

APPENDICES

Appendix 1. Transliteration

Surah Taha (20): 44

Transliteration	English Translation	Indonesia Translation
“Faquula lahu qawlan layyinan la’allahu yatadhakkaru aw yakhshaa.”	“And speak to him gently, perhaps he may take heed or fear (Allah).”	“Maka berbicaralah kamu berdua kepadanya dengan kata-kata yang lemah lembut, mudah-mudahan ia ingat atau takut.”

Appendix 2. Documentary Sheet

For the students

Communication Strategies	Indicator	Comments
Message Abandonment	Leaves a message unfinished because of some language difficulty.	
Message Reduction	Reduces the message by avoiding certain language structures or topics.	
Message Replacement	Substitutes the original message with a new one.	
Circumlocution	Exemplifies, illustrates or describes the properties of the target object or action.	
Approximation	Uses a single alternative lexical item.	
Use of All-Purpose Word	Extends a general, ‘empty’ lexical item to contexts where specific words are lacking.	
Literal Translation	Translates literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2.	

Foreignizing	Uses a L1/L3 word by adjusting it to L2 phonology and/or morphology.
Code Switching	Includes L1/L3 words with L1/L3 pronunciation in L2 speech.
Use of Similar Sounding Word	Compensates for a lexical item whose form the speaker is unsure of with a word.
Mumbling	Swallows or mutters inaudibly a word (or part of a word) whose correct form the speaker is uncertain about.
Mime	Describes whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration.
Self-Rephrasing	Repeating a term, but not quite as it is, but by adding something or using paraphrase.
Self-Repair	Making self-initiated corrections in one's own speech.
Own Accuracy Check	Checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.
Use of Fillers	Uses gambits to fill pauses, to stall, and to gain time.
Self-Repetitions	Repeats a word or a string of words immediately after they were said.
Other Repetition	Repeats something the interlocutor said to gain time.
Marking a Circumlocution	Marks a circumlocution.
Lesson-Specific Can-Do Statements	
What can he/she talk about in the target language?	What can he/she understand in the target language?
Comments:	Comments:

Appendix 3. Interview Guideline

For the students

First interview

1. What is your opinion about 'Grammar is still important in spoken English'?
2. How do you describe these pictures?



Figure 1. Picture Description

3. What is the definition of 'Speaking Style'?

Second interview

1. What do you focus on/emphasize when speaking? Why?
2. How do you convince others?
3. How do you interact with others?
4. What makes you comfortable while speaking?
5. What is your style/habit that you realize while speaking?
6. When speaking, how do you deal with words/sentences that you don't know?
7. What do you do when you are blank while speaking?
8. How do you comprehend the new sentence while speaking?

9. What is your difficulty in speaking? How do you face them?
10. Are there any perceptions you experience while speaking that we have not covered?

Appendix. 4. The Result of Documentary

Types of Communication Strategies	Indicator	Example
Message Abandonment	Leaving a message unfinished because of some language difficulty.	<ul style="list-style-type: none"> • “open the box with your razor blade, and then emm that’s it” • “first step, or ya like that”
Message Reduction	Reducing the message by avoiding certain language structures or topics.	<ul style="list-style-type: none"> • “in camera we have goal, material but not aa in material there is no ingredients”
Circumlocution	Exemplifying, illustrating or describing the properties of the target object or action.	<ul style="list-style-type: none"> • “olive oil for salting and not the olive oil for massage or for salad”
Approximation	Using a single alternative lexical item.	<ul style="list-style-type: none"> • “more healthy” • ”action verb that change” • “for example is recipes” • “this text contains procedure or steps” • “a procedures” • “how to makes it” • “a procedure text always have” • “the goals is” • “you have to deciding” • “general structure”
Use of All-Purpose Words	Extending a general, ‘empty’ lexical item to	<ul style="list-style-type: none"> • “use something, make something, or do something”

	contexts where specific words were lacking.	
Literal Translation	Translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2.	<ul style="list-style-type: none"> • “several writings”
Use of Similar Sounding Word	Compensating for a lexical item whose form the speaker was unsure of with a word.	<ul style="list-style-type: none"> • “producer text” • “in the from of objects” • “you can use credian numbers”
Mumbling	Swallowing or muttering inaudibly a word (or part of a word)	<ul style="list-style-type: none"> • “procedure text is usually (mumbling) to make something”
Self-Rephrasing	Repeating a term, but not quite as it was, but by adding something or using paraphrase.	<ul style="list-style-type: none"> • “this text contains procedure or steps, so in this text contains steps” • “we want to reach achieve” • ”the first adverb of sequence it is <i>emmm</i> adverb of sequence in a procedural text <i>ee</i> describes the others the order of actions in the steps”
Self-Repair	Making self-initiated corrections in one’s own speech.	<ul style="list-style-type: none"> • “<i>se la isly</i> after we feel like it it’s cooked” • “lik let” • “itself itself” • “the gener the generic” • “impera imperative” • “pros procedure” • “proce procedure” • “ther there” • “itra in instructions” • “Englis English” • ”the are that there is” • “another other” • “absab objects”

Use of Fillers	Using gambits to fill pauses, to stall, and to gain time.	<ul style="list-style-type: none"> • “use uses” • “to beginning to start or ... in the beginning” • “wo or what” • “are there are” • “the second one the first one” • “is are” • “mide middle”
		<ul style="list-style-type: none"> • “then <i>emm</i> that’s it” • “<i>emm the, aa, wee eem, emmm, eg, eem, aa</i>” • “or <i>ee</i> done” • “then <i>aa</i>” • “<i>aa</i> sequence” • “<i>aa</i> first” • “<i>aa</i> is” • “<i>aaa</i> example” • “<i>aa</i> is” • “<i>aa</i> the” • “<i>aa</i> what” • “<i>aa</i> show” • “<i>aa</i> like”
Self-Repetitions	Repeating a word or a string of words immediately after they were said.	<ul style="list-style-type: none"> • “the verb use is and the verb use is” • “with your razor blade with your razor blade” • “that’s it that’s it” • “thank you so much thank you so much” • “what what” • “we we” • “in the middle in the middle” • “adverb adverb”

Lesson-Specific Can-Do Statements	
<u>What can he/she talk about in the target language?</u>	<u>What can he/she understand in the target language?</u>
<p>Comments:</p> <ul style="list-style-type: none"> – The student A clearly talked about how to make ‘The Salted Green Beans’ – The student B and D explained about ‘Procedure Text’ <p>The female students talked about ‘Procedure Text’, but their explanation was a little bit complicated.</p>	<p>Comments:</p> <ul style="list-style-type: none"> – The student A could understand well about the ingredient he used and the steps. – The student B and D could understand the meaning, the characteristics, and the example of procedure text – The female students could understand the components of procedure text, such as generic structure, adverb of sequence, etc.

