

## APPENDICES

### Appendix 1

#### Verse Translation

*“Men are the caretakers of women, as men have been provisioned by Allah over women and tasked with supporting them financially...” ((Q.S An Nisa (4); 34)).*

## Appendix 2

## Observation Table (Language Features and Number of Utterance)

## Women's Pre Service Teachers

PST 1 (W)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Well</i> , procedure text is a text that show a process in order.  The third there are steps, steps contain, <i>aa</i> , explanation about what to do first till, <i>aa</i> , when something is done or almost done.	46	86,79%
	TQ	So that is the explanation about procedure text, easy, <i>right?</i>	1	1,88%
	Q	How are you students?	1	1,88%
	CD	<i>Let's</i> try to make a sentence from, aa, those vocabulary.  You <i>pause</i> this video for a while.	3	5,66%
	ST	-	0	0,00%
	C	Okay, <i>great</i> students.	2	3,77%
<b>TOTAL</b>			53	100,00%

PST 2 (W)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Okay</i> , this is the video for topic todays material is about what is pronoun.  If, <i>aa</i> , pronoun is followed with noun, it is called as possessive adjective.	83	90,21%
	TQ	Send the link to via to me, <i>okay?</i>	1	1,08%
	Q	You already know about subject?	3	3,26%
	CD	You can ask me <i>please</i> , in WA group or Google Classroom.	5	5,43%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			92	100,00%

PST 3 (W)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Nah, jadi yang pertama itu ada expressing gratitude atau thanking.</i>  And leave taking, <i>ee</i> , we, <i>ee</i> , learned how to show, <i>ee</i> , when we want to say goodbye to other people	63	84,00%
	TQ	The first material, there is thanking, <i>right?</i>	5	6,66%
	Q	What is it thanking and apologizing?	5	6,66%
	CD	<i>Let's saying basmallah together.</i>	2	2,66%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			75	100,00%

PST 4 (W)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Well, aa</i> , you can also <i>aa</i> with asking for a permission <i>aa</i> for example by using let me introduce myself.	47	83,92%
	TQ	<i>Nah jadi miss akan memberikan contoh percakapan dalam bentuk video, so, perhatikan baik baik ya?</i>	2	3,57%
	Q	How to introduce ourselves to others?	5	8,92%
	CD	So, <i>let's</i> check this one out.	2	3,57%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			56	100,00%

PST 5 (W)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Well</i> , if in the book there are many, <i>aa</i> , is there someone who want to read?	77	60,62%
	TQ	I will give an example again, <i>okay</i> ?	6	4,72%
	Q	Have you ever did that?	19	14,96%
	CD	<i>Please</i> take a photo of the assignment and give it to me.  So, <i>understand</i> whether the conversation here is right or wrong.	16	12,59%
	ST	-	0	0,00%
	C	<i>Excellent, good all, so cool.</i>	9	7,08%
<b>TOTAL</b>			127	100,00%

## Men Pre-Service Teachers

PST 1 (M)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Okay, aa</i> , there are three; using simple present, and using 5w plus 1H.	72	66,05%
	TQ	Oh, for the attendance you can look the description, <i>okay?</i>	22	20,18%
	Q	What is the function of caption text?	3	2,75%
	CD	<i>Let's</i> you all make the caption. You also <i>make</i> a caption.	12	11,00%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			109	100,00%

PST 2 (M)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Maybe</i> this is our first time meeting during teach in MA raudatussyuban. So <b>aa</b> before started class <b>aa</b> let me introduce myself.	97	90,65%
	TQ	Well, you already read the example of procedure text that I gave before, <i>right?</i>	1	0,93%
	Q	Yes, is there any question?	1	0,93%
	CD	<i>Please</i> you take a look of the pictures from that stuff.	8	7,47%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			107	100,00%



PST 3 (M)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Okay</i> , from the example above we can see there are some form that being the characteristic, <i>aa</i> , the suggestion's sentence.	25	47,16%
	TQ	Now, we will continue about another topic, it is suggestion, <i>okay?</i>	15	28,30%
	Q	What is suggestion?	7	13,20%
	CD	<i>Let's</i> continue.  <i>Remember</i> there are three sentence about suggestion  <i>Let's</i> read the conversation and while you read it I will also read it to make you know how to read it.  <i>Continue</i> to the explanation.	6	11,32%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			53	100,00%

PST 4 (M)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Okay</i> , next. Response expression of apologizing like <i>aa</i> 'its fine, it's okay.	4	28,57%
	TQ	-	0	0,00%
	Q	Why apologizing is important?	6	42,85
	CD	You <i>can</i> see in the PPT beside based on the expression of apology.	4	28,57%
	ST	-	0	0,00%
	C	-	0	0,00%
<b>TOTAL</b>			14	100,00%

PST 5 (M)	Language Features	Example of Utterance	Number of Utterance	Percentage
	MR/BC	-	0	0,00%
	H	<i>Well</i> we continue, <i>well</i> , here is a conversation. If, <i>ee</i> , subjective pronoun as subject that doing something, <i>like that</i> .	74	61,66%
	TQ	Repeat what I say, <i>okay</i> ?	22	18,33%
	Q	Can you guess or not what the subjective and adjective just like what I mention before?	10	8,33%
	CD	<i>Let's</i> read the conversation and while you read it I will also read it to make you know how to read it. <i>Continue</i> to the explanation.	11	9,16%
	ST	-	0	0,00%
	C	<i>Nah dari pecakapan ini ada yang mengandung kata subjektif dan objektif pronoun. Ada yang bisa tebak nggak? Kata apa subjektif satu aja satu subjektif dan satu objektif. Yang seperti bapak sebutkan contohnya tadi di awal. Ada yg, kalau ada yang bisa tebak keren. Okey great, kalau ada yang bisa tebak, bagus.</i>	3	2,50%
<b>TOTAL</b>			120	100,00%

## Appendix 3

## Observation Table (Instrument)

## Language Features and Its Functions of Women Pre-Service Teachers' Utterances

Hedges and Its Functions of Women Pre-Service Teachers' Utterances			
No.	Hedges	The sentences	The Functions
1	V.1	<p>a. <b>Alright</b>, my name is R and you can call me miss S. <b>Alright</b>, in this video, I will teach you about procedure text.</p> <p>b. <b>Alright</b>, before we go to the explanation, I have some vocabularies for you.</p> <p>c. <b>Well</b>, the vocabulary are cup, boiling, plate, peel, ingredient, bowl, teaspoon, add, and recipe.</p> <p>d. <b>Alright</b>, now, I'll give you 30 seconds, just, <b>aa</b>, let's try to make a sentence from, <b>aa</b>, those vocabulary.</p> <p>e. <b>Alright</b>, begin now.</p> <p>f. <b>Okay</b>, great students. <b>Well</b>, so, there are some examples that you can make from previous vocabulary.</p> <p>g. <b>Alright</b>, great.</p> <p>h. You pause this video for a while and then <b>aa</b>, according to your opinion what are the characteristic from procedure text in this.</p> <p>i. <b>Well</b>, so, from that text, the characteristic from that text are: How to, First of all, after that, next, then, and finally.</p> <p>j. <b>Alright</b>, <b>well</b>, now we go to the explanation of procedure text.</p> <p>k. <b>Well</b>, procedure text is a text</p>	<p>a. To begin a topic and switch an explanation.</p> <p>b. To switch an explanation.</p> <p>c. To switch an explanation.</p> <p>d. To switch an explanation. And then the hedge 'aa' is some pause to think.</p> <p>e. To switch an explanation.</p> <p>f. To switch an explanation.</p> <p>g. To switch an explanation.</p> <p>h. To give some pause to think.</p> <p>i. To switch an explanation.</p> <p>j. To switch an explanation and then to give some pause to think.</p> <p>k. To switch an explanation.</p>

	<p><i>that shows a process in order.</i></p> <p>l. <i>Well, for the characteristic from the procedure text, the generic structure, of the text, the text procedure there are three, the first is goal that is the purpose that <b>usually</b> written in the title.</i></p> <p>m. <i>Alright, and this is <b>uhm</b> the characteristic or the language features of the text procedure.</i></p> <p>n. <i>Well, procedure text <b>usually</b> contains of three, just what I said before there is a goal.</i></p> <p>o. <i>Goal <b>usually</b> contains about, <b>aa</b>, statement about what to make.</i></p> <p>p. <i>There is, material or ingredients that <b>usually</b> contains about what are the materials and ingredients from something that will <b>uhm</b>, tell, in that procedure text.</i></p> <p>q. <i>The third there are <b>aa</b> steps, steps contain, <b>aa</b>, explanation about what to do first till, <b>aa</b>, when something is done or almost done.</i></p> <p>r. <i>Usually, we find two kinds of procedure text in life.</i></p> <p>s. <i>The one with the form of paragraph just like in the beginning, <b>well</b>, if the form is like that, you have to pay attention more whether in one, in the text there is, <b>uhm</b>, some of keywords of procedure text.</i></p> <p>t. <i>You can <b>clearly</b> see if it is a procedure text because <b>usually</b>, <b>aa</b>, the text already written <b>clearly</b> for example how to make spaghetti.</i></p> <p>u. <i>Well, so that is the explanation about procedure text.</i></p>	<p>l. 'Well' is to switch an explanation. 'Usually' is to give some pause to think.</p> <p>m. 'Alright' is to switch an explanation. 'Uhm' is to give some pause to think.</p> <p>n. 'Well' is to switch an explanation. 'Usually' is to give some pause to think.</p> <p>o. 'Usually' is to avoid personal responsibility and 'aa' is to give some pause to think.</p> <p>p. 'Usually' is to avoid personal responsibility and 'uhm' is to give some pause to think.</p> <p>q. To give some pause to think.</p> <p>r. To avoid personal responsibility.</p> <p>s. The hedge 'well' is to switch an explanation and 'uhm' is to give some pause to think.</p> <p>t. 'Clearly' and 'usually' are to avoid personal responsibility and then 'aa' is to give some pause to think.</p> <p>u. To switch an explanation.</p>
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		<p>v. <i>The purpose of procedure text is to tell someone about how to do something or how to create or make something, <b>just like that.</b></i></p> <p>w. <i><b>Alright</b>, now, <b>aa</b>, it is the time for you to do your homework or your task.</i></p> <p>x. <i>I already explain that <b>mhm</b>, answer in this video and you can read on your books also.</i></p> <p>y. <i><b>Well</b>, so the first assignment, lets write what is the meaning of procedure text, and second is, what is the purpose of procedure text. Just two, <b>aa</b>, essay for you.</i></p> <p>z. <i><b>Alright</b>, now, <b>aa</b>, it is the end of this video, I hope you understand and enjoy this video <b>aa</b> and don't forget to learn about English and you can go to abroad with English.</i></p>	<p>v. To switch an explanation.</p> <p>w. 'Alright' is to switch an explanation and 'aa' is to give some pause to think.</p> <p>x. To give some pause to think.</p> <p>y. 'Well' is to switch explanation and 'aa' is to give some pause to think.</p> <p>z. 'Well' is to switch explanation and 'aa' is to give some pause to think.</p>
2	V.2	<p>a. <i><b>Okay</b>, this is the video for topic today's material is about what is pronoun. <b>Well</b>, pronouns <b>usually</b> used when someone doesn't want to use a name on repeat.</i></p> <p>b. <i><b>Okay, Okay</b>, next slide to the, what is function of pronouns. <b>Well</b>, for example the noun is a name of a person, or the noun is the name of cat.</i></p> <p>c. <i><b>Well</b>, the substitute for cat is its. <b>Well</b>, for example the noun is a name of a person for example Ahmad.</i></p> <p>d. <i><b>Okay</b> next, after I explain about definitions and function for pronoun I want to, I want to explain about kinds, kinds of pronouns.</i></p> <p>e. <i>The first, <b>mhm</b>, there are three</i></p>	<p>a. 'Okay' and 'Well' are to switch an explanation and 'usually' is to avoid personal responsibility.</p> <p>b. The first 'okay' is to switch an explanation, the second 'okay' is to give some pause to think. 'Well' is to switch an explanation.</p> <p>c. To switch an explanation.</p> <p>d. To switch an explanation.</p> <p>e. 'Mhm' is to give some pause to</p>

