

APPENDICES

APPENDIX 1

Teacher interview questions from Alshehri, E, A, (2014)

- a. How can you describe your students' motivation in the English language classrooms?
- b. How about their relationship among students?
- c. Do you think it is important to use motivational strategies to develop students' motivation?
- d. In your opinion what is the motivational strategies that should be used in language classroom?
- e. Do you think it is important to have specific goals from the beginning of the class?
- f. At the beginning of the language class or task, how can you initiate your student's motivation?
- g. How can you keep your student motivated during the classroom, or during a task?
- h. At the end of the classroom or task, what strategies do you use to motivate your students?
- i. Tell me about a motivated classroom, what you do to keep them motivated?
- j. Now, tell me about a demotivated classroom, what do you do to encourage students' motivation?
- k. What do you think are the most important motivational strategies?

APPENDIX 2

The questionnaire for the teacher of Basic 1 class

An English teacher should.....	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. Establish good relationship with students.						
2. Offer ongoing feedback.						
3. Allow students to get to know each other.						
4. Show her enthusiasm for teaching English.						
5. Offer rewards for participating in activities.						
6. Reduce students' language anxiety when they are speaking in English.						
7. Bring in and encourage humor.						
8. Invite senior students to share their English learning experiences with the class.						
9. Allow students choices about the learning process.						
10. Create a pleasant atmosphere in the classroom.						
11. Avoid giving students the opportunity to socialize.						
12. Provide students with positive feedback.						
13. Help students accept the fact that they will make mistakes as part of the learning process.						
14. Include activities that lead to the completion of whole group tasks, such as project work.						
15. Show students how particular activities help them to attain their goal.						
16. Encourage students to explore English community, like watching English TV channels.						
17. Encourage students to imagine themselves using English when travelling abroad.						
18. Create a supportive classroom climate that allows students to make mistakes.						
19. Teach her students self-motivating strategies, such as self-encouragement.						
20. Select tasks which require students' movement in the classroom, such as role plays.						
21. Make sure grades reflect students' effort.						
22. Advise students to use English in the classroom rather than outside classroom.						
23. Make tasks challenging.						
24. Pay attention and listen to each student.						
25. Use authentic materials, such as an article from an English newspaper.						
26. Encourage students to try harder						
27. Increase the amount of English she uses in the class.						
28. Share the reasons for her interest in English with her students.						
29. Invite successful role models to class.						
30. Involve students in designing and running the English course						
31. Be ready to answer academic questions of students.						

32. Encourage students to imagine themselves using English to communicate with international friends.						
33. Remind students of their duties to learn English.						
34. Build the lesson plans based on students' needs.						
35. Give students choices about how they will be assessed.						
36. Draw students' attention to the content of the task.						
37. Use learning technologies in her classes such as computer.						
38. Indicate to her students that she believes in their efforts to learn English.						
39. Offer rewards in a motivational manner.						
40. Draw her students' attention to their strengths and abilities.						
41. Provide face to face feedback to students about their progress.						
42. Design tasks that are within the students' ability						
43. Give students choices about when they will be assessed.						
44. Be serious-minded in the classroom.						
45. Show students that she cares about their progress.						
46. Encourage group work.						
47. Explain the purpose of a task.						
48. Break the routine by varying the presentation format.						
49. Help students develop realistic beliefs about their progress in English language learning.						
50. Recognize students' academic progress.						
51. Use small-group tasks where students can mix.						
52. Present tasks in a motivated way.						
53. Invite an English speaker to class.						
54. Encourage students to set English learning goals.						
55. Be the responsible about choosing the time of tests.						
56. Remind students of the benefits of mastering English.						
57. Encourage students to imagine the future situations where they will need English.						
58. Celebrate students' success.						
59. Encourage students to share personal experiences and thoughts						
60. Provide encouragement.						
61. Use an interesting opening activity to start each class.						
62. Relate the subject matter to the students' everyday experiences.						
63. Organize outings.						
64. State the objectives of each class.						
65. Encourage students to imagine themselves using English in their future career						

APPENDIX 3

The interview with Ms. Rizki, the teacher of Basic 1 Class

7 September 2017

Notes :

T : Ms. Rizki

I : Interviewer

Teacher Behavior

Classroom Atmosphere

Learner Group

L2 Related Value

Goals

Relevant Materials

Stimulating and Enjoyable Learning

Task

Learners' Self-Confidence

Learners' Autonomy

Self-motivating Learner Strategy

Feedback

Rewards

I : How can you describe your students' motivation in the English language classrooms?

T : My students' motivation in the English language classroom is varied. Some students have high motivation in the learning, while the others have low motivation. They are more motivated when I give them fun activities rather than having serious class like textbook based activities. they prefer having competitive task, group task, and other fun activities.

I : How about their relationship among students?

T : I actually often ask them to **do a group task or pairs**. I want them to share their knowledge, stories, and experience in the class because they will spend a lot of times together so they have to know each other. I also **have some rules to maintain a good relationship among students** like respect each other, maintain the value of sharing, and pray before and after class.