Appendix 5. The Result of Interview Through Coding

Strategies	Code	Total Student	Total Strategies
Message Reduction	MRed, M010	1	1
Message Replacement	MRep, F132	1	1
Circumlocution	C, M004, M006, M020, M030, M032, M056, M058, M082, M084, F108, F136, F160, F162, F188, F200	8	17
Approximation	A, M004, M004, M006, M020, M022, M024, M028, M030, M034, M036, M038, M048, M050, M076, M080, M082, M086, M088, M096, M098, M100, M104, F106, F108, F118, F122, F130, F134, F138, F140, F142, F150, F152, F154,	8	63

	F156, F158, F160, F186, F200, F204		
Use of All-Purpose Words	UAW, M020, M024, F194	2	3
Literal Translation	LT, M002, M054, M088, M102, F120, F128, F132, F134, F206	6	10
Foreignizing	For, F134	1	1
Code Switching	CS, M092, M094, F110, F160	3	4
Use of Similar Sounding Words	USSW, F134, F166	2	2
Mime	Mim, M094, F108	2	2
Self-Rephrasing	SPhr, M020, M022, M082, F108, F110, F128, F184	4	10
Self-Repair	SRep, M002, M008, M016, M018, M022, M024, M036, M048, M050, M080, M082, M086, M094, F108, F120, F122, F128, F134, F166, F186, F192, F196, F200, F202, F204, F206	7	39
Own Accuracy Check	OAC, F186	1	2
Use of Fillers	UF, M002, M008, M020, M022, M028, M030, M032, M040, M042, M046, M048, M050, M056, M082, M094, M096, F106, F108, F128, F132, F134, F160, F166, F184, F186, F188, F190, F192, F194, F196, F202, F204, F206, F208	8	75
Self-Repetition	SRpt, M004, M022, M028, M082, M084, M096, M098, F106, F116, F130, F134, F152, F184, F186, F190, F192, F194, F202, F204, F206, F208	6	32
Other Repetition	ORpt, M014, M040, M046, M048, M050, M080, M082, M084, M086, M088, M090, M092, M094, M096, M098, M100, M102, M104, F106, F108, F110, F132, F134, F184,	6	33

	F186, F190, F192, F194, F196, F198, F200, F202,		
Marking Circumlocution	MC, M012, F110, F134, F186, F190, F192, F196, F204	4	8
Explanation:	M: Male F: Female *001: The serial number of the data in interview's column		

Appendix 6. Finding of Speaking Style Differences

No.	Characteristics	Male Students	Female Students
1.	Emphasize	<ul style="list-style-type: none"> • “while speaking” • ”the information that I bring” • ”way that understandable” • “and need” • ”other person realize” • “usually just think” 	
2.	Pronunciation & Enunciation	<ul style="list-style-type: none"> • “of the of those words” • “Num number two” • “what info what information” 	<ul style="list-style-type: none"> • “to the gram to the grammar” • “to doing it to do it” • “but still main maintain the feelings” • “the interlocutor (interlecture)” • “ris restart restart”
3.	Grammar	<ul style="list-style-type: none"> • “those sentence” • “that is need” • “don’t afraid” • “I want to ask to people” • ”what is the new sentence is” • “keep focus” • ”deep breath” 	<ul style="list-style-type: none"> • “is still understands” • “I will find out myself” • “is what I understand” • ”the same as” • “there are no perception” • ”that has no been covered”

	<ul style="list-style-type: none"> • “I sometimes find difficult” • ” helping others who is” • “grammar is also help us” • ”Grammar also take part in it” • “make we lost” • “to keeps” • “If I blank” • “there are no experience” 	<ul style="list-style-type: none"> • “is the listener can” • “the person who always more expressive” • “I will nice” • “I always flutter” • “ends up” • “the topic that were talking about” • “I will try to remember more vocabularies” • ”I can still speaking” • “it’s a my brains work”
		<ul style="list-style-type: none"> • <i>aaa</i> 1x • <i>aaa</i> 1x • <i>emm</i> 1x • <i>emm</i> 1x
4. Fillers	<ul style="list-style-type: none"> • like 5x • like 4x • <i>emm</i> 1x • <i>em</i> 1x • <i>emm</i> 1x • <i>emm</i> 1x • <i>emm</i> 2x • <i>emm</i> 2x • <i>aa</i> 1x • <i>emm</i> 2x • <i>aa</i> 1x • <i>emm</i> 1x • <i>aa</i> 1x • <i>aa em</i> 1x 	<ul style="list-style-type: none"> • <i>aa</i> 1x • <i>aa</i> 2x • <i>em</i> 1x • <i>aa</i> 5x • like 2x • <i>emm</i> 2x • like 3x • like 1x • <i>aa</i> 3x • like 3x • like 1x • <i>aa</i> 1x • <i>aa</i> 4x • like 2x • <i>emm</i> 2x • <i>aa</i> 2x • <i>aa</i> 4x • <i>emm</i> 1x
5. Hedging	<ul style="list-style-type: none"> • ”maybe” 	<ul style="list-style-type: none"> • “maybe”

	<ul style="list-style-type: none"> • “maybe” 	<ul style="list-style-type: none"> • “I think” • “I think” • “I think” • “I think” • “I think” • “I think” • “I think” • “I think” • “I think” • “I think” • “maybe” • “maybe” • “I think” • “maybe” • “I think” 4x • “maybe” • “I think” • “I think” 	
6.	Intensifiers/Boosters	<ul style="list-style-type: none"> • “sometimes” • “sometimes” • “sometimes” 	<ul style="list-style-type: none"> • “often” • “often” • “seldom”
7.	Shift		<ul style="list-style-type: none"> • “but” • “but” • “and then” • “but”

Appendix 7. Script of Documentary

Male Students

Student A : “The ingredient needed to cook the salted green beans are a piece of egg, olive oil (we are using olive oil in order to make it more healthy. Attention! choose the olive oil for salting and not the olive oil for massage or for salad that are not allowed to be cooked), 150 gr green beans, one carrot, mushroom powder, Himalayan salt, why do we choose Himalayan salt? Himalayan salt is more healthy than normal salt, and the last is water. Oh

yeah, almost forgot the most important ingredient, 'garlic', but if you like spicy you can add chili. Let's get cooking!

After being washed, first we slice the green beans, all of the vegetable here had already been washed that's why they all look pale.

Next, we peel the carrot, cut the carrot in half then slice it thin. Peel two cloves of garlic, then slice them, put the green beans and carrot in saucepan, boil the green beans with the carrot, don't forget to add salt, boil for about five to ten minutes, later check it occasionally if it almost cooked, put it aside. Prepare the egg, before beating it, add mushroom powder, then beat it.

Now, it's time to salt it. Put some olive oil into the frying pan, add the garlic, after the garlic becomes fragrant, pour the beaten egg, mix ash to prevent the egg from lumping. Put the vegetable that we already boiled in, add mushroom powder again (not too much or it will become too salty), stir until it's cooked. You can add water if you feel like it took too long to cook, to make it more delicious, I usually add oyster sauce in every salted dish that I make, *se la isly* after we feel like it it's cooked, we can serve the dish. *Mmm, yummy.*"

Student B : "Assalamualaikum warrahmatulahi wabarakatuh, my name is JRHP and today I want to explain about procedure text or also known as procedural text. Like its name, this text contains procedure or steps, so in this text contains steps. Procedure text usually has a tutorial to make something or a tutorial to do something. The purpose of this procedure text is to inform others about steps to use something, make something, or do something. For example is recipes. The characteristics of the procedure text are that there is a purpose what is needed and then the steps and it's called a generic structure. The first example is the goal, namely how to make avocado juice and then there are

ingredients and then there are steps the second example is how to use a camera, we don't have the ingredients but we have tools we need and then there are steps. In addition to the generic structure what we also pay attention to in the procedure text is the language used so there are several characteristics of the language used in the procedure text these are called language features, so you have to pay attention to these characters of procedure text. The first is a sequence adverb, it is an adverb that refers to steps such as first, second, third, next, finally. Adverb of sequence can be put in the beginning, middle, or in the last we don't need to put that adverb in every sentence that you have, you can put it in the just in a sentence you want and then the second one is the imperative sentence. The Imperative sentence is a sentence in the form of a command sentence, so there is no subject in the sentence, so just put the verb in the verb use is and the verb use is an action verb. Action verb is a verb in a form of action to do something example of action verb are cut, slice, stir, sprinkle, open. Example of action verb with sentence are, cut an orange into two pieces two pieces, slice the cucumber, stir the mixer until it mixed well, sprinkle the sesame seeds to the vegetables, and open the box with your razor blade with your razor blade sorry and then *emm* that's it that's it for thank you so much thank you so much. *Wassalamuialkum warrahmatullahi wabbarakatuh.*"

