcher : Oh, you postpone the task, ya. Hahaha.

Students : Yes.

Researcher : Hmm … I see. But, there is no punishment, ya?

Students : No.

Researcher : Okay. I think that’s all for the interview. Thank you very much for your time with me here. I really appreciate that. Have a good day. *Assalamualaikum Warahmatullahi Wabarakatuh*.

Students : *Wa’alaikumsalam Warahmatullahi Wabarakatuh*.

**APPENDIX 12 b: Focus Group Interview (FGI) (Result 2)**

**FOCUS GROUP INTERVIEW (FGI) TRANSCRIPT**

Date : Saturday, April 21st, 2018 Place : Classroom

Participant(s) : XI B Students Time : 15.30 – 16.15

**Question 1**

Researcher : Okay, good afternoon, everybody.

Students : Good afternoon.

Researcher : First of all, thank you for having your time with me here, to have the interview. I know maybe some of you have some works on school but, you spend your time with me here. I really appreciate that. Thank you very much. Now, I would like to say about the topic of our interview today. It is about your English teacher, which is, ma’am 2. Just don’t tell her about this, okay? Hahaha.

Students : Hahaha. Okay.

Researcher : Okay. The things are, first, if my question is not clear, you can ask me to repeat the question. Or maybe I can change the language too, if necessary. Second, if you want to answer my question, but you don’t know how to say that in English, you can use *Bahasa Indonesia* for free.

Students : Yes!

Researcher : Okay, any questions before we start?

Students : No!

Researcher : Can we start now?

Students : Yes!

Researcher : First question is, what are your opinions about your English teacher? The general opinions. You, want to answer?

Students : Ya.

Researcher : Please. You may hold my phone.

Students : Yes. First of all, thank you for the opportunity given to me to answer your question.

Researcher : Sure.

Students : Personally, what I think about our ma’am is that she has unique way in teaching. Just like, in our class, you must speak full English.

Researcher : Full English?

Students : Yes. If you speak even, accidentally, you speak *Bahasa Indonesia*, you will get punishment. But, the punishment doesn’t involve physique. Because in the punishment, you can train your vocabulary. For example, like one of our friends, he accidentally speaks *Bahasa Indonesia*, and then he got punishment. The punishment is that next week, he must do a story-telling. So, I think that ma’am 2 has unique way of teaching. Thank you.

Researcher : Thank you. Any other opinions maybe? You, please.

Students : I think that she has perfect way in speaking English. Because when she teaches us, she speaks without hesitation. She is really comfortable with English. And whenever we ask her about the meaning of words, she always asks us to find it by ourselves. By using dictionary, for example. I think she makes us to be smart in English, not just always ask her.

Researcher : Oh, it means that you should search it by yourself if there is something that you don’t know? Try to be independent, like that?

Students : Yes, independent.

Researcher : Oh ya, that’s good. Any others, maybe? If you have maybe got ‘bad feelings’ about her, it’s okay. It’s only between us. You can state that if you want. It is only for the research purpose.

Students : I think that the bad feeling is that she sometimes is too serious in the classroom. So, it is affecting our mood to study. And it makes us become lazy too.

Researcher : And nervous also?

Students : Yes. And sometimes, when she enters our class, she is in the kind of bad mood. Yes, we know that she is only human too. But, we are also tired. We study from morning until evening, sometimes until the night. So, we like our teacher to give us a better mood. Yeah, we know that she is a human. She is also affected by emotion. But, we expect her to be the example for us.

Researcher : So, do you think that ma’am 2’s behavior becomes like that because it is affected by all of you or it is just because it is her personal identity? What do you think?

Students : I think she is just tired of her day. Like us, if we are tired, we got bad mood. After we got daily tests, physiques, and something like that. Because in Al-Azhar, many teachers are also teaching in other places. And they are still young. So, the emotion is not stable. I think like that.

Researcher : Okay. Any others? No? Okay then, we move to the next question. Thank you.