I : Do you think it is important to use motivational strategies to develop students' motivation?

T : Yes, I do. It is because motivational strategies could encourage the students to learn enthusiastically. It is important to implement motivational strategies in the classroom because there is no point of having a class if the students are not motivated in following the class activities. That is why I should use motivational strategies to provide them a good learning environment. I usually **add some jokes to break the ice** and to create relaxing atmosphere in the classroom because I like **making them laugh and smile**. I like when they are smiling and laughing in the class while studying and doing the activities. It means that they enjoy my class.

- I : In your opinion what are the motivational strategies that should be used in the language classroom?
- T : In my opinion, there are some motivational strategies that could be used in the classroom like conducting fun activities (games, songs, and movies), giving feedback and rewards or compliments for the students achievement in learning and providing materials based on what the students need as well. I also recommend them some movies so that they can be more exposed to be able to use English and they could learn by themselves anywhere even it is not inside the course.
- I : Do you think it is important to have specific goals from the beginning of the class?
- T : Of course, it is important to have goals and the teacher should mention and explain it to the students because they should know what they are going to deal with and what they should achieve at the end of the class. They also know what the teacher expect from this class.
- I : At the beginning of the language class or task, how can you initiate your student's motivation?
- T : I usually check the students' condition by asking about their previous activities before the class starts. And then asking them how is school? How is their weekend? This is to evaluate the students' mood in learning. The important thing is that I have to pay attention and listen to the students all the time to show them that I care about them and their progress. I also give them jokes like simple humorous questions just to make them laugh, they are easy to laugh. I prefer having fun classroom activities rather than being serious minded all the time because from fun activities, they understand the materials easily.
- I : How can you keep your student motivated during the classroom, or during a task?
- T : The first thing to do is mention the instruction, purpose and strategy of the task before they do the task. I often make the task more challenging by adding simple competition among the students or add some fun activities such as simple games to make them engage and participate in the class. However the materials and tasks should be based on the students' capability and related to their lives because they will understand easily if they can relate it with their own lives. If possible, I let them choose the materials and activity which they like so that they could enjoy more and be responsible with their own choice. For the class activity, I often give task that allows them moving around and ask them to do role play because I know that they are already bored with the classroom activity at school which only allows them to write on their textbooks.
- I : At the end of the classroom or task, what strategies do you use to motivate your students?
- T : I usually review the materials a little bit, and then give direct feedback of what my students have achieved during the class. Besides, I always encourage my students to learn more and more. Sometimes when they feel anxiety, I need to make sure that they feel confident and believe in themselves. And I never forget to remind them that they are great in the class.
- I : Tell me about a motivated classroom, what you do to keep them motivated?

T : A motivated classroom is when the students feel fun and enthusiastic in learning. The students are getting involved well during the teaching and learning process. I usually select authentic materials such as movies, songs, and newspaper based on the students need and implement fun activities.

I : Now, tell me about a demotivated classroom, what do you do to encourage students' motivation?

T : A demotivated classroom is when the students don't feel fun and enthusiastic in the learning especially if the students are bored and sleepy. Besides, the students are reluctant to get involved during the teaching and learning process. I usually give fun materials like humorous comic strips, simple games, and funny movies.

I: What do you think are the most important motivational strategies?

T : The most important motivational strategies are fun activities, rewards and authentic materials based on the students' need. Those to strategies could encourage the students' motivation well effectively. I also always give them positive feedback and also praise them. I never forget to mention the part that they should improve. I give rewards in the activities because they like when I give rewards such as chocolate, sweets, plus point and extra grades but mostly sweets.

APPENDIX 4

The analysis of the interview with the teacher of Basic 1 class

Motivational Strategies		Teacher's answer
1. Creating the basic motivational conditions	1. Teacher behavior	Ask students about their mood and condition Ask them about their weekend or school Pay attention and listen to the students
	2. Classroom atmosphere	Make them laugh and smile during the class Add some jokes to break the ice
	3. Learner group	Do a group task or pairs create some rules to maintain a good relationship among students
2. Generating initial motivation	4. L2 related values	Provide authentic materials such as movies, songs, and newspaper
	5. Goals	Mention the goals of the class in the first meeting
	6. Relevant materials to the students	Choosing materials and tasks should be based on the students' capability and related to their lives
3. Maintaining and protecting motivation	7. Stimulating and enjoyable learning	Give task that allows them moving around and ask them to do role play Fun activities such as simple games
	8. Task	Mention the instruction, purpose and strategy of the task Make the task more challenging
	9. Learners' self-confidence	Always encourage students to learn more and more Never forget to remind them that they are great in the class
	10. Learner autonomy	Let them choose the materials and activity which they like
	11. Promoting self-motivating learner strategies	Recommend movies for them to expose them in English
4. Encouraging positive self-evaluation	12. Feedback	Give direct feedback Give positive feedback and also praise them
	13. Rewards	Chocolate, sweets, plus point Extra grades