Student D : "Yo hallo. *Assalamualaikum wr wb*. Today, we are gonna talk about procedural text, do you know what is procedural text? Ok then lik let me explain, procedural text is a text that contains a procedures, like a steps, method, or instructions to make, to do, or to use something. Usually, we can find the procedural text in a recipe book, in tutorial, or manual book of electronic device. And then, what is the purpose of the procedural text? the purpose

is to inform how something is made, used, or done through some steps or to help other to make, use, or do something. Emm thhe then the characteristic of procedural text aa we can say it generic structures, the generic structures are goal or purpose what what wee eem what we want to reach achieve after we follow the steps it is a goal. What is needed it's called the material, it can be ingredients or tools, and then the last structures is steps or method. Aa the example of procedural text is how to make avocado juice, avocado juice is a goal that we we want to achieve after we do the steps. Next example is how to use camera, in camera we have goal, material but not aa in material there is no ingredients just tool, the tool is the camera itself itself. In other addition, the gener the generic structures we have to consider the languages features and the languages features in procedural text are adverb of sequence and imperative sentences. The first adverb of sequence it is emmm adverb of sequence in a procedural text ee describes the others the order of actions in the steps like eg first, second, then, next, and finally. Sequence adverb can be put in the beginning, middle, and the last of steps. In the beginning like first, to begin, to start, in the beginning, it is eem we can put it in the beginning of the steps like the first, first step, or ya like that. And in the middle, in the middle of the steps we can put second, third, next, then, after, afterwards, and the last is finally, at last, and in the end. Aa need to remember in steps of procedure text not all sentences have to contain adverb adverb of sequence, and the next we need to pay attention in procedure text is imperative sentence, impera imperative sentence is a sentence in the form of command, without subject of subject pronoun, imperative sentence is start with action verb, like cut, slice, pour, sprinkle, open, and we have a lot of action verb ya we can find it on dictionaries if you if we confuse what

we want to use in procedural text. Action verb that change into imperative sentence in a procedure text for the example like cut the orange into two pieces, then slice the cucumber, wash the vegetables, stir the mixers, open the oven, open the microwave and etc. and so on. Okay maybe that's all from me ma, I hope this can help you in understanding the procedural text. Ok, thank you. *Assalamualaikum wr wb.*"

Female Students

Student E : "Hello, today I will explain about procedure text. Procedure text is a text that contains a method or steps or explain how to do something, usually we use procedure text to explain how to make something, for examples make a cake, or make a flower from papers. The purpose of procedure text is to inform how something is made or use through some steps, one example of pros procedure text is a video that has been watched previously by the students, that video is a video how to makes it green beans. In that video, there are several writings or subtitles regarding the materials needed and the steps that must be taken. That subtitles show how procedure text is written, procedure text has three characteristics or we call it a generic structure. First is the goal or the purpose of procedure text, second is what we need or ingredients or tools or materials that we must prepare, and the last one is the steps or how to do it. For example, a procedure text how to make avocado, the title how to make avocado is the purpose of the text, while what we need or the ingredients needed to make the avocado such as one avocado, one cup water, or etc. Then, the steps are something like first cut it between the seed of avocado and then twist, or second scoop the flesh out using the metal spoon. Another example is how to use a camera, the title how to use the camera is the purpose of the text, while

digital camera and an object are the materials that we need, the last one is the steps such as take the camera and insert a memory card or turn the camera on. In making procedure text, the choice of words or sentences or language must be considered. In procedure text, this language selection is called language features. There are two language features, first is sequence adverb or adverb of sequence, adverb of sequence explained the order of what to do, for examples; first, second, then, next, finally, etc. The location of this adverb of sequence can be at the beginning or the middle or the last, examples of an adverb of sequence placed at the beginning, first, to begin, to start, in the beginning. The examples of an adverb of sequence placed at the middle, second, third, next, then, after that, afterwards. And examples of an adverb of sequence placed at the last, finally, at last, in the end. But keep in your mind that not all the procedure text sentences must contain an adverb of sequence, other language features is imperative sentence, imperative sentences can be called a command sentence where there is no subject in the sentence and there is only action verb, for the examples of action verb that become imperative sentence, one cut an orange into two pieces, two slice the cucumber, three stir the mixer until it mixed well, four sprinkle the sesame seeds to the vegetables, five open the box with your razor blade. Ok that's all my explanation about procedure text, thank you for your attention."

Student F : "Assalamualaikum warrahmatulahi wabarakatuh, I RAW and now I'd like to talk about procedure text. As the name, procedure text is text that contains some procedure or method or instruction to make, do, or use something. People use this text to inform how something is made, used, and done or to help other to make, use, or do something through some steps. For example, there is a procedure text in a recipe. A procedure text always

have a goal, ingredients, and steps. So, if you want to make a procedure text you have to decide a goal first, what you want to make or what you want to do about somethings. For example, how to make avocado juice, the goal is to make avocado juice, or how to use a camera, the goals is to use a camera so you have to deciding the goal first what you want to do or what you want to make and then ingredients or what do we need to make or to relate to the goals that we decide before so, you have to spill all of you need all of things that you need to make or use relate to the goal. And last the steps, you have to sure that you write the steps respectively, and in making a procedure text pay attention about language features, the first is sequence adverb or adverb of sequence. An adverb of sequence in a procedure text describes the order of actions in the steps, like first, second, then, next, finally and the other. You can put the adverb of sequence in the beginning, middle, or the last. In the beginning of the text, you can use 'first' to begin or to start and in the middle, you can use 'then or second', and and in the final or the last of the steps you can use 'finally or the last and etc.' But you don't have to use the adverbs of sequence in all of the steps in the text and you can just use for few of the steps in the text. and then the second of language features is imperative sentence, an imperative sentence is a sentence in the form of command without subject or subject pronoun, an imperative sentence it's started with action verb. Action verbs is like open, cut, or stir, and etc. So, in the text you can write like, stir the mixer until it's mixed well or open the box. Ok, that's all you need about procedure text. Thank you."