**Question 2**

Researcher : The next question is, maybe it is quite been answered, ya. Do you like the way she teaches in the classroom? As an English teacher, does she really the teacher that you want?

Students : I think she is the best teacher that we need. Because she has a good way to teach us.

Researcher : Like what? For example?

Students : She makes us to speak full English. I think it is the good way to teach English. Because the subject is English language. So, in learning English, you must speak English.

Researcher : Any others maybe? You, please.

Students : I like the way she teaches us. Because she always gives us … like what my friend just said … she trained us how to speak English 100%. Because English is not just about how to write or how to remember the vocab or something. But, we have to improve our conversation.

Researcher : Conversation skill, ya? Speaking skill.

Students : Yes, speaking skill. And many others.

Researcher : Okay. Thank you. How about something that you don’t like maybe? Besides being too serious in the classroom?

Students : Actually, we have a motto, “do it and forget it”. After we do it, and then we forget it.

Researcher : Could you please give the example about that? “Do it and forget it”?

Students : There was one time when ma’am 2 got angry to all of us. Because some of the students didn’t do the homework. Maybe they forgot, I didn’t know. So, she got angry to all of us. Not only angry to the ones that didn’t do the homework, but all of us. Actually, she is not really angry, but it is kind of … *menasehati*.

Researcher : Hmm … I see.

Students : So, she got angry to all of us. It was not supposed to be like that. Some of us still did the homework. What did this thing have to do with us? Something like that.

Researcher : Okay, okay. I think that’s clear. Thank you.

**Question 3**

Researcher : Next question, do you think that she is able to improve your English? Day by a day? You, want to say something?

Students : Yes. I believe that the way she teaches us is improving our English day by a day.

Researcher : How do you know that?

Students : It is based on the result. Before I enter this school, I can say that my English is above average. But, when I enter this school, it shows an improvement. Even if my English is above average, but there is still something that I am missing. So, it makes us improve our English even more, even more. Sometimes, there is a vocabulary that I don’t know. But by joining this school and by ma’am 2 teaches me, I feel that there is improvement of my English.

Researcher : Okay. How about you, chairman? You want to say something? Don’t be nervous and don’t be shy. No? Others, please? Yes.

Students : Okay, thank you for the opportunity. I think the way ma’am 2 teaches us makes we 100% can speak English. But, I think that we have some friends *yang tidak tahu* *Bahasa Inggris* *atau belum mengerti* *Bahasa Inggris*. *Jadi menurut saya, walaupun kita tidak menggunakan Bahasa Inggris 100%,* like me, uhm …

Researcher : It’s okay, ya?

Students : Yes, it’s okay. So, why do we must speak English until 100%? I think like that. Thank you.

Researcher : Very good, thank you. That’s the technique that ma’am 2 applied in the classroom, right? You must speak English 100%. But, you think that it is not good enough.

Students : Once, we asked ma’am 2 if we can turn down it little bit. Like maybe 70% and 30%. Then, she said that yes, it’s okay. But, the effect is, those students who want that the thing to happen, did not get any improvement at all. Stay at their levels. Because of it, they got accustomed to speak *Bahasa Indonesia*. So, sometimes the class spoke full *Bahasa Indonesia*. No longer spoke English. She told that if it is happened for a long time, the students will become lazy to speak English to improve their skill. So, she told us that there is no way again for her to change it. But, I agree with my friend who said that there are still that our friends that cannot speak English 100%. But, the thing is, even if we ask to her to explain a thing, she always uses English. So, some of the students who are not really accustomed with English will not understand. I think there is plus and minus. Like that.

Researcher : Okay. So, do you think that ma’am 2 sometimes should change the language? I mean, to make the ones that are still have difficulty in English to understand? In learning English?

Students : I believe, no. Because in the end of her explaining, she always asks us. “Do you understand what I say?”, “Do you know the meaning? If you don’t know, please raise your hand”. Yes, maybe she is still using English. But, she reduces the level. So, common people will understand.

Researcher : Do you mean the level of vocabulary, ya? It is easier?