APPENDIX 5

The analysis of the questionnaire with the teacher of Basic 1 class

Types of Motivational Strategies	Elements of Motivational Strategies	Questionnaire Number	Questionnaire Statements	Scale						Ratio
				1	2	3	4	5	6	
Creating the Basic Motivational Conditions	Teacher Behavior	1	Establish good relationship with students							5.4
		4	Show her enthusiasm for teaching English							
		24	Pay attention and listen to each student							
		28	Share the reasons for her interest in English							
		33	Remind students of their duties to learn English							
		40	Draw her students' attention to their strengths and abilities							
		45	Show students that she cares about their progress							
	Classroom atmosphere	7	Bring in and encourage humor							5.7
		10	Create a pleasant atmosphere in the classroom							
		18	Create a supportive classroom climate that allows students to make mistakes							
		27	Increase the amount of English she uses in the class							
		31	Be ready to answer academic questions of students							
		37	Use learning technologies in her classes such as computer							
		44	Be serious-minded in the classroom							
	Learner Group	48	Break the routine by varying the presentation format.							4.7
		61	Use an interesting opening activity to start each class.							
		3	Allow students to get to know each other							
		11	Avoid giving students the opportunity to socialize.							
14		Include activities that lead to the completion of whole group tasks, such as project work								
46		Encourage group work								
51	Use small-group tasks where students can mix									
59	Encourage students to share personal experiences and thoughts									

Generating Initial Motivation	L2 related values	8	Invite senior students to share their English learning experiences with the class											4,2
		16	Encourage students to explore English community, like watching English movies											
		25	Use authentic materials, such as an article from an English newspaper											
		29	Invite successful role models to class											
		53	Invite an English speaker to class.											
		56	Remind students of the benefits of mastering English											
	Goals	15	Show students how particular activities help them to attain their goal											5
		34	Build the lesson plans based on students' needs											
		49	Help students develop realistic beliefs about their progress in English language learning											
		54	Encourage students to set English learning goals.											
		55	Be the responsible about choosing the time of tests											
		64	State the objectives of each class											
	Relevant Materials to the Students	42	Design tasks that are within the students' ability											6
		62	Relate the subject matter to the students' everyday experiences.											
	Maintaining and Protecting Motivation	Stimulating and Enjoyable Learning	20	Select tasks which require students' movement in the classroom, such as role plays										5,5
36			Draw students' attention to the content of the task.											
Task		23	Make tasks challenging										6	
		47	Explain the utility of a task											
		52	Present tasks in a motivated way.											
Learners' Self-Confidence		6	Reduce students' language anxiety when they are speaking in English										5.7	
		13	Help students accept the fact that they will make mistakes as part of the learning process											
		19	Teach her students self-motivating strategies, such as self-encouragement											
		22	Advise students to use English in the classroom rather than outside classroom											
		26	Encourage students to try harder											
		38	Indicate to her students that she believes in their efforts to learn English											
60		Provide encouragement.												

	Learner Autonomy	9	Allow students choices about the learning process								5,2
		30	Provide encouragement								
		35	Give students choices about how they will be assessed.								
		43	Give students choices about when they will be assessed.								
		63	Organize outings								
	Promoting Self-Motivating Learner Strategies	17	Encourage students to imagine themselves using English when travelling abroad								4
		32	Encourage students to imagine themselves using English to communicate with international friends								
		57	Encourage students to imagine the future situations where they will need English								
65		Encourage students to imagine themselves using English in their future career									
Encouraging Positive Self-Evaluation	Feedback	2	Offer ongoing feedback.							5,75	
		12	Provide students with positive feedback								
		41	Provide face to face feedback to students about their progress								
		50	Recognize students' academic progress								
	Rewards	5	Offer rewards for participating in activities								5,75
		21	Make sure grades reflect students' effort								
		39	Offer rewards in a motivational manner								
		58	Celebrate students' success								

APPENDIX 6
The Transcript of Meeting 1 in Basic 1
11 September 2017

Notes :
T (1) : Teacher
S (2) : Student

Teacher Behavior
Classroom Atmosphere
Learner Group
L2 Related Value
Goals
Relevant Materials
Stimulating and Enjoyable Learning
Task
Learners' Self-Confidence
Learners' Autonomy
Self-motivating Learner Strategy
Feedback
Rewards

Meeting 1 (11 September 2017)