Student G : "For the first I like to explain about producer text and also procedural text in English. We we call it text procedure. Like its name, a procedure text in a text contains a procedure or

procedures steps method or itra in instructions to make do or use something. Procedure text is usually (mumbling) to make something or tutorial to do something. The purpose of this procedure text is to inform how something is made, use, or *ee* done through some steps. Example of recipes and examples can be seen at in my previous video that I tell how to make salted green beads. There is in Englis English subtitle text that reference to the procedure text, let's see the previous video that I told how to make salted green beads. The characteristic of the procedure text are the are that there is a purpose what is needed if from a recipe there are ingredients and then the steps are the most important, it is called general (generic) structure see one example of one producer (procedure) text like how to make avocado juice. Here is the next goal, these are the ingredients what we need. Then these are the steps. Next example is only tutorial how to use a camera is the goal we don't have ingredients but we have the tools we need with another we need with other steps materials but in the from of absab in the from of objects and then *aa* there must be steps. Okay, in addition to the general structure what is important, we also note that in the procedure text it is the language use, so there are several language features use in the procedure text, it is called language features, so you have to be attention to it is crackers of procedure text. First is the use of *aa* sequence adverb or also called an adverb of sequence in producer ... in the steps an adverb of sequence in procedure text use uses the sequence of action of the steps performed such *aa* first, second, then, next, finally. Adverb of sequence can put in the beginning, middle, or in the last like the beginning means the list adverb of sequence for a very beginning start, you can use first, to beginning to start or ... in the beginning. In my cooking video, I used first because first is

commonly use. Ok, so this is the list of other descriptions that are usually used at the beginning of the step, middle means the list of adverb of sequences for the use in the middle steps, you can use ordinal numbers like first, second, third, fourth, and etc., next, then, and then, after that, afterwards, at the middle steps, last mean the list adverb of sequence for the last step that you can use finally, at last, or in the end. Ok, you don't need to put the adverbs in every sentence that you have, you can put it just in the sentence you want, the next English character in the procedure text is an imperative sentence. An imperative sentence *aa* is a sentence in front in the front of command without subject or subject pronoun, so immediately put adverb and imperative sentence is start with action verb, example cut, slice, stir, sprinkle, and open. Ok, now I change verbs into the imperative sentence ... cut an orange into two pieces, slice the cucumber, stir the mixer until it's mixed well, sprinkle the sesame to the vegetables, open the box with your razor blender."

Student H : "Procedure text, a procedure text is a text contains a procedure or procedures step, a method, or instructions to make, do, or use something. Where is the procedure text? the procedure text *aaa* example in the recipe or how to make something or use something. Then, the social function of or communicative purpose of procedure text is to inform how something is made use or done through some steps or to help others to make, use, or do something through some steps. The characteristic of the procedure text are *wo* or what is commonly called generic structure are there are three characteristics the second one is the goal the first one is the goal, the second one is tools; material or ingredients, and the last one is method or steps. So method or steps *aa* is are the most important in the procedure text. Beside that, they are common language that usually use in procedure

text called language features, there are two language features. The first one is use of adverb of sequence. An adverb of sequence is a procedure text describes the order of actions in the steps, the example like first, second, then, next, finally, and etc. that can *aa* the those word can put in the beginning, mide in the beginning, middle, or last but you don't need to put adverb of sequence in every sentence and the second one is imperative sentence an imperative sentence is a sentence in the form of command without subjects or subject pronoun an imperative sentence is started with action verb, example when we make a tutorial video how to open a package then *aa* what should we do is the first one is *aa* show the box and scissor so we just need to say *aa* like cut the box. So, that's all."

Appendix 8. Script of Interview

Male Students

Student A

001	Interviewer	:	"What is your opinion about, 'Grammar is still important in spoken English'?"
002	Male Student	:	"So, my opinion about grammar, grammar is still important for spoken English espec especially in more formal scenario, for example the <i>aa</i> debate situation, oration, and other things that are pretending to formal to more formal situation and to speak to people with whom your res respect."
003	Interviewer	:	"How do you describe these pictures?"
004	Male Student	:	"The first picture is a bird catching a fish, the second picture is two people working together in order to... to... to avoid the rain, the third one is... is a person punching

		another person in which the other person stomach caved in.”
005	Interviewer	: “What is the definition of ‘Speaking Style’?”
006	Male Student	: “Speaking style is almost like an accent where it’s the way someone speak. Different place and different region can speak differently to their accent, but in speaking style it’s more to the way that’s someone speak regards of their region or place sometimes this is connected to pronunciation, like there’s the British pronunciation or American pronunciation or some other place cause different pronunciation of different words that can still work in the special or more formal situation.”
007	Interviewer	: “What do you focus on/emphasize when speaking? Why?”
008	Male Student	: “Alright, while speaking, I usually focus on the information that I bring to other people and make sure that being put out in a clear way that understandable to that others person especially in speaking and more formal stuff even in informal stuff to witness understanding of course the respondent also important so I am not gonna ... review on that but I will I am usually focusing on the information that I am myself bring.”
009	Interviewer	: “How do you convince others?”
010	Male Student	: “For the situation, I usually see the situation and also the other person and need <i>tooo</i> emphasize that I am not being aggressive as so that other person just as to make my argument more acceptable to the other person, because sometimes people would just scream things over and over and those things are not believable. It will only make your arguments lower than other people or even

		lower than ... the debate itself. If I want to convince other, I usually explain the logic and also see how the other person responded or the other person see it and make that other person realize ... without having to be more powerful or aggressive.”
011	Interviewer	: “How do you interact with others?”
012	Male Student	: “I usually interact with others depend them on myself, for example when ma when other people ... like go, I do not force my when I other people gather, I do not force myself to gather with them. I will either wait or until it I think it necessary to interact with them that I will interact them but there are times where I just want to interact with them for no reason or necessary at all, but in the end it’s all up to me.”
013	Interviewer	: “What makes you comfortable while speaking?”
014	Male Student	: “What makes me comfortable when speaking is usually when everyone else is already spoken and when there are opportunities in which I can speak.”
015	Interviewer	: “What is your style/habit that you realize while speaking?”
016	Male Student	: “My style or the ... habit where I have on speaking even right now is that I tend to really think a lot before I actually utter the words different for some people maybe who just speak for who just speak without thinking it first. I usually take my time and think about the words and make sure that is right.”
017	Interviewer	: “When speaking, how do you deal with words/sentences that you don’t know?”

018	Male Student	: “I use many ways for words that I did not know, but for the most part what I use is the ... describing or just using the synonym of the words.”
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019	Interviewer	: “What do you do when you are blank while speaking?”
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020	Male Student	: “The thing that usually happen when I am blank when I am speaking. I usually stutter or like stopping to think for a second or like makes sound like <i>ee</i> or <i>aa</i> something like that I am actually thinking something in the time taking this or I am taking the the the conversation seriously that way I do not <i>mm</i> hurt the feeling or like offend the other person that’s currently speaking with me because I genuinely think about what I am speaking what comes out my mouth.”
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021	Interviewer	: “How do you comprehend the new sentence while speaking?”
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022	Male Student	: “In speaking, I when I try to comprehend a new sentence or like conjure a new sentence is I usually just think about those sentence first and also think about the other person that is the recipient of these words that I am going to <i>emm ... aa</i> spoke to them.”
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023	Interviewer	: “What is your difficulty in speaking? How do you face them?”
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024	Male Student	: “The difficulty in speaking usually comes from the words and the stutter and the thinking of the of those words. In this case, I usually have like a script or like some kind of like notes in order to remind myself what I am talking about although there is no need for like script during the ... speaking itself. It’s good to memorize the main point or at least the main thing that is need to get across.”
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025	Interviewer	:	“Are there any perception you experience while speaking that we have not covered?”
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026	Male Student	:	“Else of no, there are none.”
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Student B