Students : Yes.

Researcher : Okay, thank you for your answer.

**Question 4**

Researcher : Next question, does she always maintain interaction or communication with you when teaching? As we know that maybe some of you have experience that there are some teachers who did not maintain interaction with the students. Just sit in the front the class. Give you tasks. And then keep silent. Like that. But, in English, you know that interaction is really important. Because this is a language lesson, right? What do you think about that?

Students : I think ma’am 2 is a communicative teacher. Because when she explains about the materials and gives us tasks, she always walks around us. And then, she tries to communicate with us. Whether it is about the material, task, or even game. For example, like Mobile Legends. Sometimes we talk about Mobile Legends too. Because she plays that game. In some moments, we feel ma’am 2 just like a friend in the class.

Researcher : Okay. Outside the game, maybe? Specifically, in teaching English?

Students : When she gives us tasks, she is always coming to us and asking if there is a problem or not. So, with the way of that, it means that she loves us. Because she always wants to know our problems.

Researcher : It means that she cares with you, right?

Students : Ya. But, in some moments, if ma’am 2 asks if there is a problem or not, we usually say ‘no’. Because we … what … *segan* … with ma’am. Because we don’t know how to say that in English.

Researcher : Why don’t you just say, “Can I say that in *Bahasa Indonesia*, ma’am?”

Students : No. We never try that before. Because of that *segan* feeling.

Researcher : The rules, ya?

Students : Yes, the rules.

Researcher : Okay. Any others? Yes, please.

Students : Yes. Like my friend just said, in every meeting, she always reminds us like, “remember guys, full English”. Like that. Sometimes, when we try to ask her, like my friend just said, we are afraid. We are afraid that she might be angry. But, one time, I accidentally said a word in *Bahasa Indonesia*.

Researcher : And then what did she do?

Students : And then she said, “Wait, the meaning of that, is this …”. So, she explained us what is that word in English. We repeat what she said. So, we got a new vocab.

Researcher : Hmm … okay. You? Please.

Students : *Jadi menurut saya, ma’am 2 sangat menjalin komunikasi dengan kami. Seperti saya, saya kan duduk di depan. Dan saya tidak terlalu mengerti dengan Bahasa Inggris. Kadang-kadang ada bahasa yang tidak saya mengerti kalau ma’am lagi menjelaskan. Saya kadang juga mau bertanya kepada ma’am, tapi takut juga. Karena saya tidak lancar berbahasa Inggris. Jadi saya pusing harus bilang apa. Akhirnya saya cuma diam saja. Kadang saya cuma bisa tanya sama teman. Pake Bahasa Indonesia sama teman. Sembunyi-sembunyi*.

Researcher : Hmm … I see. Okay guys, can you maybe give solution to your friend about his problem?

Students : I think you just need to try to speak English. *Karena saya juga dulu setengah mati untuk berbicara Bahasa Inggris. Bahkan tidak bisa sama sekali*. But, I try and … I *memperbaiki kesalahan*. Maybe now you’re still confused and *tidak mempunyai kosakata yang banyak. Mungkin seperti itu. Intinya mencoba saja.*

Researcher : Okay. How about you?

Students : In this moment, I want to speak in *Bahasa Indonesia*. *Kalo menurut saya, apa yang dia lakukan itu sudah betul. Diam. Tapi kalau dia tidak tahu, dia bertanya sama temannya dalam Bahasa Indonesia dengan sembunyi-sembunyi. Menurutku itu sudah betul. Karena kami yang duduk di belakang, begitu juga*.

Researcher : *Kira-kira ma’am pernah dapat kah begitu? Kalian sembunyi-sembunyi bicara pake Bahasa Indonesia*?