T (1.1.1) : Good evening everyone
S (1.2.1) : Good evening ms. Riski
T (1.1.2) : How are you today?
S (1.2.2) : I am fine (1) thank you (1) and you?
T (1.1.3) : I am fine too thank you (1) Before we study let's pray together please... (6) Finish. Do you guys remember what movie we watched last meeting?
S (1.2.3) : The good dinosaur ms
T (1.1.4) : Who are the characters? (Sticking pictures of the characters on the board)
S (1.2.4) : (Answer scrambly)
T (1.1.5) : Okay (2) slow down (1) jawab satu persatu sesuai urutannya dong (pointing the pictures one by one)
S (1.2.5) : No 1 Dad (3) 2 Arlo (3) 3 Spot (3) 4 Mom (3) 5 Libby (3) 6 Buck
T (1.1.6) : Pinteer (2) Bagus nggak filmnya kemaren?
S (1.2.6) : Bagus ms (2) tapi sedih juga
T (1.1.7) : (laugh) hihi (2) iya ya (2) oke today we are going to learn adjective (2) ada yang masih ingat adjective itu apa?
S (1.2.7) : Kata sifat.
T (1.1.8) : Good (2) terus apa aja kemarin adjective nya? (1) masih ingat kan yang kita bahas before midterm?
S (1.2.8) : Short (1) big (1) small (1) young (1) tall (1) long (1) old (1) ugly (1) beautiful (1) handsome
T (1.1.9) : Excellent everyone (2) sekarang kita mau bahas 10 adjective lainnya yang menggambarkan sifat orang. kalau yang kemarin menggambarkan apa?
S (1.2.9) : Bentuk ms
T (1.1.10) : Bentuk (1) boleh (1) good (2) anything else?
Ss (1.2.10) : (5) (Silent)

- T (1.1.11) : Does anyone want to answer? (8) **(silent)** jadi (1) selain bentuk (1) adjective juga tentang penampilan atau appearance (1) tapi hari ini kita akan membahas adjective yang menjelaskan sifat (**writing on the board**) okay, let's read it together
- S (1.2.11) : Diligent, lazy, clever, shy, brave, funny, kind, happy, afraid, friendly (drilling)
- T (1.1.12) : Let's say it and repeat guys (**pointing one by one the word on the board**) (**drilling**)
- S (1.2.12) : Diligent: rajin, clever: pintar, shy: malu, brave: berani, funny: lucu, kind: baik, happy: senang, sad: sedih, friendly: ramah (**drilling**)
- S & T : ((5)) (**drilling**)
- T (1.1.13) : **Good job everyone**, (2) sekarang kalian ms riski beri waktu 10 menit untuk menghafal (1) terus maju satu per satu ke ms riski seperti biasa.
- S (1.2.13) : (**Memorizing**) (**chatting with each other**)
- T (1.1.14) : **Guys could you please lower your voice, nanti mengganggu yang lain yang konsen menghafal.**
- S (1.2.14) : ((5)) (**Memorizing**) (**chatting with each other**)
- T (1.1.15) : ((5)) you guys have 5 minutes more, is anybody ready?
- S (1.2.15) : Not yet ms
- T (1.1.16) : Okay, I will wait until 6:20
- S (1.2.16) : (**Continue memorizing**)
- T (1.1.17) : (6.20) Okay guys time is up, I will call you one by one, be ready.
- S (1.2.17) : (**Come to Ms Rizki one by one**)
- T (1.1.18) : **Great job everyone** (2) Untuk Fany, Mey, dan Riza, karena kalian 3 tercepat dan terlanar (taking chocolate bars from her bag) I give you these chocolate bars for each of you.
- S (1.2.18) : Thank you, ms Rizki
- T (1.1.19) : You're welcome
- S (1.2.19) : Ms, aku ms belum dapat
- T (1.1.20) : Iya, nanti ya (1) pasti bisa dapat coklat
- S (1.2.20) : Ayo ms, main game
- T (1.1.21) : Nanti dong (2) sekarang kita belajar dulu (2) eehm.. (2) **Now we are going to make sentences but (3) we do it in pair (2) Look at your partner and try to describe her or him (3) Jadi kalian harus membuat 5 kalimat untuk mendeskripsikan teman kalian menggunakan 20 adjective yang sudah kalian pelajari kemarin dan sekarang ya (Task). Do you have any questions?**
- S (1.2.21) : Ms, aku sama Fany ya ms
- T (1.1.22) : English please
- S (1.2.22) : ms, can I pair with Fany?
- T (1.1.23) : can I be paired
- S (1.2.23) : can I be paired with Fany?
- T (1.1.24) : I will choose your pairs guys. **tugas ini biar kalian bisa menjelaskan adjective dari teman kalian ya.**
- S (1.2.24) : Yes, ms.
- T (1.1.25) : Okay now let me choose your pair, Akbar with Rezky, Delta with Rian, Fanny with Mey, Amel with Riza.
- S (1.2.25) : (**Making noise**)
- T (1.1.26) : Okay guys (2) you have 10 minutes to do it (1) yang sudah selesai give it to me, and after I revise it (1) you should read it in front of the class. Is it clear guys? **If there is any question, langsung tanya ke ms Riski ya.**
- S (1.2.26) : Ms rumusnya sama seperti yang kemarin?
- T (1.1.27) : Iya rumusnya pake rumus yang kemarin karena masih sama kan tentang adjective. Kalian ingat kan rumusnya apa?
- S (1.2.27) : Subject + to be + adjective + O
- T (1.1.28) : **Pinteeer** (3) Riza tolong tuliskan ke papan rumusnya tadi apa?
- S (1.2.28) : (**come to the front and write on the board**)
- T (1.1.29) : Great, okay let's do it. I am waiting while I prepare the game for us
- S (1.2.29) : Yaaaay (**cheering**)
- T (1.1.30) : Okay back to work guys (1) nanti lama selesainya malah gak jadi main game.