	<p>points, the first personal pronouns, the second, possessive and the third is reflective. <b>Okay</b> Personal pronoun is about the first pronoun.</p> <p>f. <b>Okay</b> next to the, <b>okay</b>. personal pronoun, <b>ee</b>, the first pronoun. <b>Well</b>, the position of a subject <b>usually</b> in front of a sentence.</p> <p>g. <b>Okay</b>, subject as, pronoun as subject are I, you, we, they, she, he, and it. That usually used when introducing about talking yourself, about, <b>ee</b>, in, <b>usually</b> in story, pronoun often used as subject.</p> <p>h. <b>Okay</b> next, to the second points about pronouns as object. <b>Okay</b> object, object in here, <b>ee</b>, the meaning is as the target of subject. The example <b>okay</b>, this, this use the subject and object pronoun. <b>Well</b>, here 'her' is as object pronoun.</p> <p>i. <b>Okay</b> next, <b>ee</b>, before, there is, <b>aa</b>, pronoun is divided into personal pronoun and possessive. <b>Well</b>, here we will discuss about possessive. Possessive, <b>ee</b>, after possessive pronoun there is an adjective, <b>well</b>, it is call possessive adjective.</p> <p>j. <b>Well</b>, book it is noun. <b>Well</b>, before, it was called as, <b>aa</b>, what is it, the pronoun pronoun is called as possessive adjective? As the example: 'I do my homework' <b>well</b>, I do my homework.</p> <p>k. <b>Well</b>, my homework is, there are the words 'my', and 'homework', homework as a noun. <b>Well</b>, next to the possessive pronoun.</p>	<p>think. 'Okay' is to switch an explanation.</p> <p>f. The first 'Okay' is to switch an explanation. The second 'okay' and 'ee' is to give some pause to think.</p> <p>g. 'Okay' is to switch an explanation and 'ee' is to give some pause to think. 'Usually' is to avoid personal responsibility.</p> <p>h. The first and the second 'okay' and 'well' is to switch an explanation. 'Ee' and the third 'okay' is to give some pause to think.</p> <p>i. 'Okay' and 'well' are to switch an explanation. 'Ee' and 'aa' are to give some pause to think.</p> <p>j. The first and the second 'well' are to switch an explanation. 'Aa' and the third 'well' is to give some pause to think.</p> <p>k. To switch an explanation.</p>
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	<p>l. <b>Well</b>, it is not followed by noun, while possessive adjective followed by noun. <b>Okay, mhm</b>, next to the next slide.</p> <p>m. <b>Okay</b>. This is the last kinds of pronoun about reflective pronoun. <b>Well</b>, it is, <b>ee</b>, the words are, myself, yourself, ourselves, themselves, herself, himself, and itself.</p> <p>n. <b>Okay</b>, from, <b>ee</b>, myself, yourself, it is singular. Himself, herself and itself is also singular, it is, <b>ee</b>, what it called, not plural. <b>Well</b>, while ourselves and themselves those are plural.</p> <p>o. <b>Okay</b> next, the last, <b>mhm</b>, slide, for example about pronoun as subject, as object, possessive adjective, as possessive pronoun and the last is reflective pronoun.</p> <p>p. <b>Okay, aa</b>, Let's start from, as subject. The, for example, as, for example pronoun as subject, <b>aa</b>, is I bring my laptop.</p> <p>q. <b>Well</b>, here is already clear, <b>well</b>, here the subject is 'I'. <b>Well</b>, here is so clear the word with bold is 'he'. <b>Well</b>, he is as a subject pronoun. <b>Well</b>, me is as an object pronoun.</p> <p>r. <b>Well</b>, the second example for 'Ahmad told us to study hard'. <b>Well</b>, here Ahmad told us, the word 'us' is bold because it is as an object pronoun. <b>Okay</b>, next to possessive adjective, the, first example is 'I love my cat'. <b>Well</b>, 'my cat' is bolded.</p> <p>s. <b>Okay</b> the second example is 'its fur is white'. <b>Well</b>, here is already explained that 'its fur' is written in bold. If, <b>aa</b>, pronoun is followed with noun,</p>	<p>l. 'Okay' is to switch an explanation. 'Mhm' is to give some pause to think.</p> <p>m. 'Okay' and 'well' are to switch an explanation. 'Ee' is to give some pause to think.</p> <p>n. 'Okay' and 'well' are to switch an explanation. 'Ee' is to give some pause to think.</p> <p>o. 'Okay' is to switch an explanation. 'Mhm' is to give some pause to think.</p> <p>p. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>q. The first, third, fourth and fifth 'well' are to switch an explanation. The second 'well' is to give some pause to think.</p> <p>r. To switch an explanation.</p> <p>s. 'Okay' and 'well' are to switch an explanation. 'Aa' is to give some pause to think.</p>
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		<p>it is called as possessive adjective.</p> <p>t. <b>Okay</b>, next to the possessive pronoun, possessive pronoun, <b>aa</b>, is the possessive where in the end of <b>aa</b> sentence there is, <b>ee</b>, what, example.</p> <p>u. <b>Okay</b>, the first example for possessive pronoun about 'this book is mine'. <b>Well</b>, mine is written in bold.</p> <p>v. <b>Well</b>, 'theirs' is written in bold because it is possessive pronoun. <b>Well</b>, yourself as reflective pronoun.</p> <p>w. You can do, <b>aa</b>, your homework by yourself. <b>Well</b>, yourself is as reflective pronoun.</p> <p>x. <b>Okay</b>, thank you for your kind attention and thank you for your watch and listen my video. <b>Mhm</b>, I hope you all understand with that explanation.</p> <p>y. <b>Okay</b>, and the last I want to give you assignment. <b>I mean</b> you can, <b>uhm</b> no no no, <b>I mean</b> you can make example of all of the kinds of pronoun that already, <b>ee</b>, explained.</p> <p>z. <b>Well</b>, you can make it and <b>ee</b>, upload via youtube or instagram and send the link to via pm to me, okay? <b>Okay</b>, <b>okay</b>, once again. Thank you for your kind attention and see you later.</p>	<p>t. 'Okay' is to switch an explanation. 'Aa' and 'ee' is to give some pause to think.</p> <p>u. 'Okay' and 'well' are to switch an explanation.</p> <p>v. To switch an explanation.</p> <p>w. 'Aa' is to give some pause to think. 'Well' is to switch an explanation.</p> <p>x. To switch an explanation.</p> <p>y. 'Okay' is to switch an explanation. 'Uhm' and 'ee' is to give some pause to think.</p> <p>z. 'Well' and the first 'okay' is to switch an explanation. 'Ee' and the second 'okay' are to give some pause to think.</p>
3	V.3	<p>a. <b>Okay</b>, so, <b>aa</b>, before we start our lesson today, let's saying basmallah together. <b>Well</b>, so we are going to learn about thanking and apologizing.</p> <p>b. <b>Well</b>, so thanking and apologizing is the next material from the previous material.</p>	<p>a. 'Okay' and 'well' are to switch an explanation. 'Aa' is to give some pause to think.</p> <p>b. To switch an explanation.</p>

	<p><i>Well, in greeting we learned about how to greet someone.</i></p> <p>c. <i>And leave taking, ee, we, ee, learned how to show, ee, when we want to say goodbye to other people.</i></p> <p>d. <i>Well, if thanking and apologizing is our way to show gratitude or the feeling, aa, of our regret to other people or our family.</i></p> <p>e. <i>Nah, jadi yang pertama itu ada expressing gratitude atau thanking, so, thanking is our way to show our gratitude to our friend or other people.</i></p> <p>f. <i>Well, how is our way to show gratitude in English? Well, first there is expressing gratitude or thanking.</i></p> <p>g. <i>Thanks for helping me, ee, thank you for your help. Well, and then, ee, responding to thanking, our way to respond when someone thank to us, the first we can say is, ee, 'you're welcome', and then 'don't mention it, ee, and then 'no problem'. Well, that's it.</i></p> <p>h. <i>So, aa, I hope you understand, okay? Well, from that way, usually we use 'thank you'.</i></p> <p>i. <i>Well, so that's it I hope you can understand. Okay, next we will discuss about apologizing.</i></p> <p>j. <i>Well, if thanking is our way to thank someone. Well, in apologizing we show our regret, ee, want to say sorry. Well, want to say sorry to our friend.</i></p> <p>k. <i>Well, how to show, aa, apologizing in English?</i></p> <p>l. <i>Well, so, first, we can say 'sorry', and then 'I'm so sorry',</i></p>	<p>c. To give some pause to think.</p> <p>d. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>e. 'Well' is to switch an explanation. 'Ee' is to give some pause to think.</p> <p>f. To switch an explanation.</p> <p>g. 'Well' is to switch an explanation. 'Ee' is to give some pause to think.</p> <p>h. 'Aa' is to give some pause to think. 'Well' is to switch an explanation. 'Usually' is to avoid personal responsibility.</p> <p>i. To switch an explanation.</p> <p>j. 'Well' is to switch an explanation. 'Ee' is to give some pause to think.</p> <p>k. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>l. 'Well' is to switch an explanation. 'Ee' is to give some pause to think.</p>
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	<p><i>ee, 'I'm really sorry'.</i></p> <p>m. <i>Well, uhm, I have done a mistake, aa, then we can also say 'I apologize'.</i></p> <p>n. <i>Well, that's, ee, the meaning is I'm sorry and then also 'please accept my apology'.</i></p> <p>o. <i>That is more, ee, polite. Well, we can say it with, uhm, say 'please accept my apology'.</i></p> <p>p. <i>Please, ee, accept, ee, my apology, well, okay. And then how is the way to respond, what, aa, how is our way to respond it? Well, also 'forget it'.</i></p> <p>q. <i>It, aa, there is also 'don't apologize', and then 'it doesn't matter'. Well, and then you can answer it with 'worry about it'.</i></p> <p>r. <i>Well, its meaning is we don't have to worry about that thing, understand, right?</i></p> <p>s. <i>Well, so apologizing is our way to show aa our regret, aa, the feeling of regret that make us want to say sorry to someone.</i></p> <p>t. <i>Well, we can say it with say 'sorry'. Well, like that, okay?</i></p> <p>u. <i>Well, ee, maybe that's what I can explain, ee, later I will give an assignment, multiple choice for you all, ee, to know your understanding about thanking and apologizing.</i></p> <p>v. <i>Okay, ee, that's all for today.</i></p> <p>w. <i>Okay, once again thank you for your attention.</i></p>	<p>m. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>n. 'Well' is to switch an explanation. 'Ee' is to give some pause to think.</p> <p>o. 'Well' is to switch an explanation. 'Ee' and 'Uhm' are to give some pause to think.</p> <p>p. To give some pause to think. The second 'well' is to switch an explanation.</p> <p>q. 'Aa' is to give some pause to think. 'Well' is to switch an explanation.</p> <p>r. To switch an explanation.</p> <p>s. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>t. To switch an explanation.</p> <p>u. 'Well' is to switch an explanation. 'Ee' is to give some pause to think. 'Maybe' is to avoid personal responsibility.</p> <p>v. 'Okay' is to switch an explanation. 'Ee' is to give some pause to think.</p> <p>w. To switch an explanation.</p>
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4	V.4	<p>a. <b>Well</b> <i>assalamualaikum wr wb.</i></p> <p>b. <b>Aa</b> <i>I hope you all fine in your home.</i></p> <p>c. So, <b>uhm</b>, <i>today, I will explain about how to introducing yourself.</i></p> <p>d. <b>Well, aa</b>, <i>because our today's topic is about introduction.</i></p> <p>e. <b>Well, uhm</b>, <i>my name is RN.</i></p> <p>f. So, <b>aa</b>, <i>you can call me with miss I.</i></p> <p>g. <b>Uhm</b>, <i>the last my hobby is photography</i></p> <p>h. <b>Okay</b>, <i>thank you.</i></p> <p>i. <b>Uhm</b>, <i>are you ready for this lesson today?</i></p> <p>j. <b>Well, well</b>, <i>how to introduce ourselves to others?</i></p> <p>k. <b>Well</b>, <i>so what you have to do first is uhm, my name is.</i></p> <p>l. <b>Well, aa</b>, <i>you can also aa with asking for a permission aa for example by using let me introduce myself.</i></p> <p>m. <b>Well</b>, <i>you also can say with aa may I introduce myself?</i></p> <p>n. <b>Well</b>, <i>like that aa our way in introducing ourselves to others.</i></p> <p>o. <b>Well</b>, <i>I will give example of conversation in the form of video, pay attention to it, okay?</i></p> <p>p. <b>Okay</b>, <i>next we will aa discuss how is the way to respond someone who introduce themselves.</i></p> <p>q. <b>Aa</b> <i>from others to us. Well, after</i></p>	<p>a. To begin a topic.</p> <p>b. To give some pause to think.</p> <p>c. To give some pause to think.</p> <p>d. 'Well' is to witch an explanation. 'Aa' is to give some pause to think.</p> <p>e. 'Well' is to witch an explanation. 'Aa' is to give some pause to think.</p> <p>f. To give some pause to think.</p> <p>g. To give some pause to think.</p> <p>h. To begin a topic.</p> <p>i. To give some pause to think.</p> <p>j. The first 'well' is to switch an explanation. The second 'well' is to give some pause to think.</p> <p>k. 'Well' is to switch an explanation. 'Uhm' is to give some pause to think.</p> <p>l. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>m. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>n. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>o. To switch an explanation.</p> <p>p. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>q. 'Aa' is to give some pause to</p>
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		<p><i>checking the video, we know <b>especially</b> you all what we should say to respond your friend that is introducing themselves to you?</i></p> <p>r. <i><b>Well</b>, you all can <b>uhm</b> mention yourname just like what in the example <b>aa</b> in the previous video just like what I have explained.</i></p> <p>s. <i><b>Well</b>, the example is like <b>uhm</b> hi, I am 'I', <b>aa</b>, my name is RN, <b>like that</b>.</i></p> <p>t. <i>You can also say <b>aa</b> nice to meet you or how do you do.</i></p> <p>u. <i><b>Well</b>, it is if you just meet with friend or someone that is in the same age as you.</i></p> <p>v. <i><b>Alright</b>, <b>uhm</b> can you understand from my explanation?</i></p> <p>w. <i><b>Well</b>, if there is something you don't understand <b>aa</b> or there is something you want to ask.</i></p> <p>x. <i>I will make <b>aa</b> question list.</i></p> <p>y. <i><b>Well</b> everyone, <b>uhm</b> <b>I think</b> enough for today. I hope what I explain <b>ee</b> can be beneficial and can be practiced by you all in a real life.</i></p>	<p>think. 'Well' is to switch an explanation. 'Usually' is to avoid personal responsibility.</p> <p>r. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>s. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>t. To give some pause to think.</p> <p>u. To switch an explanation.</p> <p>v. 'Alright' is to switch an explanation. 'Uhm' is to give some pause to think.</p> <p>w. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>x. To give some pause to think.</p> <p>y. 'Well' is to switch an explanation. 'Uhm' and 'ee' are to give some pause to think. 'I think' is to avoid personal responsibility.</p>
5	V.5	<p>a. <i><b>Okay</b>, before we start our lesson today let's say basmalah together. Let me check your attendance, <b>aa</b>, but I will check it, let's type it in, <b>aa</b>, the comment.</i></p> <p>b. <i>Before we start the lesson, <b>aa</b>, I want to ask, have you, <b>aa</b>, ever made, <b>aa</b>, birthday party? <b>Ee</b>, <b>okay</b>, <b>aa</b>, wait. <b>Well</b>, today's topic is inviting accepting and declining invitation.</i></p> <p>c. <i>I have given an assignment</i></p>	<p>a. 'Okay' is to begin a topic. 'Aa' is to give some pause to think.</p> <p>b. 'Aa' is to give some pause to think. 'Well' is to switch an explanation.</p> <p>c. To give some pause to think.</p>