Students : Ya. Some students were snatched by ma’am. And then, ma’am said, “Oh, you speak *Bahasa Indonesia*, next meeting, you must do a story-telling”. So, we … *menghindar dari story-tellingnya itu. Jadi, kami berbicara sembunyi-sembunyi. Kami berbisik kayak, “apa ini artinya?” atau “apa ini Bahasa Inggrisnya?”. Tapi, itu tidak membuat kami untuk berhenti belajar Bahasa Inggris. Dulu waktu saya kelas 1 SMP, saya tidak bisa bedakan* “yesterday” *dan* “tomorrow”. *Pagi dan malam juga saya tidak bisa bedakan*.

Researcher : How did you know that now? Now you know, right?

Students : Yes, now I know. Because the teacher said, “*Bicara saja, jangan takut*”. And then, *menurutku* *perbanyak main game. Nonton film atau dengar lagu. Karena disitu kita sering dapat kata-kata Bahasa Inggris. Dan kita tahu artinya. Semakin kita sering dengar kata itu, semakin mudah kita untuk memahaminya*.

Researcher : Okay. Did you ever get a situation like, you whisper to your friend, ask about something. And your friend didn’t know also. Like, nobody knows about that problem. What did you guys do?

Students : Sometimes, when my friend asks me, and I literally don’t know what is the meaning as well. So, because I know that my friend is afraid to ask ma’am 2. So, I brave in myself to ask ma’am 2. And then ma’am 2 answered my question. And it is indirectly answered my friend’s question too. Something like that.

Researcher : So, the point is you must be brave, ya. Okay. Thank you for your answer.

**Question 5**

Researcher : Next question. Actually, this one is already been answered ya. What language is dominant to be used by your English teacher?

Students : English, of course.

Researcher : English ya. Because of the rules that ma’am 2 implemented in the classroom.

Students : She ever speaks *Bahasa Indonesia*, but just one word. The percentage is like 0.0001 percent.

Researcher : So, that is the rules that you accepted? Or it is just ma’am 2’s own rules? Is there any negotiation between you and ma’am 2 about the use of language?

Students : No. In every class, every subject, in the very first meeting, there is a contract.

Researcher : Negotiation, ya?

Students : Yes. But, in English, especially ma’am 2, there is no negotiation. The first thing that she told us is, “Okay guys, listen, *bla bla bla*. The first rules in this class is that you must speak English 100%. The second is *bla bla bla*.” So, she already gave us the task to speak English 100%. But, in the next couple of weeks, she gave us space to use *Bahasa Indonesia*. Because we are not really accustomed with the rules. We can’t do it immediately. So, she gave us time to be accustomed with her rules. Because in our previous class, when we were in X grade, we were with Sir Dani, which is also the English teacher.

Researcher : But, he is really different with ma’am 2?

Students : Yes, really different. Sir Dani always speaks 50-50 percent.

Researcher : 50% of English and 50% of *Bahasa Indonesia*?

Students : Ya. Because some of the students don’t really know English. Still learning. And some already know a little bit. So, with Sir Dani, it’s like ‘we know it together’. But, with ma’am 2, it’s like ‘you must learn to know it’.

Researcher : Yeah, independently.

Students : Yes. You must know that independently. Because ma’am 2 always speaks English. Even when she repeats what she said, she still speaks English. Unlike Sir Dani, he said first in English. And then, when he repeats, he speaks *Bahasa Indonesia*. So, we just like, listen to the *Bahasa Indonesia* part.

Researcher : So, which one actually do you guys prefer? I mean, which style of teaching?

Students : For the serious part, is ma’am 2. For the fun part, is Sir Dani.

Researcher : Any other opinions? Okay. For the improvement of your English, do you prefer to learn in serious way or fun way?

Students : Personally, I believe that a little bit of both.

Researcher : Oh, you prefer the teacher to mix those things, ya?

Students : Ya. There is a time that you must be serious, and there is a time to have fun. But, with ma’am 2, all of the time we should be serious. There is a fun part also. But like … yah …

Researcher : Just goes away, ya?

Students : Yes. But, with Sir Dani, we were really having fun. Sir Dani sometimes is being serious too. But, I believe that he is not as serious as ma’am 2. So, I think a little bit of both.

Researcher : Okay. Mix of them, ya.