- S (1.2.30) : Ms boleh nggak tanya tanya tentang rumahnya, adiknya atau sekolahnya?
T (1.1.31) : Boleh (1) you can ask anything to your partner untuk buat kalimatnya.
S (1.2.31) : ((5)) Ms (1) I am finished
T (1.1.32) : Okay come here (1) Give it to me (1)ms Riski periksa dulu nanti coba benarkan terus baca di depan kelas. (**Correcting**) (10) **very good job Mey** (2) umm.. (1) Tunggu yang lain ngumpulkan (1) nanti setelah itu satu per satu maju baca di depan kelas.
- S (1.2.32) : Okay ms.
S (1.2.33) : (**One by one submit the task**)
T (1.1.33) : **Excellent job everyone, almost everyone** gak ada yang salah. Hebat semua ya.
S (1.2.34) : Yaaaay (cheering)
T (1.1.34) : Ayo sekarang satu per satu ms Riski panggil terus baca kedepan, mulai dari Mey
- S (1.2.35) : Fanny is beautiful. She is diligent in the class. She is kind. Her brother is handsome. He is tall.
T (1.2.35) : Waah, Mey do you like Fanny's brother?
S (1.2.36) : No ms, Fanny say his brother is handsome not me.
S (1.2.37) : (**Everyone laughs**)
S (1.2.38) : Ms Riski, Mey is shy
T (1.1.36) : (**Laugh**) hahaha okay Mey I'm just kidding. **You're doing great! Give applause everyone (applauding)**. Next, let's just call Rezky
- S (1.2.39) : (6) Akbar is tall. He is friendly at school. He is funny like mr. bean. His house is big. His mother is kind.
T (1.1.37) : Akbar, he calls you mr Bean.
S (1.2.40) : It's okay ms.
T (1.1.38) : hahahaha (2) (**Laugh**) **okay great job!** (1) **Give applause to Rezky everyone (applauding)** (3) and now we call Akbar to the front.
- S (1.2.41) : (eeh) ... (3) Rezky is handsome. He is lazy at home. His nose is big like squid ward. His hair is short. He is happy in the class.
T (1.1.39) : **Akbar you are so funny that is why Rezky called you mr bean.** **Excellent job Akbar!** Now let's call Fanny to come here at the front
- S (1.2.42) : Mey is beautiful. Her hair is long. She is friendly to everyone. She is kind to her mother. Her sister is brave in the dark.
T (1.1.40) : **That was great Fanny! Give applause to Fanny everyone (applauding)**. And now it's time for Amel to come to the front
- S (1.2.43) : Riza is tall(6)
T (1.1.41) : **It's okay (2) Kalimatnya sudah benar kok (1) Semangat yuk yang keras suaranya (2) Let's try again but say it louder, okay?**
- S (1.2.44) : Riza is tall. He is clever in the class. He is kind to his sister and brother. His hair is short. His mother is beautiful.
T (1.1.42) : **Give applause to Amel everyone (applauding)** (3) And now for the last group, let's call Rian first.
- S (1.2.45) : Delta is tall. His house is big. He is lazy in the class. His brother is big. He is funny at home.
T (1.1.43) : **Give applause to Rian everyone (applauding)** (3) Delta masa malas dikelas sih guys?
- S (1.2.46) : Iya ms hahaha (**laughing**)
S (1.1.47) : Delta malas ms dikelas gamau nulis
T (1.1.43) : **Yaudah kalo Delta malas nulis nanti biar ketinggalan pelajaran sendirian (1) terus nanti kita tinggal aja ya guys hehehe (2) Delta mau nggak ditiggal? (1) C'mon Delta, come to the front**
- S (1.2.48) : Nggak malas ms, ini tadi kan tak kerjakan.
T (1.1.44) : Iya Delta pintar deh ngerjain tadi, yuk coba baca yang keras, abis gini kita main game.
- S (1.2.49) : Rian is big. His hair is short. He is friendly to his friends. His brother is young. His brother is funny.
T (1.1.45) : **Give applause to Delta everyone (applauding)** (3) and now it's time to....
S (1.2.50) : Gameee