	<p>about, <b>ee</b>, formal invitation about how to invite a friend to birthday party. I, <b>aa</b>, read, there are so many kind, that's the example.</p> <p>d. <b>Well</b> here I will explain how to ask. <b>Well</b>, there is the explanation about inviting. <b>Well</b>, we go to inviting, how to invite someone.</p> <p>e. It is about ask someone for example, <b>aa</b>, you ask, <b>aa</b>, a help to your sibling, you, <b>ee</b>, to go to the market today.</p> <p>f. <b>Well</b>, that include in inviting someone. <b>Well</b>, here is in English, inviting someone can begin with the words 'would you like to'.</p> <p>g. <b>Well</b>, if in the book there are many, <b>aa</b>, is there someone who want to read? <b>Okay</b>, there is accepting an invitation. <b>Well</b>, here is accepting an invitation.</p> <p>h. <b>Well</b>, if in this book there is also the example. <b>Well</b>, there are some ways to accept someone's invitation.</p> <p>i. <b>Well</b>, next, I will explain how to refuse an invitation, <b>aa</b>, for example we have another event when someone invite us.</p> <p>j. For example, <b>aa</b> for example your mother ask you to go to market but you have a class. Sorry I just ask you, <b>ee</b>, can you see the powerpoint?</p> <p>k. <b>Well</b>, here in the book there are 'I'm terribly sorry', 'I don't think I can', 'I very sorry I can't.</p> <p>l. <b>Well</b>, yesterday's assignment that I gave is the example of formal invitation, <b>aa</b>, we invite someone in a formal way. For example, <b>aa</b>, we invite someone</p>	<p>d. To switch an explanation.</p> <p>e. To give some pause to think.</p> <p>f. To switch an explanation.</p> <p>g. 'Well' and 'okay' are to switch an explanation. 'Aa' is to give some pause to think.</p> <p>h. To switch an explanation.</p> <p>i. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>j. To give some pause to think.</p> <p>k. To switch an explanation.</p> <p>l. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p>
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	<p><i>in a formal way, we can use letter.</i></p> <p>m. <b>Well</b>, for example, <b>aa</b>, another example, there is, <b>aa</b>, we, for example invite our friend to our wedding, that is a part of, <b>aa</b>, formal invitation.</p> <p>n. <i>There are, <b>aa</b>, written about what day. If we will held a birthday party, <b>aa</b>, but we do not write the place.</i></p> <p>o. <i>For example, <b>aa</b>, 'hi, Nadia, let's watch a movie. Nadia says 'what time?', <b>aa</b>, 'at 7 o'clock'. It also can be, <b>aa</b>, if we accept the invitation 'I would', <b>aa</b>, 'yes, certainly I will come', <b>like that</b>. If we can't accept the invitation from, <b>aa</b>, nadia for example being invited to cinema.</i></p> <p>p. <b>Well</b>, next, there is a conversation between Rudi and Maya.</p> <p>q. <b>Well</b>, I will give an example again, okay? <b>Well</b>, I will give an example how to read it. <b>Well</b>, that is the way to read it. <b>Well</b>, this one, who want to become Afif. <b>Well</b>, this is one of the example how we invite our friend.</p> <p>r. <b>Well</b>, if Ludi and Maya, Ludi ask Maya to watch a movie. <b>Well</b>, this is one of the examples to inviting someone in English.</p> <p>s. <b>Well</b>, the next example, Sheila and afif, Sheila invite Afif with, <b>ee</b>, held a party in her house. <b>Well</b>, there is already an example how to refuse or accept someone's invitation in informal way.</p> <p>t. <b>Well</b>, yesterday I already give the example, <b>ee</b>, the formal invitation. <b>Okay</b>, the letter that</p>	<p>m. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>n. To give some pause to think.</p> <p>o. To give some pause to think.</p> <p>p. To switch an explanation.</p> <p>q. To switch an explanation.</p> <p>r. To switch an explanation.</p> <p>s. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>t. The first 'well' is to switch an explanation. 'Ee', 'aa' and the second 'well' is to give some time</p>
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	<p><i>you have made is good, cool, good job. <b>Aa, well</b>, next is assignment.</i></p> <p>u. <i>This is the google form, <b>well</b>, there is in google form, <b>aa</b>, I explain what is the assignment. <b>Well</b>, the assignment is in page 28, you can open your book.</i></p> <p>v. <i><b>Well</b>, fulfill the name, class, <b>well</b>, there is 'add file', please take a photo of the assignment and give it to me. Send to google form, <b>aa</b>, you don't have to collect it in library anymore.</i></p> <p>w. <i>I will ask a question again, <b>aa</b>, how is one of the example if we can accept our friends invitation? If we, <b>aa</b>, refuse, refuse our friends' invitation, how is it?</i></p> <p>x. <i><b>Well</b>, thank you for all of your attention. I'm sorry if there is any mistake, <b>aa</b>, as long as I teach here.</i></p> <p>y. <i>I hope the knowledge will be useful, <b>aa</b>, I hope what we dreamed of will be achieved. Success, <b>aa</b>, for your life. Don't give up in studying, <b>aa</b>, is there any question? The assignment is, answer five question, true or false, <b>ee</b>, page 27.</i></p> <p>z. <i><b>Well</b>, please collect it in google form, okay?</i></p>	<p>to think.</p> <p>u. The first 'well' and 'aa' are to give some time to think. The second 'well' is to switch an explanation.</p> <p>v. The first 'well' is to switch an explanation. The second 'well' and 'aa' is to give some pause to think.</p> <p>w. To give some pause to think.</p> <p>x. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>y. To give some pause to think.</p> <p>z. To switch an explanation.</p>
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No.	Tag Question	The sentences	The Functions
1	V.1	<i>a. Well, so that is the explanation about procedure text, easy, <b>right?</b></i>	a. To strengthen statement and verify students' understanding.
2	V.2	<i>a. Upload via youtube or instagram and send the link to via pm to me, <b>okay?</b></i>	a. To strengthen statement.
3	V.3	<i>a. So, aa, I hope you understand, <b>okay?</b> b. So I will repeat, the first material, there is thanking, <b>right?</b> c. Well, so that's it I hope you can understand, <b>okay?</b> d. Well, its meaning is we don't have to worry about that thing, understand, <b>right?</b> e. Well, like that, <b>okay?</b></i>	a. To strengthen statement. b. To strengthen statement. c. To strengthen statement and verify students' understanding. d. To strengthen statement and verify students' understanding. e. To strengthen statement and verify students' understanding.
4	V.4	<i>a. Nah, jadi miss akan memberikan contoh percakapan dalam bentuk video, so, perhatikan baik baik, <b>ya?</b> b. Well, if there is something you don't understand aa or there is something you want to ask, After this we can discuss in wa group, <b>okay?</b></i>	a. To strengthen statement. b. To strengthen statement.
5	V.5	<i>a. Let's fulfill the attendance, <b>okay?</b> b. You can see there, you can see there, <b>okay?</b> c. Let's fulfill the attendance, <b>okay?</b> d. Let's open the book, <b>okay?</b> e. Well, I will give an example again, <b>okay?</b> f. Well, please collect it in google form, <b>okay?</b></i>	a. To strengthen statement. b. To strengthen statement. c. To strengthen statement. d. To strengthen statement. e. To strengthen statement. f. To strengthen statement.

Question and Its Functions of Women Pre-Service Teachers' Utterances			
No.	Question	The sentences	The Functions
1	V.1	a. <i>How are you students?</i>	a. To engage students.
2	V.2	a. <i>You already know about subject?</i> b. <i>Sedangkan bentuk aslinya yaitu pronoun diikuti dengan noun. Misalnya my book, or her book, his bicycle. Nah, book itu kan noun. Nah jadi sebelumnya itu disebut dengan, aa, apasih, pronoun nya itu disebut dengan possessive adjective?</i> c. <i>The first example is 'I love my cat', well, 'my cat' is bold, why, because 'my' is as a possessive adjective while 'cat' as a noun?</i>	a. To engage students. b. To engage students. c. To engage and make students think critically.
3	V.3	a. <i>Good morning students, how are you?</i> b. <i>What is it thanking and apologizing?</i> c. <i>Well, how is our way to show gratitude in English?</i> d. <i>Well, how to show, aa, apologizing in English?</i> e. <i>How is our way to respond it?</i>	a. To engage students. b. To engage and make students think critically. c. To engage and make students think critically. d. To engage and make students think critically. e. To engage and make students think critically.
4	V.4	a. <i>How are you this morning?</i> b. <i>Uhm, are you ready for this lesson today?</i> c. <i>Well, well, how to introduce ourselves to others?</i> d. <i>What we should say to respond aa your friend that is introducing themselves to you?</i> e. <i>Alright, uhm can you understand from my explanation?</i>	a. To engage students. b. To engage students. c. To engage and make students think critically. d. To engage and make students think critically. e. To engage students.
5	V.5	a. <i>I want to ask, have you, aa, ever made, aa, birthday party?</i> b. <i>Have you done the assignment?</i>	a. To engage students. b. To engage students.