027	Interviewer	:	“What is your opinion about, ‘Grammar is still important in spoken English’?”
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028	Male Student	:	“Number one, <i>em</i> grammar is the key to speaking English fluently and confidently. Knowing your grammar will help you avoid errors that make your English sounds strange to native native speakers.”
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029	Interviewer	:	“How do you describe these pictures?”
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030	Male Student	:	“Number two, <i>em</i> a bird that wanted to catch one fish but it turned out caught a lot of fish. Helping and working together and I will describe it like ‘What doesn't kill you makes you stronger’.”
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031	Interviewer	:	“What is the definition of ‘Speaking Style’?”
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032	Male Student	:	“Number three, <i>em</i> speaking style is a set of properties by which you can link speech to a certain communicative situation.”
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033	Interviewer	:	“What do you focus on/emphasize when speaking? Why?”
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034	Male Student	:	“ <i>Emm</i> in number one, I am focus on people’s opinion.”
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035	Interviewer	:	“How do you convince others?”
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036	Male Student	:	“Num number two, is to be confident and don’t afraid to do something new.”
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037	Interviewer	:	“How do you interact with others?”
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038	Male Student	: “ <i>Em</i> number three, I am not really good at talking, so I am just depending on my mood when I want to talk with people, ya.”
039	Interviewer	: “What makes you comfortable while speaking?”
040	Male Student	: “Number four, <i>emm</i> what makes me comfortable is that when I am talking everyone is quiet and hears what I am talking about.”
041	Interviewer	: “What is your style/habit that you realize while speaking?”
042	Male Student	: “Number five, to be honest <i>emm</i> I don’t know yet about my style or habit while speaking, so ya sorry.”
043	Interviewer	: “When speaking, how do you deal with words/sentences that you don’t know?”
044	Male Student	: “Number six, for me it’s like ‘anyway what I am trying to say is’, ya.”
045	Interviewer	: “What do you do when you are blank while speaking?”
046	Male Student	: “ <i>Emm</i> number seven, while I am blank while speaking <i>emm</i> maybe I will slow down my speaking phase, so ya.”
047	Interviewer	: “How do you comprehend the new sentence while speaking?”
048	Male Student	: “Number eight, how do I comprehend the new sentence is when I was ... <i>emm</i> sorry, when I started <i>aa</i> learning a new sentence <i>em</i> I want to ask to people what is the new sentence is, so ya.”
049	Interviewer	: “What is your difficulty in speaking? How do you face them?”
050	Male Student	: “Number nine is, <i>emm</i> my difficulty in speaking is that I was so nervous speaking in front of the people so ... how do I face them is that <i>aem</i> I want to I want just focus on

		myself and have a clear mind and keep focus and deep breath.”
051	Interviewer	: “Are there any perception you experience while speaking that we have not covered?”
052	Male Student	: “Number ten, <i>aa</i> no, I don’t have any perception, so ya.”

Student C

053	Interviewer	: “What is your opinion about, ‘Grammar is still important in spoken English’?”
054	Male Student	: “I agree with that opinion because with grammar we become more communicative in speaking English in everyday alive.”
055	Interviewer	: “How do you describe these pictures?”
056	Male Student	: “From the picture one, I get the message that when we see an opportunity don’t hesitate to take it, who knows when we take this opportunity there will be other opportunities. From the picture, I get the message that we should help each other. Alright, from the picture, I get a message that when we are hit by problems try to stay up and don’t give up, eventhough it leaves scars.”
057	Interviewer	: “What is the definition of ‘Speaking Style’?”
058	Male Student	: “Based on my definition, speaking style is what is our style when we are talking.”
059	Interviewer	: “What do you focus on/emphasize when speaking? Why?”
060	Male Student	: “I focus on the information that I bring.”
061	Interviewer	: “How do you convince others?”

062	Male Student	: “I become more expressive and conditional based on the situation.”
063	Interviewer	: “How do you interact with others?”
064	Male Student	: “By talking with them and by being more social with them.”
065	Interviewer	: “What makes you comfortable while speaking?”
066	Male Student	: “I avoid highly emotional topics and keep the conversation casual.”
067	Interviewer	: “What is your style/habit that you realize while speaking?”
068	Male Student	: “I am still carried away by the accent of my local language.”
069	Interviewer	: “When speaking, how do you deal with words/sentences that you don’t know?”
070	Male Student	: “I sometimes replace it or use it synonym.”
071	Interviewer	: “What do you do when you are blank while speaking?”
072	Male Student	: “I stop for a moment to think about what more I should say after I thought of which replacement or synonym, after that I say it.”
073	Interviewer	: “How do you comprehend the new sentence while speaking?”
074	Male Student	: “I’ll say yes first, then I’ll open the dictionary or translate or tell the person to speak in the language that I understand.”
075	Interviewer	: “What is your difficulty in speaking? How do you face them?”
076	Male Student	: “I sometimes find difficult when I hear new sentences or words maybe it’s not just me that’s why I sometimes tell

		the person when talking to me to use a language that I already understand.”
077	Interviewer	: “Are there any perception you experience while speaking that we have not covered?”
078	Male Student	: “Nope, there isn’t.”

Student D

079	Interviewer	: “What is your opinion about, ‘Grammar is still important in spoken English’?”
080	Male Student	: “ <i>Em</i> for the question number one, ‘What’s your opinion about grammar is still important in spoken English?’ About the importants of grammar in spoken English, I agree with that. Although is it is not as important as in writing, we still need grammar in speaking. Why? It’s because with grammar, we can prevent miss <i>ter</i> miss understanding when we are communicating to others. Need to remember that grammar is not only about the sentence pattern, tenses, or something like that, but grammar is also help us to to consider what <i>wod</i> what word we will use. Is it polite or not? Grammar also take part in it.”
081	Interviewer	: “How do you describe these pictures?”
082	Male Student	: “Then, question number two, <i>ee</i> ‘How do you describe this picture?’ What about this picture, actually I’m still confuse about it, but for the first picture, I think it means when we have a chance an oppportunity in the picture that chance is a visualize as fish. Ya, when we when we get or have a chance just try to take it, no matter what. The,

		search more information, find more knowledge, and we may get more of them. What <i>em</i> we can get our goal, we can reach our goals more than what we expected. And then the second picture, it means helping others who is in trouble will not wi will not make we lost, but it will be helpful for us. Hey they will help help us too. And then, for the third picture I think the meaning is when we heard someone especially their mental ‘mental health’, maybe at first it doesn't look really impactful, but it is not, as time goes it can hurt them permanently. The scar, the our ya our words, our our activity that hurt them they will not forget it easily.”
083	Interviewer	: “What is the definition of ‘Speaking Style’?”
084	Male Student	: “Okay, for the last question, ‘What is the definition of speaking style?’ Speaking style is our style our way in communicate with others, how we choose our words when we're speaking in different situation. Is it formal or informal? Is it polite or impolite? And how we choose our words our words in provoking, giving a suggestion, persuading people, and many more.”
085	Interviewer	: “What do you focus on/emphasize when speaking? Why?”
086	Male Student	: “Question number one, ‘What do you focus or emphasize when speaking?’, when speaking I focus to the information that I bring and also how the others response what I say, what info what information that they say to me, I focus on it.”
087	Interviewer	: “How do you convince others?”
088	Male Student	: “Question number two, to convince other, I give my voice powerful to gain my authority, but I also look at

		the situation, is the situation needs powerful or relax voice to keeps others feeling.”
089	Interviewer	: “How do you interact with others?”
090	Male Student	: “Question number three, ‘How to interact with other?’, to interact with other, I try to be more social, I make a little talk with others, start with simple or common thing.”
091	Interviewer	: “What makes you comfortable while speaking?”
092	Male Student	: “Question number four, ‘What makes me comfortable?’ It’s a relax situation not to tense and the speaking topic that is not too heavy it’s like like <i>apa</i> a little talk.”
093	Interviewer	: “What is your style/habit that you realize while speaking?”
094	Male Student	: “‘What is your style or habits that you realize while speaking?’ Sometimes when I got blank in speaking I usually my tick my finger like (<i>snapping finger</i>) and also when I say <i>aa</i> word or phrase that in <i>emm</i> quotation mark that is stress on them, I usually move my finger <i>aa</i> my <i>apasi telunjuk sama tengah</i> up and down.”
095	Interviewer	: “When speaking, how do you deal with words/sentences that you don’t know?”
096	Male Student	: “Question number six, ‘When speaking, how do you deal with words/sentences that you don’t know?’ Since we are in direct conversation speaking face to face, what can I do when I don’t really know the word or sentence is finding the synonym, what thing that similar with it, so I can <i>aa em</i> so I can know I can know what the meaning of the sentence.”
097	Interviewer	: “What do you do when you are blank while speaking?”