- T (1.1.46) : We are playing boys vs girls ya. (Learner group) So ms Riski has 10 pictures di slide dari film the good dinosaur yang kemarin kita lihat. Nanti kalian tebak apa adjective nya dan buat 1 kalimat sesuai gambarnya ya. permainannya rebutan antara team boys and team girls. Jawabnya harus panggil nama ms Riski, nanti ms Riski tunjuk. Gak boleh langsung dijawab nanti dari team apa yang langsung menjawab, score nya langsung masuk ke grup lawan. Dan yang bisa jawab dengan benar dapat score. Score yang terbanyak berarti dia yang menang dan nanti dapat coklat. Any question?
- S (1.2.51) : Let's do it ms.
- T (1.1.47) : Picture 1 (1) what is this?
- S (1.2.52) : Ms ms ms ms
- T (1.1.48) : Girls?
- S (1.2.53) : Tall (1) Dad is tall.
- T (1.1.49) : Ok great correct, 1 poin, next picture 2
- S (1.2.54) : Ms ms ms ms
- T (1.1.50) : Boys?
- S (1.2.55) : Brave (2) eeh (2) Spot and Arlo are brave
- T (1.1.51) : Correct (1) 1 poin for boys, next picture 3
- S (1.2.56) : Ms ms ms ms
- T (1.1.52) : Girls?
- S (1.2.57) : Happy (3) eem.. Spot and Arlo are happy
- T (1.1.53) : Nope (1) wrong answer, boys?
- S (1.2.58) : Funny (2) Spot and Arlo are funny
- T (1.1.54) : Correct (1) 1 poin for boys, next (1) picture 4
- S (1.2.59) : Ms ms ms
- T (1.1.55) : Girls?
- S (1.2.60) : Kind. Mom is kind to children
- T (1.1.56) : Great! That is correct (2) 1 poin for girls (3) move to the last picture (1) This is it guys babak penentuan ya paling susah ini (1) 2 poin from boys and 2 poin from girls (3) Are you ready?, 1, 2, 3!
- S (1.2.61) : Ms ms ms ms
- T (1.157) : Now I'm going to keep the answer from both teams, umm... (3) Ladies?
- S (1.2.62) : Short (2) Spot is short
- T (1.1.58) : Boys?
- S (1.2.63) : Small (2) Spot is small.
- S (1.2.64) : Ms bingungin small apa short itu.
- T (1.1.59) : Kan ms Riski udah bilang yg ke 5 susah, jadi jawabannya yang benar adalah short. Jadi congratulations for the girls. You win. Here are your chocolate bars.
- S (1.2.65) : Thank you, ms.
- T (1.1.60) : You're welcome. For Delta and Rian, you can win it next time. Kalau ada yang susah jangan malu buat Tanya ke ms Riski ya. Okay? Guys, we are almost finished. Tadi kalian sudah belajar apaaja? Coba sebutkan.
- S (1.2.66) : Diligent (1) lazy (1) clever (1) shy (1) brave (1) funny (1) kind (1) happy (1) sad (1) friendly
- T (1.1.61) : Excellent job for today guys. For next meeting, hari kamis, kalian harus bawa foto keluarga kalian dan satu benda kesukaan kalian.
- S (1.2.67) : Ms, boleh bawa hewan peliharaan?
- T (1.1.62) : Good question, Mey. Boleh boleh aja. Asal jangan hewan peliharaan yang berisik seperti anjing, kalau ikan, kura kura, gitu gapapa
- S (1.2.68) : Ms, aku punya kura kura boleh di bawa ya
- T (1.1.63) : Iya, boleh kok boleh. Okay the class is finished. Before we go home (2) Let's pray together please... (6) finish (2) See you on Thursday (2) Jangan lupa di bawa ya yang ms Riski bilang (3) Have a nice day tomorrow and see you on Thursday.
- S (1.2.69) : See you ms. Riski
- (Class ends)

APPENDIX 7
The Transcript of Meeting 2 in Basic 1
18 September 2017

Notes :
T (1) : Teacher
S (2) : Student

Teacher Behavior
Classroom Atmosphere
Learner Group
L2 Related Value
Goals
Relevant Materials
Stimulating and Enjoyable Learning
Task
Learners' Self-Confidence
Learners' Autonomy
Self-motivating Learner Strategy
Feedback
Rewards

Meeting 2 (18 September 2017)