	<p>c. <i>Well, if in the book there are many, aa, is there someone who want to read?</i></p> <p>d. <i>In the book about inviting someone, is there who want to read?</i></p> <p>e. <i>Can you see the powerpoint?</i></p> <p>f. <i>Is there anyone who wants to read?</i></p> <p>g. <i>Is there who want to read?</i></p> <p>h. <i>So I will give a present for the one who want to read. Who want to read?</i></p> <p>i. <i>Who is your name?</i></p> <p>j. <i>Who's become ludi?</i></p> <p>k. <i>Well, this one, who want to become Afif, I become Sheila. you will also get the gift, come on, who?</i></p> <p>l. <i>What is your name</i></p> <p>m. <i>Aa, well, next is assignment. Is there already in google form?</i></p> <p>n. <i>So, I will ask a question again, aa, how is one of the example if we can accept our friends invitation?</i></p> <p>o. <i>Is there who want to give an example?</i></p> <p>p. <i>Yes, what's another example?</i></p> <p>q. <i>If for example, if we, aa, refuse, refuse our friends' invitation, how is it?</i></p> <p>r. <i>Is there any question?</i></p> <p>s. <i>Is there any question?</i></p>	<p>c. To engage students.</p> <p>d. To engage students.</p> <p>e. To engage students.</p> <p>f. To engage students.</p> <p>g. To engage students.</p> <p>h. To engage students.</p> <p>i. To engage students.</p> <p>j. To engage students.</p> <p>k. To engage students.</p> <p>l. To engage students.</p> <p>m. To engage and make students think critically</p> <p>n. To engage and make students think critically.</p> <p>o. To engage and make students think critically.</p> <p>p. To engage and make students think critically.</p> <p>q. To engage students.</p> <p>r. To engage students.</p> <p>s. To engage students.</p>
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Command & Directives and Its Functions of Women Pre-Service Teachers' Utterances			
No	Command & Directives	The sentences	The Functions
1	V.1	<p>a. <b>Let's</b> try to make a sentence from, aa, those vocabulary.</p> <p>b. Alright, <b>begin</b> now!</p> <p>c. <b>Let's</b> try, you pause this video for a while and then aa, according to your opinion what are the characteristic from procedure text in this.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To give command.</p> <p>c. To includes the pre-service teacher together with the students.</p>
2	V.2	<p>a. For example about pronoun as subject, as object, possessive adjective, as possessive pronoun and the last is reflective pronoun. Okay, aa, <b>Let's</b> start from, as subject.</p> <p>b. And if you don't understand, you <b>can</b> ask me please.</p> <p>c. Kamu <b>bisa</b> membuat sebuah video tentang contoh dari semua jenis pronoun yang telah, ee, saya jelaskan.</p> <p>d. I mean you <b>can</b> make example of all of the kinds of pronoun that already, ee, explained.</p> <p>e. Well, you <b>can</b> make it and ee, upload via youtube or instagram and send the link to via pm.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To give suggestion.</p> <p>c. To give suggestion.</p> <p>d. To give suggestion.</p> <p>e. To give suggestion.</p>
3	V.3	<p>a. <b>Let's</b> saying basmallah together.</p> <p>b. <b>Let's</b> say hamdalah together.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher together with the students.</p>
4	V.4	<p>a. Before that <b>let</b> me introduce myself first.</p> <p>b. So, <b>let's</b> check this one out.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher together with the students.</p>
5	V.5	<p>a. Okay, before we start our lesson today <b>let's</b> say basmalah together.</p> <p>b. <b>Let's</b> type it in, aa, the</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher</p>

	<p><i>comment.</i></p> <p>c. <b>Let's</b> fulfill the attendance, okay?</p> <p>d. You <b>may</b> say following expressions, you <b>can</b> see in page 27.</p> <p>e. <b>Let's</b> fulfill the attendance, okay?</p> <p>f. <b>Let's</b> open the book, okay?</p> <p>g. You <b>can</b> take the gift tomorrow because tomorrow is the last day I come to the school.</p> <p>h. <b>Let's</b> read.</p> <p>i. <b>Let's'</b> fulfill the attendance, okay?</p> <p>j. You <b>can</b> open your book.</p> <p>k. Well, <b>fulfill</b> the name, class, well, there is 'add file'.</p> <p>l. <b>Please</b> take a photo of the assignment and give it to me.</p> <p>m. <b>Send</b> to google form, aa, you don't have to collect it in library anymore.</p> <p>n. Well, <b>please</b> collect it in google form, okay?</p> <p>o. For students that have read what I ask, <b>please</b> take the gift tomorrow.</p>	<p>together with the students.</p> <p>c. To includes the pre-service teacher together with the students.</p> <p>d. To give suggestion.</p> <p>e. To includes the pre-service teacher together with the students.</p> <p>f. To includes the pre-service teacher together with the students.</p> <p>g. To give suggestion.</p> <p>h. To includes the pre-service teacher together with the students.</p> <p>i. To includes the pre-service teacher together with the students.</p> <p>j. To give suggestion.</p> <p>k. To give command.</p> <p>l. To give command.</p> <p>m. To give command.</p> <p>n. To give command.</p> <p>o. To give command.</p>
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No.	Compliment	The sentences	The Functions
1	V.1	<p>a. <i>I'll give you 30 seconds, just, aa, let's try to make a sentence from, aa, those vocabulary. Alright, begin now. Okay, <b>great</b> students.</i></p> <p>b. <i>This is the recipe of how to make lemon soup. Alright, <b>great</b>.</i></p>	<p>a. To increase solidarity and express admiration.</p> <p>b. To increase solidarity and express admiration.</p>
2	V.2	-	
3	V.3	-	
4	V.4	-	
5	V.5	<p>a. <i>Yesterday we already learned, I have given an assignment about, ee, formal invitation about how to invite a friend to birthday party. Have you done the assignment? <b>Excellent, good all, so cool</b> aa the letter.</i></p> <p>b. <i>Let's read. Read. Alright, <b>excellent</b>.</i></p> <p>c. <i>Thank you Radiati, <b>nice, good job</b>.</i></p> <p>d. <i>Oke, surat yang sudah kalian buat, bagus-bagus suratnya. <b>Keren, good job</b>.</i></p> <p>e. <i>Yes, what's another example? Yes, correct, <b>excellent</b>.</i></p>	<p>a. To increase solidarity and express admiration.</p> <p>b. To increase solidarity and express admiration.</p> <p>c. To increase solidarity and express admiration.</p> <p>d. To increase solidarity and express admiration.</p> <p>e. To increase solidarity and express admiration.</p>

## Language Features and Its Functions of Men Pre-Service Teachers' Utterances

Table 1			
Hedges and Its Functions of Men Pre-Service Teachers' Utterances			
No.	Hedges	The sentences	The Functions
1	V.1	<p>a. <i>I'm also good here, <b>aa</b>, okay. Today, <b>aa</b>, we will discuss about caption text. The description below, <b>aa</b>, you just click the description and later there is a link.</i></p> <p>b. <b>Okay</b>, continue.</p> <p>c. <i>The function of caption text is to tell reader or viewer. <b>Aa</b>, what is happening in video or picture of graphic.</i></p> <p>d. <b>Okay</b>, we continue, okay? <i>We continue, <b>okay</b>, <b>well</b> here are the examples of infographic style, okay?</i></p> <p>e. <i>The first in the left side, <b>aa</b>, there is a man sits on the stone, <b>like that</b>.</i></p> <p>f. <b>Well</b>, here we can see that there is a quote like that. <b>Okay</b>, we continue about instagram post in the right side.</p> <p>g. <i>Here is a man with white and grey shirt, he wrote in the caption, <b>aa</b>, about senior high school students, how he love about his senior high school periode, like that. Still happy with his friend, <b>like that</b>.</i></p> <p>h. <b>Well</b>, here we can see that the caption is in the form of quote. <b>Okay</b>, continue.</p> <p>i. <i>Here is a man, <b>aa</b>, he sits on the boat, <b>like that</b>, at river, <b>aa</b>, and the caption is</i></p>	<p>a. To give some pause to think.</p> <p>b. To switch an explanation.</p> <p>c. To give some pause to think.</p> <p>d. The first 'okay' is to switch an explanation. The second 'okay' and 'well' is to give some pause to think.</p> <p>e. 'Aa' is to give some pause to think. 'Like that' is to switch an explanation.</p> <p>f. To switch an explanation.</p> <p>g. 'Aa' is to give some pause to think. 'Like that' is to switch an explanation.</p> <p>h. To switch an explanation.</p> <p>i. To give some pause to think. 'Like that' is to switch an explanation.</p>