098	Male Student	: “Question number seven, ‘What do you do when you are blank while speaking?’ If I blank, I usually will say ‘aa’ or silent at all while thinking what I am gonna say next, beside that like like what I say in question number five, I tick my finger to bring back my focus.”
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099	Interviewer	: “How do you comprehend the new sentence while speaking?”
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100	Male Student	: “Question number eight, ‘How I comprehend new sentence while speaking?’ To comprehend new sentence well, I focus to the main idea of the sentence, then I analyze what the whole sentence means.”
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101	Interviewer	: “What is your difficulty in speaking? How do you face them?”
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102	Male Student	: “Question number nine, ‘What is my difficulty in speaking and how do I face them?’ My difficulty actually I'm still not really confident in public speaking, so I may have many blank, to face them I try to keep my body relax to keep my mind fresh and do something like what I say in question number seven.”
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103	Interviewer	: “Are there any perception you experience while speaking that we have not covered?”
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104	Male Student	: “Question number ten, ‘Are there any experience while speaking that we have not covered?’ I think all of them have been covered well, so there are no experience yet, they cover already.”

Female Student

Student E

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- 105 Interviewer : “What is your opinion about, ‘Grammar is still important in spoken English?’”
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- 106 Female Student : “Question number one, ‘What is your opinion about grammar is still important in spoken English?’ So, I think it’s still important in some situations, like formal situations, I think it's okay if *emm* we don't use the right grammar in informal situations, but I think it's not okay when it comes to formal situations. *Emm*, why? Because it can cause miss understandings between the speakers and I think grammar helps us to understand better what the other people say.”
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- 107 Interviewer : “How do you describe these pictures?”
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- 108 Female Student : “‘How do you describe these pictures?’ So, there are three pictures, *ee* start from the first picture, there is a duck oh no no no (*chuckle*) *ee* it's a seagull, it's on the water and the seagulls the seagull saw a fish. It's looking for the fish to eat ... to eat the fish I mean and then it searches the fis the fish and it got a lot of fish. The second picture, there are two man in boats, one is old and the other is younger, they are in different boat, but then rain falling down and the young man choose to ride the boat with the old man and the young man's boat is become an umbrella for them. The conclusion is they are helping each other. And the last picture, there are two man, they practice boxing and the man with a lot of hair punch the man without hair and it looks like the punch is really strong, so it makes the man without *ee* hair surprised.”
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109	Interviewer	:	“What is the definition of ‘Speaking Style’?”
110	Female Student	:	“‘What is the definition of speaking style?’ Speaking style or in Bahasa is <i>cara atau gaya berbicara</i> maybe. Actually, I've never heard about this, but I think it's how you speak to other people or how do you talk to other people, like do you use a high tone or a low tone? Or do you talk to the point to other people or not, I think something like that.”
111	Interviewer	:	“What do you focus on/emphasize when speaking? Why?”
112	Female Student	:	“Answer number one, I focus on how to make someone understand what I say.”
113	Interviewer	:	“How do you convince others?”
114	Female Student	:	“Number two, maybe I am just being more expressive.”
115	Interviewer	:	“How do you interact with others?”
116	Female Student	:	“Number three, I am social person, so I often start the conversation first, so I can interact interact with the person.”
117	Interviewer	:	“What makes you comfortable while speaking?”
118	Female Student	:	“Number four, when I don't have to think about grammar, but the person I'm talking to is still understands what I mean.”
119	Interviewer	:	“What is your style/habit that you realize while speaking?”
120	Female Student	:	“Answer number five, I often speak in everyday language instead of speaking in standard language or according to the gram to the grammar.”
121	Interviewer	:	“When speaking, how do you deal with words/sentences that you don't know?”

122	Female Student	:	“Answer number six, I usually ask the person I’m talking to if I can speak to that person direct directly. If I talk through social media such as chat, I will find out myself. If I don’t find any information, then I will ask the person who said the word or the sentence.”
123	Interviewer	:	“What do you do when you are blank while speaking?”
124	Female Student	:	“Answer number seven, I will tell the person I am talking to, but if I can’t do that, I will think about changing the topic or looking for a simpler sentence.”
125	Interviewer	:	“How do you comprehend the new sentence while speaking?”
126	Female Student	:	“Answer number eight, I will ask the person I was talking to is what I understand the same as what that person mean.”
127	Interviewer	:	“What is your difficulty in speaking? How do you face them?”
128	Female Student	:	“Number nine, answer number nine. When I speak in simpler everyday language and it turns out that the person I am talking to <i>aaa</i> doesn’t understand what I am talking about, because I don’t use the correct grammar to solve this problem or how I passed them I try to speak the grammar that ... I have learnt eventhough I am not use to doing it to do it.”
129	Interviewer	:	“Are there any perception you experience while speaking that we have not covered?”
130	Female Student	:	“ <i>Aaa</i> answer number ten, answer number ten. I have thought about it, but I think there are no perception that experience while speaking that has no been covered.”

Student F

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- 131 Interviewer : “What is your opinion about, ‘Grammar is still important in spoken English?’”
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- 132 Female Student : “Ok I’ll try to answer for the first question, ‘What is your opinion about grammar is still important in spoken English?’ *an* actually in my opinion to speak like *aaa* native speaker *emm* grammar is not really important, but to speak fluently, clearly, and confidently of course we need grammar, so we can answer people understand what’s they are trying to say and I can conclude that grammar is basic of speaking beside the words and voice, of course.”
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- 133 Interviewer : “How do you describe these pictures?”
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- 134 Female Student : “And for the second question, ‘How do you describe these pictures?’ I’m I’m not sure about describing this picture, but for for the first one, I think it’s about the stork, how the stork catches fish catches fish, it’s when the stork see a fish the stork try to pierching the fish with his long beak but I think how they can eat if they pierching like that I don’t know and for the picture beside this is about ... about two man that ... is about two man with their boat and when it’s rain they cooperate to board a boat and then the other boat use as an umbrella, but I think actually boat is heavier to lift by someone so I’m not sure and for the last ... and for the last I think *aa* the picture said that if you have heart stomach that something like six packs you will fall if you got punch by someone, but if you have fat and fluffy stomach its will be *emm elastis* if you got punch by someone, so *a* we don’t have to six pack, something like that I think.”
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135	Interviewer	:	“What is the definition of ‘Speaking Style’?”
136	Female Student	:	“For the last question is the definition of speaking style. <i>Emm</i> speaking style is a set of properties by which you can link speech to a certain communicative situations.”
137	Interviewer	:	“What do you focus on/emphasize when speaking? Why?”
138	Female Student	:	“I emphasize or focus on is the listener can understand my words or not.”
139	Interviewer	:	“How do you convince others?”
140	Female Student	:	“ <i>Emm</i> I think I am the person who always more expressive and conditional based on the situation.”
141	Interviewer	:	“How do you interact with others?”
142	Female Student	:	“I don’t like to talk first when I socialize with people but if ... someone talk to me I will nice to them.”
143	Interviewer	:	“What makes you comfortable while speaking?”
144	Female Student	:	“I think the topic that I know or the topic that I like it can make me more comfortable when I’m speaking.”
145	Interviewer	:	“What is your style/habit that you realize while speaking?”
146	Female Student	:	“I think I always flutter when I speak if I try to speak without any preparations.”
147	Interviewer	:	“When speaking, how do you deal with words/sentences that you don’t know?”
148	Female Student	:	“I think I will describe it with some gesture use my body.”
149	Interviewer	:	“What do you do when you are blank while speaking?”
150	Female Student	:	“I usually just pass it or ends up my speak.”
151	Interviewer	:	“How do you comprehend the new sentence while speaking?”