Students : Ya.

Researcher : Okay, any others? You, okay, please.

Students : I think that the combination between ma’am 2 and Sir Dani can be the best teacher.

Researcher : The best English teacher, ya. The dream English teacher.

Students : Ya. Because we like Sir Dani’s character. But, the way he teaches is not really effective to improve our English.

Researcher : Why do you think like that?

Students : Because he speaks English only 50%-50% with *Bahasa Indonesia*. So, I think we just only like Sir Dani’s character, but to improve our English, we like ma’am 2 more.

Researcher : Okay, thank you for the answer.

**Question 6**

Researcher : Last question, do you always have interaction or communication when meet her outside the classroom? Not just say ‘hi’, but having interaction.

Students : Yes. I always meet her in the canteen and teacher’s room. And we speak *Bahasa Indonesia*. Not English.

Researcher : She is okay with that, right?

Students : Yes. Not like Sir Habir. Sir Habir is the senior teacher in here. And in *UNTAD* too, I think. Because Sir Basith ever told us.

Researcher : Oh, your principal, ya?

Students : Yes. The school principal. Not like Sir Habir, ma’am 2 speaks *Bahasa Indonesia* in the outside of the classroom. But, Sir Habir … okay … let me speak *Bahasa Indonesia*. *Kan lalu kami ada acara prom, kebetulan saya panitia. Terus ada panitia dari luar untuk memotret, kayak mahasiswa-mahasiswa begitulah*. And then, Sir Habis asks me, “Boys, can I take a photo in there?”. And then I said, “Yes sir, you can. You can ask the photographer committee”. And then Sir Habir speaks with them, but using English. *Padahal itu orang luar. Kami juga tidak kenal siapa mereka*.

Researcher : But, he doesn’t know? That those people are not coming from this school?

Students : I think he knows.

Researcher : Oh, but still speaks English?

Students : Yes. Because I know that Sir Habir is the senior English teacher in Palu.

Researcher : So, how about the response? Do they speak English, too? Or they are confused?

Students : They speak English, too. But just like, one word. Some of them were laughing.

Researcher : Any others, maybe?

Students : I think because of our behavior in the class, which is we speak English 100%, so when I meet her in the outside of the classroom, I always use English. Not *Bahasa Indonesia*. Because of our behavior in the class. So, wherever I meet her, it’s like in our English class. So, I use English.

Researcher : In what moment do you usually meet ma’am 2?

Students : Sometimes I meet her in the canteen, and sometimes when we … *berpapasan*.

Researcher : You just say ‘hi’ or maybe you got a topic to talk?

Students : I got a topic like, “*Assalamua’aikum* ma’am, how is my score in exam?”. Like that.

Researcher : Okay, I see. Is she keep being serious in the outside of the classroom?

Students : No, I believe no. Because for me, personally I like to make jokes to the teacher. But, doesn’t mean that I don’t respect him or her, just, I usually do that. Sometimes when I meet her in the outside of the classroom, I make joke to her.

Researcher : About the things outside the classroom, ya?

Students : Yes.

Researcher : Like what, for example?

Students : Like I make joke about the games that we play together. Because she didn’t play good at that game, and then I make joke about it.

Researcher : Okay. So, what about her response?

Students : She’s like, “Ah, you are also didn’t play good”. Something like that.

Researcher : She is joking also with you, right? Not being serious?

Students : Yes, she’s not being serious. Sometimes in this school, there are some teachers that you can make a joke with. But, there are some teachers that if you make a joke with him / her, he / she will take it into the heart.

Researcher : Oh, I see. Have you ever got an experience about it?

Students : Yes, definitely. Hahaha.

Researcher : Okay, tell your experience, then. Hahaha.

Students : Like our Biology teacher, ma’am Fatimah. She literally can’t take a joke. But, I don’t know that she’s being like that only to us or all students. But, if we ask the students who have her as the … *wali kelas*. They said that she sometimes makes a joke with them. Actually, sometimes she can take the joke from us, but, most of the times, she can’t. But if it is Sir Habir, I personally have a close relationship with him. Because he and my grandfather were a best friend. So, sometimes he asks about my family. I often speak with him. Sometimes, when he talks to me, he is the first one to make the joke.