		<p><i>in the form, <b>aa</b>, summary. <b>like that.</b></i></p> <p><i>j. That consist 5w, <b>like that.</b> <b>Okay</b> we can see, <b>aa</b>, the name of the market, what is it call and how is the place, <b>like that.</b> <b>Aa</b>, when does it happen is it at 8 in the morning, <b>like that</b>, okay?</i></p> <p><i>k. <b>Nah</b>, kita bisa simpulkan bahwa ini adalah summary 5 w, <b>gitu.</b></i></p> <p><i>l. Here's the caption, <b>aa</b>, <b>well</b>, here we can conclude that this is also a part of summary 5w, <b>like that.</b> Here, <b>aa</b>, we can see what happening.</i></p> <p><i>m. There is, <b>aa</b>, that woman is checking the body temperature that child and when does it happen and where, <b>like that.</b> <b>Aa</b>, where is the place is in Bangkok.</i></p> <p><i>n. <b>Okay</b>, <b>aa</b>, there are three; using simple present, using 5w plus 1H, written in complete sentence.</i></p> <p><i>o. <b>Okay</b>, yes, here is your assignment, okay? There is a girl who is pouring the coffee <b>maybe</b> or a glass of another drink, <b>like that.</b></i></p> <p><i>p. Let's you all make the caption, <b>like that.</b> The caption can be in the form of quote or summary, <b>like that.</b></i></p> <p><i>q. <b>Aa</b>, and here is the second assignment, you also make a caption, <b>aa</b>, about this picture. <b>Aa</b>, here is a view, car, etc. There is, <b>aa</b>, holding a cup of coffee,</i></p>	<p>j. 'Okay' and 'like that' are to switch an explanation. 'Aa' is to give some pause to think.</p> <p>k. To switch an explanation.</p> <p>l. 'Aa' is to give some pause to think. 'Well' and 'like that' is to switch an explanation.</p> <p>m. To give some pause to think. 'Like that' is to switch an explanation.</p> <p>n. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>o. 'Okay' is to switch an explanation. 'Maybe' is to avoid personal responsibility. 'Like that' is to switch an explanation.</p> <p>p. To switch an explanation.</p> <p>q. To give some pause to think.</p>
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		<p>okay?</p> <p>r. <b>Okay</b>, we continue again. <b>Well</b>, so your assignment is make a caption text.</p> <p>s. This is our, <b>aa</b>, the assignment, okay? <b>Aa</b>, so there are three assignment. You make a caption in your instagram about, <b>aa</b>, <b>like that</b>, okay?</p> <p>t. <b>Aa</b>, you post a photo that you take yourself. Let's make a caption, <b>like that</b>.</p> <p>u. Later, <b>aa</b>, in the caption you can tag me in instagram. In my instagram, okay? And the caption has, <b>uhm</b>, has to have 5w, okay?</p> <p>v. <b>Okay</b>, thank you, <b>aa</b>, that's all, <b>aa</b>, for the question you can check the link below.</p> <p>w. Later I will attach the link for attendance and also for the questions for who want to ask from, <b>aa</b>, today's lesson, 24 hours for the question. <b>Aa</b>, also make a caption and tag me. And the third is, <b>aa</b>, the pictures that you take by yourself. <b>Aa</b>, and this, the third assignment have to consist 5w, <b>like that</b>.</p> <p>x. <b>Okay</b>, <b>aa</b>, you should post all in instagram and tag me, okay.</p> <p>y. <b>Aa</b>, that's from me, <b>aa</b>, if there are any mistakes, I'm sorry. I hope it will be beneficial, <b>aa</b>, that's from me.</p>	<p>r. To switch an explanation.</p> <p>s. To give some pause to think and 'like that' is to switch an explanation.</p> <p>t. To give some pause to think and 'like that' is to switch an explanation.</p> <p>u. To give some pause to think.</p> <p>v. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>w. To give some pause to think and to switch an explanation.</p> <p>x. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>y. To give some pause to think.</p>
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2	V.2	<p>a. <i>Maybe this is our first time meeting during I teach in MA raudatussyuban. So <b>aa</b> before started class <b>aa</b> let me introduce myself. I'm <b>aaa</b> 21 years old.</i></p> <p>b. <i>Well, today we will talk about one of the text in English and of course I think you have seen or read this text and <b>maybe</b> some of you also follow the instruction in that text. Yes, <b>aa</b>, today we will discuss about procedure text. <b>Well</b>, before we start our class today, let's together say basmallah.</i></p> <p>c. <i>Okay, before we go to the explanation, <b>uhm</b>, I have a picture from, <b>ee</b>, some stuffs. <b>Well</b>, let's you all take a look to the pictures and identify what stuffs are they, let's you, <b>uhm</b>, guess how to use that stuffs.</i></p> <p>d. <i>Well, I will give, <b>ee</b>, some time. <b>Well</b>, you already, <b>uhm</b> done take a look that picture.</i></p> <p>e. <i>You already know, <b>aa</b>, there are what stuffs and also how to use it. <b>Uhm</b>, you already know if you find that stuff and how to use it. <b>Well</b>, those are the first step of making procedure text. <b>Well</b>, from, <b>ee</b>, the observation you can conclude the meaning and definition of procedure text.</i></p> <p>f. <i>Well, this text shows about how to make or the use of a stuff. <b>Well</b>, the purpose of procedure text is to inform</i></p>	<p>a. 'Maybe' is to avoid personal responsibility. 'Aa' is to give some pause to think.</p> <p>b. 'Well' is to switch an explanation. 'Maybe' is to avoid personal responsibility. 'Aa' is to give some pause to think.</p> <p>c. 'Okay' and 'well' are to switch an explanation. 'Uhm' and 'ee' are to give some pause to think.</p> <p>d. 'Well' is to switch an explanation. 'Ee' and 'uhm' are to give some pause to think.</p> <p>e. 'Well' is to switch an explanation. 'Aa', 'uhm' and 'ee' are to give some pause to think.</p> <p>f. To switch an explanation.</p>
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		<p>to the readers about how to do something.</p> <p>g. Second is, <b>uhm</b>, material and the last is steps. <b>Well</b>, for the <b>uhm</b> first, aim or goals, <b>uhm</b>, is the purpose of procedure text itself.</p> <p>h. For example, <b>aa</b>, in our today's discussion, we discuss about how to use technology.</p> <p>i. <b>Usually</b> we use the title 'how to use a printer' or <b>uhm</b> the other that connected to technology. <b>Well</b>, <b>ee</b>, in several procedure texts the material is no needed. Material <b>usually</b> used, <b>aa</b>, in a procedure text for, <b>aa</b>, how to make food.</p> <p>j. <b>Well</b>, like that, <b>aa</b>, in the use of technology that we discuss now, <b>aa</b>, material is no needed. But in general, <b>aa</b>, the structure from procedure text there are three include material. <b>Well</b>, here the most important from procedure text.</p> <p>k. How, <b>aa</b>, is if someone follow the procedure text make us can use that stuff correctly and reach, <b>aa</b>, the goal that we wanted as the title.</p> <p>l. For example we, <b>aa</b>, our goal is how to <b>uhm</b> use the printer. <b>Well</b>, how to use a printer. <b>Well</b>, for the, <b>aa</b>, generic structure in procedure text, there are some structure.</p> <p>m. <b>Well</b>, you already know simple present tense, <b>aa</b>,</p>	<p>g. 'Well' is to switch an explanation. 'Uhm' is to give some pause to think.</p> <p>h. To give some pause to think.</p> <p>i. 'Usually' is to avoid personal responsibility. 'Well' is to switch an explanation. 'Uhm' and 'ee' are to give some pause to think.</p> <p>j. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>k. To give some pause to think.</p> <p>l. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>m. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p>
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		<p>you often find it. So, <b>aa</b>, in procedure text we use simple present tense. <b>Well</b>, imperative sentence is the instruction because this is procedure text.</p> <p>n. <b>Aa</b>, in the writing we use imperative sentence. <b>Well</b>, the example of imperative sentence is, what, <b>well</b>, the example, <b>uhm</b>, there is 'cut the banana'.</p> <p>o. <b>Well</b>, for the use of technology we can use. <b>Well</b>, next, <b>aa</b>, I already explain imperative sentence. <b>Well</b>, next we use action verb.</p> <p>p. <b>Well</b>, the example just like, <b>aa</b>, in the sentence, <b>aa</b>, instruction there are 'cut' and then 'push' and other.</p> <p>q. Those are action verbs, using, <b>aa</b>, the instruction. <b>Well</b>, next, using sequence adverb.</p> <p>r. <b>Well</b>, the example, <b>usually</b> use the words first, second, next, finally, and etc. <b>Well</b>, next, using adverb of time. It explains about, <b>aa</b>, time.</p> <p>s. <b>Well</b>, that is, <b>uhm</b>, the example from adverb of time or <b>aa</b> the other example is like 'wait for the obligation loading for one minute'.</p> <p>t. <b>Well</b>, that is adverb of time. <b>Well</b>, that is about <b>uhm</b> procedure text about <b>aa</b> the use of tools. Next I will <b>aa</b>, show an example of procedure text about the use of technology.</p> <p>u. Let's read and identify for, <b>uhm</b>, the language feature</p>	<p>n. The first 'well' is to switch an explanation. 'Aa', 'uhm' and the second 'well' are to give some pause to think.</p> <p>o. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>p. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>q. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>r. 'Well' is to switch an explanation. 'Usually' is to avoid personal responsibility. 'Aa' is to give some time to think.</p> <p>s. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>t. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>u. To give some pause to think.</p>
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		<p><i>and then the structure and etc. Let's pause, <b>aa</b>, in the text video and I will give 2 minutes.</i></p> <p>v. <i><b>Well</b>, you already read the example of procedure text that I gave before. <b>Well</b>, if there are no questions, <b>I think</b> that's all for today's class, <b>Uhm</b>, next, don't forget to do the assignment because it will be, <b>uhm</b>, there will be a score for, <b>aa</b>, you.</i></p> <p>w. <i><b>Well</b>, so the conclusion today is procedure text, is the text for describe, <b>aa</b>, how to make or to do something in order.</i></p> <p>x. <i><b>Well</b>, the function is as the information, <b>aa</b>, for the reader about how to use or make something. The structure, <b>aa</b>, from procedure text <b>generally</b> divided into three, the first is goal.</i></p> <p>y. <i><b>Well</b>, the generic structure is using simple present tense, and second using imperative sentence and the third using action verb and then <b>uhm</b> sequence adverb or <b>aaa</b> connectivities and the last using adverb.</i></p> <p>z. <i><b>Alright</b>, <b>aa</b>, for your attention I say thank you and please learn again about what we got from today's class. <b>Aa</b>, please learn again at home and keep the health protocol.</i></p>	<p>v. 'Well' is to switch an explanation. 'I think' is to avoid personal responsibility. 'Uhm' and 'aa' are to give some pause to think.</p> <p>w. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>x. 'Well' is to switch an explanation. 'Aa' is to give some pause to think. 'Generally' is to avoid personal responsibility.</p> <p>y. 'Well' is to switch an explanation. 'Uhm' and 'aa' are to give some pause to think.</p> <p>z. 'Alright' is to switch an explanation. 'Aa' is to give some pause to think.</p>
3	V.3	<p>a. <i><b>Okay</b>, today we will learn about unit 3.</i></p> <p>b. <i>If obligation it is, <b>ee</b>, instruct someone in the</i></p>	<p>a. To switch an explanation.</p> <p>b. To give some time to think.</p>

	<p><i>people have to do that instruction, okay?</i></p> <p>c. <b>Okay</b>, next, what is suggestion?</p> <p>d. <b>Okay</b>, let's see together about the example of suggestion.</p> <p>e. <b>Well</b>, next Denis said 'it's not working, the room is still too hot for me'.</p> <p>f. <b>Okay</b>, from the conversation between Denis and Adit.</p> <p>g. <b>Well</b>, that sentence is from Adit, right?</p> <p>h. <b>Well</b>, this is one of the example of suggestion.</p> <p>i. <b>Well</b>, this is a sentence that <b>usually</b> used in suggestion.</p> <p>j. <b>Okay</b>, from the example above we can see there are some form that being the characteristic, <b>aa</b>, the suggestion's sentence. <b>Okay</b>, let's we have one by one.</p> <p>k. <b>Well</b>, those two are the example of should. <b>Well</b>, from the first example you should take a pil.</p> <p>l. How to differentiate is 'ought to' <b>usually</b> used in the formal situation. For 'should' usually used in informal situation, okay? <b>Usually</b> used for the same ages, <b>aa</b>, the people we already know.</p> <p>m. <b>Okay</b>, from the two examples we can see there are two pattern of shall.</p> <p>n. <b>Aa</b>, next followed with 'now' as complement, okay?</p> <p>o. <b>Okay</b>, let's together review</p>	<p>c. To switch an explanation.</p> <p>d. To switch an explanation.</p> <p>e. To switch an explanation.</p> <p>f. To switch an explanation.</p> <p>g. To switch an explanation.</p> <p>h. To switch an explanation.</p> <p>i. 'Well' is to switch an explanation. 'Usually' is to avoid personal responsibility.</p> <p>j. 'Okay' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>k. To switch an explanation.</p> <p>l. 'Usually' is to avoid personal responsibility. 'Aa' is to give some time to think.</p> <p>m. To switch an explanation.</p> <p>n. To give some time to think.</p> <p>o. 'Okay' is to switch an explanation.</p>
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		<p><i>our today's lesson about suggestion today. Should <b>usually</b> use in informal situation or in the condition when we talk to the same ages that already, <b>aa</b>, known by us. Shall <b>usually</b> use for informal situation, right?</i></p> <p>p. <b>Okay, alright</b>, that's all for today's lesson.</p>	<p>'Usually' is to avoid personal responsibility. 'Aa' is to give some time to think.</p> <p>p. 'Okay' is to switch an explanation. 'Alright' is to give some time to think.</p>
4	V.4	<p>a. <b>Well</b>, you can see in the ppt beside based on the expression of apology.</p> <p>b. Response expression of apologizing like <b>aa</b> 'its fine, its ok, it's alright, that's fine.</p> <p>c. <b>Okay</b>, next. Here you can see the picture about conversation of expression of apologizing.</p> <p>d. Expression of apologizing like <b>aa</b> 'sorry, I'm so sorry, I'm terribly sorry, sorry it was my fault.</p>	<p>a. To switch an explanation.</p> <p>b. To give some pause to think.</p> <p>c. To switch an explanation.</p> <p>d. To give some pause to think.</p>
5	V.5	<p>a. <b>Well</b>, the subject in Indonesian there is 'saya', right? <b>Well</b>, we continue. <b>Well</b>, here is a conversation. <b>Well</b>, from that conversation there are subjective and objective pronoun. <b>Okay</b>, continue to the explanation. <b>Well</b>, subjective and objective pronoun.</p> <p>b. <b>Well</b>, subjective pronoun is the pronoun that <b>usually</b> placed in the beginning of the sentence.</p> <p>c. If, <b>ee</b>, subjective pronoun as subject that doing something, like that. <b>Well</b>, as we can see in the</p>	<p>a. To switch an explanation.</p> <p>b. 'Well' is to switch an explanation. 'Usually' is to avoid personal responsibility.</p> <p>c. 'Ee' is to give some pause to think. 'Well' is to switch an explanation.</p>