- T (2.1.1) : Good evening everyone
S (2.2.1) : Good evening (1) ms. Rizki
T (2.1.2) : How are you today?
S (2.2.2) : I am fine (2) thank you (1) and you?
T (2.1.3) : I am fine too thank you (3)Oke guys let's pray.
S (2.2.3) : Before we study (2) let's pray together (1) please, (6) Finish
S (2.2.4) : Ms, Riski kemaren Kamis ngga masuk kenapa?
T (2.1.4) : Iya ms Riski sakit (2) eh iya (1) kemaren diajar siapa?
S (2.2.5) : kemarin gabung sama kelasnya ms. Anna (3)tapi kemarin kita movie lagi ms (1) enak.
T (2.1.5) : Wow (1) kok enak kalian nonton movie lagi hehehe (laugh)
S (2.2.6) : Iya dong ms (1) enak (2) Kemarin kita nonton trolls bagus ms.
T (2.1.6) : Wah (2)ada film baru lagi Despicable Me 3 (2) Coba kalian nonton deh so funny (2) Kan kalian suka nonton film animasi gitu (1) jadi pelan pelan kalian bisa belajar bahasa inggris dari situ (2) Lama lama gak usah pake subtitle udah ngerti
S (2.2.7) : Minta ms filmnya.
T (2.1.7) : Iya sudah besok bawa flashdisk biar ms Riski copy kan (1) okay? (2) Good (2) eh ini kok ada yang kurang ya (2) emmm (2) where's Rian?
S (2.2.8) : Telat mungkin ms (2) Fanny juga ndak masuk ms.
T (2.1.8) : Oh iya Fany juga (2) Kemarin masuk semua nggak?
S (2.2.9) : Masuk semua ms kemarin.
T (2.1.9) : Well (1) okay (1) let's start then (3) Now we start our today's lesson ya (4) hmm (2) Kalian sudah bawa kan foto sama barang yang minggu lalu ms. Riski kasih tau?
S (2.2.10) : Bawa ms.
T (2.1.10) : Wah (1) everyone? (2) Bawa ya? (2) okay good (1) now all of you (1) please put the photo and the things that you bring on the table (2) I will look around and see.
S (2.2.11) : (put the things on the table)

- T (2.1.11) : Eh (1) Ini yang cewek cewek pada bawa boneka semua ya hehe (**gigling**)
- S (2.2.12) : Ini kita disuruh ngapain ms?
- T (2.1.12) : Soooo (2) Today you're going to present the things.
- S (2.2.13) : Lhoo, presentasi ms?
- T (2.1.13) : Iya dong presentasi (2) Jadi kalian harus buat 10 kalimat menggunakan adjective (1) yang menggambarkan keluarga kalian yang di foto (2) sama benda yang sudah kalian bawa tadi (**Task**)
- S (2.2.14) : Lhooo ms... (3) kok banyak ms, 10 kalimat.
- T (2.1.14) : Iya dong (2) biar kalian makin terbiasa dan tau cara menggunakan adjective di dalam kalimat.
- S (2.2.15) : Ms adjective nya pakai yang kayak kemarin?
- T (2.1.15) : No, no (1) guys for today you can use other adjectives that you know (2) Tapi kalau ngga tau adjective nya apa (1) bisa tanya ke ms. Riski (1) nanti ms. Riski tulis ke papan tulis (3) udah (1) Is there any question?
- S (2.2.16) : Ms, nanti bawa buku kan?
- T (2.1.16) : unfortunately guys (1) for today (1) no reading (1) yes?
- S (2.2.17) : Haaaaa (**shocking**)
- T (2.1.17) : Iya (1) jadi nanti setelah ngumpul ke ms. Riski (1) nanti ms. Riski koreksi (1) kalau ada yg salah kalian benerin terus kalian nanti ms Riski kasih waktu buat prepare dan menghafal.
- S (2.2.18) : halaaaaah ms jangan menghafal
- T (2.1.18) : Lho kan biar kalian terlatih bicara di depan kelas (2) biar bisa PD ngomong bahasa inggris (3) hmm (1) Udah nanti waktunya kepotong kalau kalian ngobrol terus (2) Nanti waktu menghafalnya dikit loh (1) Ayo kerjakan sekarang hmmm (2) Ms. Riski kasih waktu 20 minutes sampe jam 6:25
- S (2.2.19) : Haaaaaaa
- T (2.1.20) : Yang sudah selesai duluan (1) kasih ke ms. Riski langsung biar waktu menghafalnya bisa lama (2) understand everybody?
- S (2.2.21) : Yes, ms.
- S (2.2.22) : Ms kuat apa ms?
- T (2.1.21) : Kuat itu strong.
- S (2.2.23) : Ms, kalo pendiam?
- T (2.1.22) : bahasa inggrisnya diam apa?
- S (2.2.24) : Silent? Sama ta ms?
- T (2.1.23) : No no (1) the other one (1) qu? (**writing on the board**)
- S (2.2.25) : Quiet
- S (2.2.26) : Emang sama ms?
- T (2.1.24) : iya sama aja (2) sudah lanjutkan lagi
- S (2.2.27) : Gemuk itu fat ya ms?
- T (2.1.25) : iya bener (2) kalo kurus?
- S (2.2.28) : Slim ya ms
- T (2.1.26) : Slim bisa (1) thin juga bisa
- S (2.2.29) : kalo slim itu lak langsing ya ms?
- T (2.1.27) : iya iya haha (**laugh**) okay guys back to work 18 minutes left
- S (2.2.30) : Ms, kalo boneka lucu masa funny?
- T (2.1.28) : Apa hayo kalo boneka?
- S (2.2.31) : Cute ya ms ya?
- T (2.2.29) : Very good Mey (2) Kalo boneka pake nya cute (1) Terus apa lagi kalo boneka?
- S (2.2.32) : Lembut, ms
- T (2.1.30) : Lembut itu soft (**write on the board**) ayo apa lagi? Guys (1) 15 minutes left (3) hmm (2) Kalian sudah sampai kalimat berapa ini? (2) Lebih cepat lebih baik.
- S (2.2.33) : Aku baru 3 ms
- S (2.2.34) : Aku masih 5 ms (1) bingung.
- T (2.1.31) : Semangat dong (1) apa yang bingung? (2) Tanya ms Riski sini (**walking around the class**).
- S (2.2.35) : Kan aku bawa mobil mobilan ms (2) terus gimana?