Researcher : Because he really knows you and your family, ya?

Students : Ya. Something like that.

Researcher : Okay, any other opinions, maybe?

Students : Ya. Me and ma’am 2 is actually close. Because I already met her since I was in the Junior High School. And also, in the course. Zona English course. She is the teacher in there. I personally like the way ma’am 2 teaches in the classroom, by using English 100%. I think it is effective to improve our English. Sometime we like … *terbawa-bawa*. Even when the bell is ringing. When the class is over. We are still speaking English. Like that. Thank you.

Researcher : Okay, thank you. Maybe any final comments? Like kind of suggestions to her? Before we end our interview today.

Students : Okay, the suggestion for ma’am 2, ya. I will use *Bahasa Indonesia*. *Supaya lebih bisa tersampaikan*. *Kalo menurut saya, di Al-Azhar ini memang guru-gurunya itu karakteristiknya berbeda-beda*. *Karena mungkin mereka umurnya juga berbeda-beda*. *Kita sebagai murid, pastinya harus bisa mengerti juga dengan keadaan guru-guru kita itu*. *Contohnya kayak ma’am 2, ketika ma’am 2* bad mood.

Researcher : Hmm … you must understand it, ya?

Students : Yes.

Researcher : How is the way you understand it, then?

Students : *Kalau saya ya, saya lihat ma’am 2* bad mood, *saya langsung balik ke Rozan. “Rozan, ma’am 2 lagi bad mood, ba diam jo kita. Ba diam”*.

Researcher : What did she do actually? *Kalau lagi* bad mood *itu bagaimana*?

Students : *Kalau ma’am 2 lagi bad mood itu kelihatan sekali*. The face is really different from the first time we met her. I remember when ma’am 2 first time come to our class, smiling, and asking, “Do you know me?”. Like that. *Kalo saran sih, tetap seperti biasanya*. *Cuma mungkin harus lebih* fun *lagi*. *Kalau diluar itu bagusnya lebih akrab lagi sama kami*. *Seperti Pak Ivan. Kami kalo ketemu Pak Ivan di luar itu kami berani bercanda*. *Karena memang Pak Ivan itu kalau di luar beliau ramah*. *Kayak, “Eh, buang dulu, sampah*.” *Tapi kalo pas lagi mengajar, jangan berani bercanda*.

Researcher : *Itu* punishment-*nya bagaimana*?

Students : *Pak Ivan tidak menghukum*. *Cuma perkataannya memang kejam*. *Dari situlah kami tahu kalo Pak Ivan itu kalau di dalam kelas orangnya begini dan kalau di luar kelas orangnya begini*. *Jadi kami mudah untuk menempatkan diri*. *Kalo ma’am 2 ya*, unpredictable. *Tapi kalo saya pribadi saya bawa* fun-*nya saja*. *Jangan di masukkan ke dalam hati*. *Kadang saya buat* joke *juga*. *Biarpun ma’am tidak ketawa, yang penting teman yang lain itu ketawa*.

Researcher : Okay, thank you. Maybe others? Any final comments?

Students : *Oke*. *Mungkin sedikit saja dari saya*. *Untuk mewakili perasaan dari teman-teman semua*. *Kalau menurut saya dan teman-teman, ma’am 2 sudah bagus cara mengajarnya, cuma mungkin tingkat humornya masih kurang*. *Menurut kami janganlah terlalu serius karena kami juga dibebankan oleh tugas-tugas yang lain yang membuat kami pusing dan* bad mood.

Researcher : So, do you think that ma’am 2 needs to balance between serious and fun?

Students : Yes.

Researcher : Okay, thank you very much for all of the answers. Thank you for your time with me here. Hope you have a nice day.

Students : Okay, you’re welcome.