		<p><i>example.</i></p> <p>d. <b>Well</b>, don't be confused because it will be influential. <b>Well</b>, he is for men, she is for women. <b>It</b>, <b>well</b>, it can be for animal or also the day, and so on.</p> <p>e. <b>Well</b>, let's try. <b>Well</b>, the meaning of 'it' here is 'today'.</p> <p>f. <b>Well</b>, the meaning, <b>aa</b>, I <b>usually</b> remembering subjective pronouns the most easiest is 'I you they we'.</p> <p>g. <b>Well</b>, that's the easiest way to remember objective pronoun.</p> <p>h. <b>Well</b>, if 'it' I don't know how to remember it but if 'he she it' is easy, you only differentiate whether it is a man or woman. 'I you they we' and 'he she it'.</p> <p>i. <b>Well</b>, next we move into objectives pronouns. <b>Well</b>, just like what we see 'I' become 'me', 'you' become 'you', 'they' become 'them', 'we' become 'us', 'he' become 'him', 'she' become 'her', 'it' sill become 'it'. <b>Well</b>, next, there are only 'you' and 'it' there are no difference. Okay, it stays still. <b>Well</b>, repeat after me, okay?</p> <p>j. <b>Okay</b>, <b>well</b>, now you can see the differences. That <b>aa</b>, as object while subjective is the pronoun that do something. <b>Well</b>, next, <b>aa</b>, I remember your assignment about hobby.</p> <p>k. <b>Well</b>, there is someone who said his hobby is bicycle.</p>	<p>d. The first and second 'well' are to switch an explanation. The third 'well' is to give some pause to think.</p> <p>e. To switch an explanation.</p> <p>f. 'Well' is to switch an explanation. 'Aa' is to give some pause to think. 'Usually' is to avoid personal responsibility.</p> <p>g. To switch an explanation.</p> <p>h. To switch an explanation.</p> <p>i. To switch an explanation.</p> <p>j. 'Okay' and the second 'well' are to switch an explanation. The first 'well' and 'aa' is to give some pause to think.</p> <p>k. 'Well' is to switch an explanation. 'Maybe' is to avoid personal</p>
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		<p><i>Maybe he want to say 'cycling', right?</i></p> <p><i>l. Bicycle is, <b>aa</b>, the thing or the stuff, the verb is cycling. <b>Aa</b>, if we can see, <b>well</b>, it, well the 'it', your pen is cute, can I have it? For example there is a sentence, <b>uhm</b>, 'I like it' that has no context, so we don't know what something that he doesn't like, right?</i></p> <p><i>m. <b>Well</b>, if he for example hold a handphome, he hold a handphome and say 'I like it'.</i></p> <p><i>n. <b>Well</b>, I mean it one week not I weeks, okay? <b>Well</b>, in the second dialogue there is also a mistake so let's identify what are the wrong subjective and objective pronouns.</i></p> <p><i>o. <b>Okay</b>, we will continue to, <b>well</b>, is there anyone who still remember this sentence or not? Sentence, <b>aa</b>, this paragraph, let me tell you about Indah.</i></p> <p><i>p. <b>Well</b>, if you remember it's about, <b>aa</b>, example of the second assignment. If I'm not mistaken, <b>ee</b>, two weeks ago, I forget.</i></p> <p><i>q. <b>Well</b>, many of you are wrong in the writing the use of 'her hobby, her favorite food and her favorite color. <b>Well</b>, do you want to know why you are wrong? <b>Well</b>, we will go to possessive objective. <b>Well</b>, possessive objective is about belonging.</i></p> <p><i>r. <b>Well</b>, the example <b>aa</b> from possessive objective, <b>well</b>,</i></p>	<p>responsibility.</p> <p>l. To give some pause to think.</p> <p>m. To switch an explanation.</p> <p>n. To switch an explanation.</p> <p>o. 'Okay' is to switch an explanation. 'Well' and 'aa' are to give some pause to think.</p> <p>p. 'Well' is to switch an explanation. 'Aa' and 'ee' are to give some pause to think.</p> <p>q. To switch an explanation.</p> <p>r. The first 'well' is to switch an explanation. 'Aa' and the second</p>
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		<p><i>you still remember the vocabulary of subjective pronouns, right?</i></p> <p>s. <b>Well</b>, 'I' become, <b>uhm</b>, change <b>uhm</b>, become 'my', if <b>uhm</b>, the possessive adjective of 'you' become 'your'.</p> <p>t. <b>Well</b>, repeat what I say, okay? <b>Well</b>, become my, it is my pen. Their balls <b>aa</b>, our homework.</p> <p>u. Her cat, <b>aa</b>, it means that the one who is woman is a person who has the cat, not the cat.</p> <p>v. <b>Well</b>, why did many of you wrong in this part of using 'her'? <b>Well</b>, the possessive is 'her', her hobby her favorite food, her favorite color.</p> <p>w. <b>Well</b>, you all surely already understood about it, possessive adjective. <b>Well</b>, this is easy. <b>Well</b>, this is Benny, what is the answer of the blank? <b>Well</b>, my explanation is already done.</p>	<p>'well' is to give some pause to think.</p> <p>s. 'Well' is to switch an explanation. 'Uhm' is to give some pause to think.</p> <p>t. 'Well' is to switch an explanation. 'Aa' is to give some pause to think.</p> <p>u. To give some pause to think.</p> <p>v. To switch an explanation.</p> <p>w. To switch an explanation.</p>
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No.	Tag Question	The sentences	The Functions
1	V.1	<p>a. <i>I hope you all fine, <b>okay?</b></i></p> <p>b. <i>Oh, for the attendance you can look the description, <b>okay?</b></i></p> <p>c. <i>The link is connected to google form so you can fulfill with name, class, and the today's date, <b>okay?</b></i></p> <p>d. <i>Okay, we continue, <b>okay?</b></i></p> <p>e. <i>Kinds of captions, there are five, <b>okay?</b></i></p> <p>f. <i>Well here are the example of infographic style, <b>okay?</b></i></p> <p>g. <i>The instagram post, <b>right?</b></i></p> <p>h. <i>When does it happen is it at 8 in the morning, like that, <b>okay?</b></i></p> <p>i. <i>There is a child and one woman, like that, is checking the temperature of the child, <b>okay?</b></i></p> <p>j. <i>Yes, I hope you understand this far, <b>okay?</b></i></p> <p>k. <i>Okay, yes, here is your assignment, <b>okay?</b></i></p> <p>l. <i>Aa, here is a view, car, etc. there is, aa, holding a cup of coffee, <b>okay?</b></i></p> <p>m. <i>So, this is our, aa, the assignment, <b>okay?</b></i></p> <p>n. <i>You make a caption in your instagram about, aa, like that, <b>okay?</b></i></p> <p>o. <i>Aa, you post a photo that you take yourself, it's up to you whatever and wherever you want the photo is, <b>okay?</b></i></p> <p>p. <i>Later, aa, in the caption you can tag me in instagram. In my instagram, <b>okay?</b></i></p> <p>q. <i>And the caption has, emm,</i></p>	<p>a. To strengthen statement</p> <p>b. To strengthen statement</p> <p>c. To strengthen statement</p> <p>d. To strengthen statement</p> <p>e. To strengthen statement</p> <p>f. To strengthen statement</p> <p>g. To strengthen statement</p> <p>h. To strengthen statement and verify students' understanding</p> <p>i. To strengthen statement and verify students' understanding</p> <p>j. To strengthen statement</p> <p>k. To strengthen statement</p> <p>l. To strengthen statement and verify students' understanding</p> <p>m. To strengthen statement</p> <p>n. To strengthen statement</p> <p>o. To strengthen statement</p> <p>p. To strengthen statement</p> <p>q. To strengthen statement</p>

		<p><i>has to have 5w, <b>okay?</b></i></p> <p><i>r. And then for the assignment you can do it in a week, <b>okay?</b></i></p> <p><i>s. So, for the assignment there are three, <b>right?</b></i></p> <p><i>t. Okay, <u>aa</u>, you should post all in instagram and tag me, <b>okay?</b></i></p> <p><i>u. Yes, for the time you do the assignment is a week, <b>okay?</b></i></p> <p><i>v. That's from me, if there are any questions please ask me, <b>okay?</b></i></p>	<p>r. To strengthen statement</p> <p>s. To strengthen statement</p> <p>t. To strengthen statement</p> <p>u. To strengthen statement</p> <p>v. To strengthen statement</p>
2	V.2	<p><i>a. Well, you already read the example of procedure text that I gave before, <b>right?</b></i></p>	<p>a. To strengthen statement.</p>
3	V.3	<p><i>a. I hope you all good, <b>okay?</b></i></p> <p><i>b. Now we will continue about another topic, it is suggestion, <b>okay?</b></i></p> <p><i>c. But the difference is if obligation it is, <u>ee</u>, instruct someone in the people have to do that instruction, <b>okay?</b></i></p> <p><i>d. While suggestion is not really forcing someone to do that, <b>okay?</b></i></p> <p><i>e. I have an illustration, there are Adit and also Denis. Here, Denis looks dehydrated, <b>right?</b></i></p> <p><i>f. Well, that sentence is from Adit, <b>right?</b></i></p> <p><i>g. You as subject, and then followed with take or verb I, <b>right?</b></i></p> <p><i>h. And the last is object or compliment, <b>right?</b></i></p> <p><i>i. Untuk should itu dalam kondisi yang informal atau tidak terlalu formal, <b>ya?</b></i></p> <p><i>j. This is the same with with our previous illustration,</i></p>	<p>a. To strengthen statement</p> <p>b. To strengthen statement</p> <p>c. To strengthen statement</p> <p>d. To strengthen statement</p> <p>e. To strengthen statement and verify students' understanding</p> <p>f. To strengthen statement and verify students' understanding</p> <p>g. To strengthen statement and verify students' understanding</p> <p>h. To strengthen statement</p> <p>i. To strengthen statement</p> <p>j. To strengthen statement</p>

		<p><b>right?</b></p> <p>k. Okay from the two examples we can see there are two pattern of shall. Surely 'shall' have the different pattern with 'ought to', <b>right?</b></p> <p>l. We see the first example, 'shall we go now'. Shall begin with 'shall', <b>right?</b></p> <p>m. And then we as subject and then 'go' as verb I, aa, next followed with 'now' as complement, <b>okay?</b></p> <p>n. Shall usually use for informal situation, <b>right?</b></p> <p>o. Should, for shall itself only used for interrogative, <b>right?</b></p>	<p>k. To strengthen statement and verify students' understanding</p> <p>l. To strengthen statement</p> <p>m. To strengthen statement and verify students' understanding</p> <p>n. To strengthen statement and verify students' understanding</p> <p>o. To strengthen statement and verify students' understanding.</p>
4	V.4	-	
5	V.5	<p>a. Now we will talk about still in please to meet you is this is the subject or the different material about subjective and objective pronoun and possessive adjective, <b>okay?</b></p> <p>b. Well, the subject in Indonesian there is 'saya', <b>right?</b></p> <p>c. If it is object there is 'me' if possessive it can be 'my', <b>right?</b></p> <p>d. Well, subjective pronoun is the pronoun that usually placed in the beginning of the sentence while objective pronoun is the pronoun that usually as object, <b>okay?</b></p> <p>e. Don't get confuse, <b>okay?</b></p> <p>f. Repeat what I say, <b>okay?</b></p> <p>g. So this is more complex, <b>right?</b></p> <p>h. Well, repeat after me, <b>okay?</b></p> <p>i. Yes, I give, give is verb, <b>right?</b></p>	<p>a. To strengthen statement</p> <p>b. To strengthen statement and verify students' understanding</p> <p>c. To strengthen statement and verify students' understanding.</p> <p>d. To strengthen statement and verify students' understanding</p> <p>e. To strengthen statement</p> <p>f. To strengthen statement</p> <p>g. To strengthen statement</p> <p>h. To strengthen statement</p> <p>i. To strengthen statement and verify students' understanding</p>