152	Female Student	:	“I think based on the situation or conditions at the time or based on the topic that were were talking about.”
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153	Interviewer	:	“What is your difficulty in speaking? How do you face them?”
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154	Female Student	:	“I think the most difficult is to remember the word and to pass that I will try to remember more vocabularies.”
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155	Interviewer	:	“Are there any perception you experience while speaking that we have not covered?”
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156	Female Student	:	“ <i>Emm</i> I think nothing for me.”

Student G

157	Interviewer	:	“What is your opinion about, ‘Grammar is still important in spoken English’?”
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158	Female Student	:	“Grammar is still important in spoken English, because grammar does not only play a role in written language but also plays a role in spoken language, if there too many mistakes in grammar and spoken language then others will have a hard time understanding it.”
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159	Interviewer	:	“How do you describe these pictures?”
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160	Female Student	:	“ <i>Pertama</i> , bird looking for fish. <i>Kedua</i> , two people in the rain on the lake. <i>Ketiga</i> , <i>eee</i> practice punching.”
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161	Interviewer	:	“What is the definition of ‘Speaking Style’?”
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162	Female Student	:	“And the definition of speaking style is a set of properties that can relate speech to certain communicative situations, the situation is multi-dimensional such as in the content, for example news, poetry, dialog, and others, and then speaker, for example habit personality and

		others, and a situation, for example distant, noise, room size, and others.”
163	Interviewer	: “What do you focus on/emphasize when speaking? Why?”
164	Female Student	: “Number one, I put more emphasize on the information brought or responses from other people.”
165	Interviewer	: “How do you convince others?”
166	Female Student	: “Number two, become stronger, but still man maintain the feelings of the interlocutor or be more expressive and conditional based on situations and facts in an <i>aa</i> uncomplicated manner.”
167	Interviewer	: “How do you interact with others?”
168	Female Student	: “Three, by socializing with other people.”
169	Interviewer	: “What makes you comfortable while speaking?”
170	Female Student	: “Four, when there is a topic or information from the interlocutor that is interesting or not.”
171	Interviewer	: “What is your style/habit that you realize while speaking?”
172	Female Student	: “Five, listening while imagining.”
173	Interviewer	: “When speaking, how do you deal with words/sentences that you don’t know?”
174	Female Student	: “Six, by asking or searching on google what is the meaning of a word or sentence that is not known or can describe its meaning.”
175	Interviewer	: “What do you do when you are blank while speaking?”
176	Female Student	: “Seven, listening to other people's conversations or just being silent while paying attention.”

177	Interviewer	:	“How do you comprehend the new sentence while speaking?”
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178	Female Student	:	“Eight, search on google or ask a close friend.”
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179	Interviewer	:	“What is your difficulty in speaking? How do you face them?”
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180	Female Student	:	“Nine, looking for a topic, so it's not awkward, it's usually awkward at first but after a while it will be easy to communicate.”
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181	Interviewer	:	“Are there any perception you experience while speaking that we have not covered?”
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182	Female Student	:	“Ten, nothing.”

Student H

183	Interviewer	:	“What is your opinion about, ‘Grammar is still important in spoken English’?”
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184	Female Student	:	“The first question, ‘What is your opinion about grammar is still important in spoken English?’ <i>aa</i> actually I agree with that and actually I heard that if we talk in English if we speak in English <i>aa</i> without grammar but good pronunciation, so it’s good. Other people will understand us even <i>aa</i> if we use a bad a grammar, but if we speak English with good grammar and <i>aa</i> bad pronunciation so other people <i>a</i> will not understand us. So, I mean <i>aa</i> grammar in spoken English is important, but if we don’t have good pronunciation, other people will will not understand what we are talking about, so that’s what I thought. I hope you understand.”

185	Interviewer	:	“How do you describe these pictures?”
186	Female Student	:	“Second question, what ‘How do you describe these pictures?’ <i>a</i> begin with the the left picture <i>aa</i> there is a goose, then the goose <i>aaa</i> in the water or river, he eat <i>aa</i> looky look for <i>aa</i> food and then a fish jump and the goose <i>emm</i> catch the fish and then it it catch a few fish. Then, the next picture is there are <i>aa</i> child maybe or an old woman, they are on the boat in the river <i>a</i> maybe or in on the lake then <i>aa</i> raining?, then they are <i>a</i> in the same boat and the child holding other boat <i>aa</i> became umbrella and then the old man is rowing? rowing. Then, the last picture, so they they they're are <i>aa</i> teenager maybe and then an old man, they are boxing maybe then <i>aa</i> the old man punched the teenager so the teenager has hole <i>aa</i> on his belly maybe. That’s that’s what I can describe, sorry.”
187	Interviewer	:	“What is the definition of ‘Speaking Style’?”
188	Female Student	:	“So, the last ‘What is the define definition of speaking style?’ so <i>aa</i> I searching in the internet and based on internet speaking style is a set of properties by which you can link speech to a certain communicative situation, the situation is multi-dimensional contents include news, poem, dialog etc., speaker include habits, personality etc. and situation include distance, noise, room size room size, etc.”
189	Interviewer	:	“What do you focus on/emphasize when speaking? Why?”
190	Female Student	:	“ <i>Bismillahirrahmanirrahim</i> , <i>aa</i> number one. ‘What I focus on while speaking?’ So, while speaking I focus on my information that I want to tell others and <i>aa</i> my

		vocabularies that I know I mean like if I tell other my information with my vocabularies that that I know and they will understand and I will tell them information easily.”
191	Interviewer	: “How do you convince others?”
192	Female Student	: “Number two, ‘How I convince other?’ <i>em</i> I think I convince other with my expression <i>a</i> I mean like if I tell others with if I tell others <i>a</i> maybe sad information then my expression <i>a</i> my expression on my face <i>a</i> will be like sad and then if I tell them <i>aa</i> formal information then my face my face will being will be being serious, that’s what I mean.”
193	Interviewer	: “How do you interact with others?”
194	Female Student	: “And then, number three, ‘How I interact with others?’ <i>emm</i> maybe it based on with whom I interact, if I interact with my friend, then I will be being like <i>emm</i> funny or powerful and then if I interact with older people older people, I will be like <i>emm</i> more polite or more formal, like that.”
195	Interviewer	: “What makes you comfortable while speaking?”
196	Female Student	: “Number four, ‘What makes I comfortable while speaking?’ and what I what make I comfortable while speaking is the information that I want to tell others and the information is easy I mean like the vocabulary of the information is <i>a</i> that I know <i>aa</i> and then I talk with same age as me or younger people because with them I don’t have to be more polite <i>a</i> I mean if I have to if I talk to older people then I will have to be more polite.”
197	Interviewer	: “What is your style/habit that you realize while speaking?”