	<p>j. <i>It's not like the subjective because it becomes object, <b>right?</b></i></p> <p>k. <i>Maybe he want to say 'cycling', <b>right?</b></i></p> <p>l. <i>'I like it' that has no context, so we don't know what something that he doesn't like, <b>right?</b></i></p> <p>m. <i>Well, I mean it one week not I weeks, <b>okay?</b></i></p> <p>n. <i>There is also typo that I type, <b>right?</b></i></p> <p>o. <i>Well, you still remember the vocabulary of subjective pronouns, <b>right?</b></i></p> <p>p. <i>Its, using s but without single quote between t and s, <b>okay?</b></i></p> <p>q. <i>Well, repeat what I say, <b>okay?</b></i></p> <p>r. <i>As we know that Indah is a name of woman, <b>right?</b></i></p> <p>s. <i>So, 'let me tell you about Amat' we use 'his', <b>okay?</b></i></p> <p>t. <i>'His hobby is drawing, her, his favorite food is, his favorite color is'. So, don't be mistaken, <b>okay?</b></i></p> <p>u. <i>Remember for the name of animal, you remember, <b>right?</b></i></p> <p>v. <i>Kitten is baby cat, <b>right?</b></i></p>	<p>j. To strengthen statement and verify students' understanding</p> <p>k. To strengthen statement</p> <p>l. To strengthen statement and verify students' understanding</p> <p>m. To strengthen statement</p> <p>n. To strengthen statement</p> <p>o. To strengthen statement</p> <p>p. To strengthen statement and verify students' understanding</p> <p>q. To strengthen statement</p> <p>r. To strengthen statement</p> <p>s. To strengthen statement and verify students' understanding</p> <p>t. To strengthen statement</p> <p>u. To strengthen statement and verify students' understanding</p> <p>v. To strengthen statement</p>
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Question and Its Functions of Men Pre-Service Teachers' Utterances			
No.	Question	The sentences	The Functions
1	V.1	<p>a. <i>Well, how are you guys?</i></p> <p>b. <i>What is caption text?</i></p> <p>c. <i>What is the function of caption text?</i></p>	<p>a. To engage students</p> <p>b. To engage and make students think critically</p> <p>c. To engage and make students think critically</p>
2	V.2	<p>a. <i>Yes, is there any question?</i></p>	<p>a. To engage and make students think critically</p>
3	V.3	<p>a. <i>How are you?</i></p> <p>b. <i>What is suggestion?</i></p> <p>c. <i>What is actually happen?</i></p> <p>d. <i>Which one is that?</i></p> <p>e. <i>And next, which one?</i></p> <p>f. <i>Trus bagaimana sih contoh kalimat dari should?</i></p> <p>g. <i>How is the example of the sentence?</i></p>	<p>a. To engage students</p> <p>b. To engage and make students think critically</p> <p>c. To engage and make students think critically</p> <p>d. To engage and make students think critically</p> <p>e. To engage and make students think critically</p> <p>f. To engage and make students think critically</p> <p>g. To engage and make students think critically</p>
4	V.4	<p>a. <i>What is apologizing?</i></p> <p>b. <i>What is expression of apologizing?</i></p> <p>c. <i>Why apologizing is important?</i></p> <p>d. <i>When should you apologize or say sorry?</i></p> <p>e. <i>What are the expressions of apologizing?</i></p> <p>f. <i>Next, how to response expression of apologizing?</i></p>	<p>a. To engage and make students think critically.</p> <p>b. To engage and make students think critically.</p> <p>c. To engage and make students think critically.</p> <p>d. To engage and make students think critically.</p> <p>e. To engage and make students think critically.</p> <p>f. To engage and make students think critically.</p>
5	V.5	<p>a. <i>How is you going?</i></p> <p>b. <i>Can you guess or not what the subjective and adjective just like what I mention before?</i></p> <p>c. <i>Why there are two sentences?</i></p> <p>d. <i>If 'it' as subject we can't directly, aa, directly, what is it?</i></p>	<p>a. To engage students</p> <p>b. To engage and make students think critically</p> <p>c. To engage and make students think critically</p> <p>d. To engage and make students think critically</p>

	<p>e. <i>Is there anyone who still remember the sentence or not?</i></p> <p>f. <i>Is there anyone who still remember?</i></p> <p>g. <i>Well, do you want to know why you are wrong?</i></p> <p>h. <i>Well, why did many of you wrong in this part of using 'her'?</i></p> <p>i. <i>So, I confuse whether Amat is a man or woman?</i></p> <p>j. <i>So what is the pronoun of kitten?</i></p>	<p>e. To engage and make students think critically</p> <p>f. To engage and make students think critically</p> <p>g. To engage and make students think critically</p> <p>h. To engage and make students think critically</p> <p>i. To engage and make students think critically</p> <p>j. To engage and make students think critically.</p>
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No.	Command & Directives	The sentences	The Functions
1	V.1	<p>a. <b>Let's</b> you all make the caption.</p> <p>b. Aa, and here is the second assignment, you also <b>make</b> a caption, <u>aa</u>, about this picture.</p> <p>c. Well, so your assignment is <b>make</b> a caption text about the picture that you took by yourself and posting on instagram and tag me.</p> <p>d. You <b>make</b> a caption in your instagram about, <u>aa</u>, like that, okay?</p> <p>e. Aa, you <b>post</b> a photo that you take yourself, <b>Let's</b> make a caption, like that.</p> <p>f. For the question you <b>can</b> check the link below.</p> <p>g. And then for the assignment you <b>can</b> do it in a week, okay?</p> <p>h. The first is the woman's picture, <b>make</b> a caption and and the second, aa, also <b>make</b> a caption and <b>tag me</b> and the third is, aa, the pictures that you take by yourself, aa, and this, the third assignment have to consist 5w, like that.</p> <p>i. Okay, <u>aa</u>, you <b>should</b> post all in instagram, okay?</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To give command</p> <p>c. To give command</p> <p>d. To give command</p> <p>e. To give command</p> <p>f. To give suggestion</p> <p>g. To give suggestion</p> <p>h. To give command</p> <p>i. To give command</p>
2	V.2	<p>a. <b>Let's</b> together say basmallah.</p> <p>b. Well, <b>let's</b> you all take a look to the pictures and identify what stuffs are they,</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher together with the students.</p>

		<p><i>let's you, emm, guess how to use that stuffs.</i></p> <p>c. <b>Please</b> you take a look of the pictures from that stuffs.</p> <p>d. <b>Let's</b> read and identify for, amm, the language feature and then the structure and etc.</p> <p>e. <b>Let's</b> pause, aa, in the text video and I will give 2 minutes.</p> <p>f. I say thank you and <b>please</b> learn again about what we got from today's class.</p> <p>g. Aa, <b>please</b> learn again at home and keep the heath protocol.</p> <p>h. To end our class today <b>let's</b> say hamdalah together.</p>	<p>c. To give command.</p> <p>d. To includes the pre-service teacher together with the students.</p> <p>e. To includes the pre-service teacher together with the students.</p> <p>f. To give command.</p> <p>g. To give command.</p> <p>h. To includes the pre-service teacher together with the students.</p>
3	V.3	<p>a. Oke, <b>mari</b> kita sama-sama lihat contoh dari suggestion.</p> <p>b. <b>Let's</b> we see the instruction.</p> <p>c. Okay <b>let's</b> we have one by one.</p> <p>d. <b>Let's</b> continue.</p> <p>e. Okay, <b>let's</b> together review our today's lesson about suggestion today.</p> <p>f. <b>Remember</b> there are three sentences about suggestion.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher together with the students.</p> <p>c. To includes the pre-service teacher together with the students.</p> <p>d. To includes the pre-service teacher together with the students.</p> <p>e. To includes the pre-service teacher together with the students.</p> <p>f. To give command.</p>
4	V.4	<p>a. Well, you <b>can</b> see in the ppt beside based on the expression of apology.</p> <p>b. You <b>can</b> also see the meaning beside based on the respond of expression apologizing.</p> <p>c. Okay, next. Here you <b>can</b> see the picture about conversation of expression of apologizing.</p> <p>d. We <b>can</b> continue the discussion in whatsapp group.</p>	<p>a. To give suggestion</p> <p>b. To give suggestion.</p> <p>c. To give suggestion.</p> <p>d. To give suggestion.</p>

5	V.5	<p>a. <b>Let's</b> read the conversation and while you read it I will also read it to make you know how to read it.</p> <p>b. Well, <b>let's</b> try.</p> <p>c. Well, <b>repeat</b> after me, okay?</p> <p>d. <b>Let's</b> read.</p> <p>e. <b>Let's</b> identify what is the wrong subjective and objective pronouns.</p> <p>f. Well, <b>repeat</b> what I say.</p> <p>g. <b>Repeat</b> after me.</p> <p>h. <b>Read</b> and then <b>match</b> the answer that is already written in the right.</p> <p>i. You <b>answer</b> it first and <b>ask</b> me on whatsapp later.</p>	<p>a. To includes the pre-service teacher together with the students.</p> <p>b. To includes the pre-service teacher together with the students.</p> <p>c. To give command.</p> <p>d. To includes the pre-service teacher together with the students.</p> <p>e. To includes the pre-service teacher together with the students.</p> <p>f. To give command.</p> <p>g. To give command.</p> <p>h. To give command.</p> <p>i. To give command.</p>
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No.	Compliment	The sentences	The Functions
1	V.1	-	
2	V.2	-	
3	V.3	-	
4	V.4	-	
5	V.5	<p>a. Nah dari pecakapan ini ada yang mengandung kata subjektif dan objektif pronoun. Ada yang bisa tebak nggak? Kata apa subjektif satu aja satu subjektif dan satu objektif. Yang seperti bapak sebutkan contohnya tadi di awal. Ada yg, kalau ada yang bisa tebak <b>keren</b>. Okey <b>great</b>, kalau ada yang bisa tebak, <b>bagus</b>.</p>	<p>a. To increase solidarity and express admiration.</p>

Appendix 4  
Subjects' Videos



**EXPRESSION OF INTRODUCING SELF**

My name is ...	Hi, I am...
My full name is ...	Hello, I am Nina
My nick name is ...	Hi, nice to meet you
Hello, my name is ...	Hello, glad to see you
Good morning, My name is ...	Good morning, I am...
May I introduce myself? My name is ...	How do you do? My name is Nina
Let me introduce myself. My name is ...	
First of all, I would like to introduce myself. My name is ...	
How do you do? My name is ...	



**Expression of Apologizing**

Akhmad Zaini

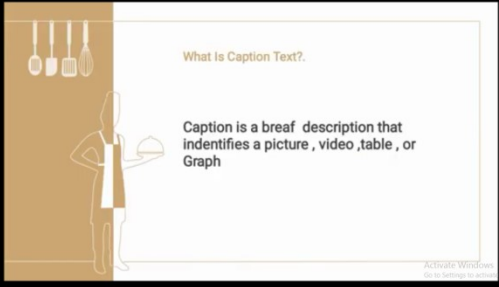
**PLEASED TO MEET YOU**

Subjective and Objective Pronouns & Possesive Adjective

**Unit 3 Suggestion (Saran/Usul)**



1 Laptop  
2. Printer  
3. Rice Cooker  
4. Blender



What is Caption Text?

Caption is a brief description that identifies a picture, video, table, or Graph

Active Windows  
Go to Settings to adjust Windows

## Appendix 5

## Surat Riset



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
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**SURAT RISET**

Nomor: B-346/Un.14/III.1.t/PP.00.9/08/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Karimah  
 Nomor Induk Mahasiswa : 170102030508  
 Semester : VIII (Delapan)  
 Alamat : Komplek Berkat Pesona, Jl. Martapura Lama, KM 6.6, Kecamatan Sungai Tabuk, Kelurahan Sungai Lulut  
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :


**WOMEN AND MEN'S LANGUAGE FEATURES OF PRE SERVICE TEACHERS' UTTERANCES IN TEACHING PRACTICE II OF ENGLISH EDUCATION DEPARTMENT**

Tempat yang dituju : Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin  
 Barang yang dibawa : Seperangkat alat riset  
 Lamanya Riset : 2 (Dua) bulan  
 Dari tanggal : 18 Agustus 2021  
 Sampai dengan tanggal : 18 Oktober 2021

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan sepertiunya.

Banjarmasin, 16 Agustus 2021  
 Wakil Dekan Bidang Akademik dan Kelembagaan,  
  
 Dr. Huda Hudaya, M.Ag  
 NIP. 197510232006041003

Mahasiswa yang bersangkutan,

  
 Karimah  
 NIM. 170102030508



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**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: [fk.antasari@gmail.com](mailto:fk.antasari@gmail.com) Web: [www.fk.iain-antasari.ac.id](http://www.fk.iain-antasari.ac.id)

**REKOMENDASI**

Nomor B-74p3/Un.14/III.1.t/PP.00.9/08/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin, dengan ini memberikan rekomendasi kepada:

Nama : Karimah  
 Nomor Induk Mahasiswa : 170102030508  
 Jurusan : TBI  
 Semester : VIII (Delapan)  
 Tahun Akademik : 2020/2021  
 Alamat : Komplek Berkat Pesona, Jl. Martapura Lama, KM  
 6.6, Kecamatan Sungai Tabuk, Kelurahan Sungai  
 Lulut

Untuk melakukan kegiatan penelitian/Riset sebagai tindak lanjut dari penyusunan skripsi yang berjudul: "WOMEN AND MEN'S LANGUAGE FEATURES OF PRE SERVICE TEACHERS' UTTERANCES IN TEACHING PRACTICE II OF ENGLISH EDUCATION DEPARTMENT" pada Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin sejak tanggal 18 Agustus 2021 sampai dengan 18 Oktober 2021.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 16 Agustus 2021

Wakil Dekan Bidang Akademik dan Kelembagaan,



Hidayat M. Ag

NID 107510232006041003



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 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-405/Un.14/III.1.t/PP.00.9/08/2021  
 Sifat : Penting  
 Lampiran : I (satu) berkas  
 Hal : Riset Dalam Rangka Penyusunan Skripsi

16 Agustus 2021

Yth. **Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin**

Banjarmasin

Assalamu alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Karimah

N I M : 170102030508

Jurusan : TBI

Fakultas : Tarbiyah dan Keguruan

Alamat : Komplek Berkat Pesona, Jl. Martapura Lama, KM 6.6, Kecamatan Sungai Tabuk, Kelurahan Sungai Lulut

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu alaikum Warahmatullah Wabarakatuh



Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.





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 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-3403/Un.14/III.1/PP.00.9/08/2021  
 Sifat : Penting  
 Lampiran : 1 (satu) berkas  
 Hal : Riset Dalam Rangka Penyusunan Skripsi

16 Agustus 2021

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari**

Banjarmasin

Assalamu alaikum Warahmatullah Wabarakatuh

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Karimah  
 N I M : 170102030508  
 Jurusan : TBI  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Komplek Berkat Pesona, Jl. Martapura Lama, KM 6.6, Kecamatan Sungai Tabuk, Kelurahan Sungai Lutut

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.  
 Wassalamu alaikum Warahmatullah Wabarakatuh.



Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala Jurusan TBI Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin



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 JURUSAN TADRIS BAHASA INGGRIS  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Web: www.ftk.iain-antasari.ac.id

**SURAT KETERANGAN SELESAI RISET**

No: B-207 /Un.14/III.1.f/PP.00.9/10/2021

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

Nama : Karimah  
 NIM : 170102030508  
 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak bulan Agustus 2021 – Oktober 2021 dengan judul: "WOMEN AND MEN'S LANGUAGE FEATURES OF PRE SERVICE TEACHERS UTTERANCES IN TEACHING PRACTICE II OF ENGLISH EDUCATION DEPARTMENT"

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.


Banjarmasin, 18 Oktober 2021

Ketua Jurusan TBI

Nani Hizriani, M.A.  
 NIP.197711272003122001

## Appendix 6

## Surat Keterangan Selesai Seminar

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI ANTASARI</b> <b>FAKULTAS TARBIYAH DAN KEGURUAN</b> <b>BIRO SKRIPSI</b>
	Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253339 Faksimile (0511) 3274492 E mail: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id
<b>SURAT KETERANGAN</b> Nomor: 344/Un.14/III.1.t/pp.00.9/03/2021	
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama : Karimah N I M : 170102030508 Jurusan/Prodi : TBI Alamat : Desa Guntung Papuyu RT 04 Kecamatan Gambut	
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
<b>WOMEN AND MENS LANGUAGE FEATURES IN TEACHING          PRACTICE OF THE FIFTH SEMESTER STUDENTS OF ENGLISH          EDUCATION DEPARTMENT</b>	
Pada Hari/Tanggal : Selasa, 9 Februari 2021 Tempat : Secara Online Melalui Aplikasi Google Meet	
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
Banjarmasin, 16 Maret 2021 Ketua,	
 Mahmudah, M.Pd.I NIP. 198708212015032004	

## Appendix 7



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
BIRO SKRIPSI**

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Email: [ftk.antasari@gmail.com](mailto:ftk.antasari@gmail.com) Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

**CATATAN SEMINAR PROPOSAL SKRIPSI**

1. Nama Mahasiswa : Karimah
2. N I M : 170102030508
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : Women and Men's Language Features in Teaching Practice Of The Fifth Semester Students Of English Education Department
5. Dosen Pembimbing : Nurlaila Kadariyah, S.Ag., M.Pd  
Affah Linda Sari, M.Pd
6. Catatan Hasil Seminar :

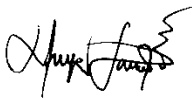
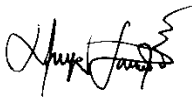
NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
	<p><b>1. Elma Fitriani</b> Chapter 1: Pada bagian research objective sebaiknya juga memakai numeric sama seperti research question.</p> <p>Chapter 3: Pada setting, sebaiknya sertakan alamat.</p> <p><b>2. Junita Pitri</b> Chapter 3: Partisipannya sebaiknya lebih banyak.</p> <p>Pertanyaan: Apa faktor yang membedakan fitur bahasa wanita dan laki-laki?</p> <p><b>3. Rika</b> Pertanyaan Chapter 2: Apa alasan kamu menggunakan teori-teori tersebut (teori Lakoff pada fitur bahasa wanita dan teori Coates untuk fitur bahasa laki-laki)?</p>		<p><b>1. Nurlaila Kadariyah, S.Ag., M.Pd</b></p> <ul style="list-style-type: none"> <li>- Judul terlalu general, sebaiknya lebih diperinci</li> <li>- Teknik pengambilan datanya diubah menjadi dokumentasi (mengamati video). Lebih diperjelas juga apakah yang diamati adalah video middle, final dsb.</li> <li>- Key terms juga diperjelas tentang siapa yang menjadi objek penelitian apakah mahasiswa yang berperan sebagai guru di PPL atau yang menjadi murid.</li> <li>- Lebih baik tidak usah ada interview, peneliti saja yang menentukan fungsi fitur bahasa mereka.</li> <li>- Cari teori selain teori Lakoff, yang terbaru</li> <li>- Masukkan penjelasan tentang teaching practice yang lebih rinci di background.</li> </ul> <p><b>2. Affah Linda Sari, M.Pd</b></p> <ul style="list-style-type: none"> <li>- Pada introduction, di bagian ayatnya harus dijelaskan korelasinya dengan penelitian.</li> <li>- Kurangi kutipan dalam kutipan</li> <li>- Sumber lebih baik cari yang dari expert/ dari luar negeri.</li> <li>- Contoh-contoh dari fitur bahasanya dihubungkan dengan pendidikan.</li> <li>- Pada research setting agar diperinci. Partisipan juga pada semester berapa, angkatan berapa, PPL berapa, berapa bulan penelitiannya, terjadi kapan dan terjadinya seperti apa.</li> </ul>

## Appendix 8

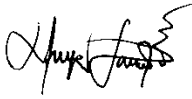
## Thesis Consultation Sheets

## CONSULTATION NOTES ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Nurlaila Kadariyah, S.Ag., M.Pd

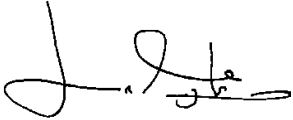
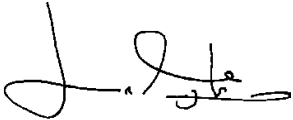
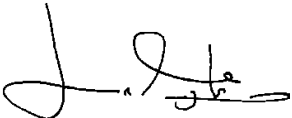
Dates	Notes	Signature
28/07/2021	<ul style="list-style-type: none"> <li>• Di background of study, harus dijelaskan juga tentang fitur bahasa yang umumnya digunakan guru baik itu laki-laki ataupun perempuan saat mereka mengajar.</li> <li>• Di backgoud di bagian previous study, apakah ada perbedaan antara mereka saat mereka melakukan praktek mengajar, apakah ada pengaruh terhadap siswa.</li> <li>• Pertimbangkan lagi tentang pemilihan subjek penelitiannya, akan lebih baik jika menjadikan mahasiswa/i yang sedang PPL 2 sebagai subjek supaya lebih up date.</li> <li>• Apa pertimbangan hanya memilih 10 mahasiswa/i sebagai subjek.</li> <li>• Lebih baik jika ada teori atau penjelasan dari penelitian tentang perbedaan antara guru laki-laki dan perempuan.</li> </ul>	
25/12/2021	<ul style="list-style-type: none"> <li>• Perhatikan cara penulisan huruf capital dan quotations.</li> <li>• Konsisten lah dalam menggunakan istilah.</li> <li>• Tambahkan lagi penjelasan di background</li> </ul>	

	<p>terkait dengan features yang sering digunakan pre-service teachers laki-laki dan perempuan. Manfaat dan kekurangan serta contohnya. Juga perbedaan language features antara pre-service teachers dan yang sedang menjadi teacher serta language features yang akan diteliti.</p> <ul style="list-style-type: none"> <li>• Previous study yang di background sebaiknya di letakan di previous study bab II.</li> <li>• Jangan lupa tulis definisi dari fitur-fitur bahasa yang akan diteliti serta contohnya.</li> <li>• Cari teori tentang content analysis dan letakan di research design.</li> <li>• Berikan alasan kenapa memilih 10 subjek dan berapa video yang di analisis.</li> <li>• Tambahkan technique of data collection dan juga interpretation of data di bab III.</li> <li>• Di finding tidak perlu menggunakan teori, lalu jangan lupa jelaskan berapa video yang di analisis.</li> <li>• Laporkan atau jelaskan setiap language features yang ditemukan per-video dan buat tabelnya.</li> <li>• Di discussion tidak perlu menjelaskan angka, yang penting compare antara teori dan finding. Apakah ada beda antara penggunaan fitur bahasa</li> </ul>	
--	--	--

	<p>laki-laki dan perempuan dan mana yang lebih dominan.</p> <ul style="list-style-type: none"><li>• Di conclusion adalah penjelasan versipendek dari discussion dan sesuaikan dengan research questionnya.</li></ul>	
15/01/2022	<ul style="list-style-type: none"><li>• Di abstrak tidak perlu ditulis jumlah dan persentase dari language features-nya.</li><li>• Font pada daftar isi di ubah jadi times new roman.</li><li>• Conclusion dijelaskan dengan cara per-point.</li></ul>	

CONSULTATION NOTES ADVISOR OF LANGUAGE AND WRITING  
TECHNIQUES

NAME OF ADVISOR: Afifah Linda Sari, M.Pd

Dates	Notes	Signature
13/07/2021	<ul style="list-style-type: none"> <li>• Letakan terjemah ayat di lampiran. Di bab 1 hanya ayat dan penjelasan korelasi antara kutipan ayat dan penelitian.</li> <li>• Cek lagi penggunaan grammar, kalau untuk proposal menggunakan simple future, kalau skripsi maka ganti menjadi past tense. Cek chapter 1 dan 3.</li> </ul>	
17/12/2021	<ul style="list-style-type: none"> <li>• Paragraph dirapikan kembali, jangan terlalu mundur ke belakang.</li> <li>• Untuk penulisan tabel coba lihat lagi thesis guide. Judul letakkan di dalam tabel kolom pertama atas.</li> </ul>	
21/12/2021	<ul style="list-style-type: none"> <li>• Di appendix, tabelnya bisa di rapikan lagi.</li> </ul>	



## Appendix 9

## CURRICULUM VITAE

I. Personal Details	
Name	: Karimah
Place and Date of Birth	: Gambut, 17 Agustus 1998
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Bahri and Jubaidah
Siblings	: Nordiana and Lisna
II. Formal Educational Background	
2005-2011	MIS Al-Istiqamah
2011-2014	MTsN 1 Gambut
2014-2017	MAN 3 Banjar
2017-2022	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2018-2019	Member of Antasari Cendekia
2019-2020	Member of Linguistics and Debating Society (LiDS) Educia