198	Female Student	:	“Number five, ‘What is your habit of style you realize when while speaking?’ So, I think I use more word like ‘like’ or if I confuse, I will say like ‘ <i>emm</i> ’ like that.”
<hr/>			
199	Interviewer	:	“When speaking, how do you deal with words/sentences that you don’t know?”
<hr/>			
200	Female Student	:	“Number seven, ‘When speaking, how I deal with words or sentences that I don’t know?’ So, I will use the same meaning of the word or sentence that I don’t know, so I can still speaking with others even there are word or sentence that they that I don’t know.”
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201	Interviewer	:	“What do you do when you are blank while speaking?”
<hr/>			
202	Female Student	:	“Number six, ‘What do I do when I am blank while speaking?’ So, maybe I will like ris restart restart my brain, so I can think I can think <i>aa</i> more seriously with my information that I’m blank with.”
<hr/>			
203	Interviewer	:	“How do you comprehend the new sentence while speaking?”
<hr/>			
204	Female Student	:	“Number eight, ‘How do I comprehend the sentence while speaking?’ Although it’s like how I understand the sentence while I am speaking, so <i>aa</i> I think it’s <i>a</i> my brains work, I mean like if I speak or a listen to other English then it’s automatic automatically <i>aa</i> there is in my brain that I understand the word or sentence, so <i>aa</i> maybe maybe there are sometimes that I I think the Indonesian first, then I will translate to English in my brain, but <i>aa</i> it just sometime it’s time when I when I am reading, it’s like I read the the sentence then I don’t need to like a translate first Indonesian, then I understand know I read or I think in English, so then and then I just understand what I think.”

205	Interviewer	:	“What is your difficulty in speaking? How do you face them?”
206	Female Student	:	“Number nine, ‘What is my difficulty in speaking?’ <i>Emm</i> actually actually, I I don’t really I don’t really be able to speak even in Indonesian I I think that they some people thinks people said that I am a quiet person, so I I seldom speak but if I with close friend or people I will speak more. So, how I deal with my how I pass my difficult my difficulty so I just try to speak more. <i>Aa</i> , example I record my voice or I record video that <i>aa</i> shows that I am speaking or I read <i>emm</i> sentence or paragraph, so I can more speak, I mean practice my speaking.”
207	Interviewer	:	“Are there any perception you experience while speaking that we have not covered?”
208	Female Student	:	“Number ten, yes, <i>aa emm</i> ‘What is my motivation learning or studying speaking?’ so, my motivation <i>aa</i> is I want to talk with native speaker <i>aa</i> fluently or easily, so we can understand each other because <i>aa</i> I really want to talk with foreign or native speaker and I am K-poppers, so I think if I even I can speak Korean, but I learn English so so that I can speak with them especially the member of K-pop that fluent in English. That’s all, thank you.”

Appendix 9. Notes

THESIS CONSULTATION NOTES

NAME	FAJRIANNUR
SRN	170102031321
DEPARTMENT	ENGLISH EDUCATION DEPARTMENT
YEAR	2017
TITLE	COMMUNICATION STRATEGIES AND GENDER DIFFERENCES IN SPEAKING CLASS OF ENGLISH EDUCATION DEPARTMENT
ADVISOR OF CONTENTS AND RESEARCH METHODS	DRA. ANDI IRLINA, M.HUM
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	YOKKE ANDINI, S.S., M.PD



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: DRA. ANDI IRLINA, M.HUM

Dates	Notes	Signature
20/09/2021	<ul style="list-style-type: none"> • Susun background dengan baik • Previous studies jadikan sebagai rujukan di bab 1, di akhir jelaskan perbedaannya • Definition of keyterms belum jelas • Bab 2 berikan pengantar sampai communication strategies • Tambahkan perbedaan CS dan speaking style antara laki-laki dan perempuan • Ganti instrument penelitian dari test ke interview • Instrument yang digunakan bukan untuk kemampuan speaking, tapi strategi dan style dalam speaking 	
06/02/2022	<ul style="list-style-type: none"> • Keyterms tambahkan Speaking II • RQ 1 ubah menjadi “What types of CS used in EFL?” • RQ 2 perbaiki menjadi “What are the differences between male & female’s speaking style?” • R. Setting tambahkan alasan mengapa mengambil Speaking II • Finding observasi & wawancara digabung, jadikan 1 table • Codingnya cukup 1x, tapi tulis jumlahnya 	
06/04/2022	<ul style="list-style-type: none"> • Speaking style & gender differences darimananya yang mau diteliti • Speaking style pakai teori Eunson, karena lebih lengkap dan mengarah ke linguistic • Bab 4, tulis types of CSnya seperti apa dan contoh yang dikatakan siswa • Kalau tidak mau menggunakan coding, langsung ditulis saja • Langsung tulis the result, tulis kalimatnya dan analisa. Jelaskan di discussion dan hubungkan ke teori, kalau tidak sesuai teori bilang saja. 	



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: YOKKE ANDINI, S.S., M.PD

Dates	Notes	Signature
06/05/2021	<ul style="list-style-type: none"> • Penulisan bab 1 diorganisir, kutipan yang sama dijadikan 1 paragraf, dianalisa, dan berikan kesimpulan di akhir • Pengutipan previous studies sama seperti citation, berikan kesimpulan dan perbedaannya • Pastikan jangan asal mengutip teori. Usahakan mengutip dari sumber utama atau kutip kedua sumber (yang utama dan tangan kedua) • Lihat kecenderungan students di kelas speaking, karena observasinya terbatas • Daftar pustaka jangan sampai terlewat 	
11/02/2022	<ul style="list-style-type: none"> • APA 7ed. untuk citation & daftar Pustaka • Abstrak spasi 1, maks. 200 kata, past tense • Kutipan present tense, hasil laporan past tense • CS dan SS tidak perlu kapital setiap kata • SS tidak awam, pakai speaking style saja • Citation jika lebih 1 hal., tulis pp., jangan renggang • Tidak perlu judul di prev. studies, buat 1 paragraf • Bikin Batasan di keyterms, speaking II hapus • Dornyei kepanjangan, bikin table saja, diringkas dan dipaka yang digunakan penelitian saja • Intermediate dari mana • Data mentah dipindah ke lampiran • Finding pakai paragraf 	
15/06/2022	<ul style="list-style-type: none"> • Perhatikan format penulisan abstrak, samakan antara Indonesia & Inggris • Penomoran table sesuai BAB, 2.1, 2.2, dst. • Table tanpa garis vertical, kepala table harus muncul lagi jika terpotong, tidak perlu spasi 2 • Cek penomoran halaman • Keyterms harus jelas dan diberi Batasan • Menggunakan subject&object 	

CURRICULUM VITAE

I. Personal Details

Name	: Fajriannur
Place and Date Birth	: Tanjung Hanau, April 16 th 1997
Gender	: Male
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Ardiansyah, A.Md. and Mariah
Siblings	: Khairiannur, Putri Naisa Amalia, Mahira Hasna, and Naira Rumaisya

II. Formal Educational Background

2002 – 2003	: Mentaya Seberang Kindergarten (TK Mentaya Seberang)
2003 – 2007	: Elementary School 2 Mentaya Seberang (SDN 2 Mentaya Seberang)
2007 – 2009	: Elementary School 1 Pembuang Hulu (SDN 1 Pembuang Hulu)
2009 – 2012	: Islamic Junior High School Sampit (MTsN Sampit)
2012 – 2015	: Islamic Senior High School Sampit (MAN Sampit)
2015 – 2016	: Computer Technical Support Department of LPP Quantum Sampit
2017 – 2022	: English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2018 - 2021	: LiDS (Linguistic and Debating Society) Educia
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