- T (2.1.32) : Kan bisa warnanya apa (2) terus rodanya larinya kenceng ndak
S (2.2.36) : Cepet lah ms
T (2.1.33) : Ya berarti kan bisa itu (2) cepat tau ngga bahasa inggrisnya?
S (2.2.37) : Ndak tau ms (2) speed ta?
T (2.1.34) : Cepat itu fast (2) (**writing on the board**) yaudah ayo semangat lanjutin lagi (2) hmm (3) semuanya kayaknya udah mau selesai ya
S (2.2.38) : ms, aku udah.
T (2.1.35) : okay Ms. Rizki check dulu ya (2) wait (1) Everyone (1) are you finished?
S (2.2.39) : Not yet
T (2.1.36) : If you're done (1) put it here (**dragging a chair**) (**pointing at a chair**)
S (2.2.40) : (**talking to each other**)
T (2.1.37) : guys if you're finish you can give me your work (2) Yang sudah baru Mey, Riza sama Akbar (2) c'mon guys (2) You need to prepare after this.
S (2.2.41) : bentar ms, kurang 1
S (2.2.42) : ms aku sudah
T (2.1.38) : Delta kurang berapa?
S (2.2.43) : Ini yg ke 10 ms (1) bentar.
T (2.1.39) : Rezky ini benerin dulu trus d hafalkan ya.
S (2.2.44) : Lho kok salah 3 ms?
T (2.1.40) : iya itu to be nya salah
S (2.2.45) : lho punyaku ms
T (2.1.41) : oh iya lupa (1) ini Akbar, Riza, Mey (2) Sudah (2) kalian bisa menghafal dulu sekarang (3) Delta sama Amel sudah?
S (2.2.46) : ini ms
T (2.1.42) : Amel masih ngerjain?
S (2.2.47) : udah ms, ini.
T (2.1.43) : okay let me check, then.
S (2.2.48) : (**talking to each other**)
T (2.1.44) : Guys (1) please read again and again ya biar hafal (2) Ini punya Amel sama Delta ms kembalikan (2) hmm (1) Kalian hafalkan dulu (1) I will let you prepare until 6:40 ya guys
S (2.2.49) : No ms, 6:45
S (2.2.50) : Iya ms, 6:45 aja
T (2.1.45) : Okay kalau 6:45 berarti harus hafal dan bagus ya.
S (2.2.51) : Yeeeeeeessss
T (2.1.46) : Okay starting from now guys.
S (2.2.52) : ((18)) (**Memorizing**)
T (2.1.47) : Later (1) I will call the name ya (1) are you guys ready?
S (2.2.53) : Ms (1)jangan keburu buru belom jam 6.45 lho
T (2.1.48) : It is 3 more minutes, guys (2)Better be prepared
S (2.2.54) : Aduh ms takut ga hafal
T (2.1.49) : **Nanti kan ms Riski bawa bukunya jadi kalo ada yg ga hafal kan ms Riski kasih clue. Don't be afraid (2) salah gak papa kok gak ada yang marahin (2) Gampang kok semuanya pasti bisa.**
S (2.2.55) : Oke ms (2) bentar lagi
T (2.1.50) : Time's up guys (2) Maju satu per satu ya (1)Who wants to go first?
S (2.2.56) : (10) (**silent**)
T (2.1.51) : Lho ngga ada yang mau maju duluan? (2) Nanti nggak pulang pulang loh ya..
S (2.2.57) : Ms, tadi Mey kan selesai duluan.
T (2.1.52) : Mey (1) do you want to present first?
S (2.2.58) : Malu ms maju duluan.
T (2.1.53) : Lho kenapa? (1) Kemarinkan udah bagus pinter bacanya (2) tadi juga udah dibenerin gaada salahnya (1) Cmon nanti ms Rizki bantuoke (4) guys (1) Let's hear from Mey.
S (2.2.59) : ehm.. (2) My family is happy (2) My mother is beautiful (1) My father is brave (2) Me and my sister are slim (3) hmm.. (1)My father and my mother are fat (2)My father's nose is big (2)My doll is soft (2) Her eyes are small (2) Her hair is short (2) Her dress is clean.

- T (2.1.54) : **Very good job(applauding)** Give applouse to Mey everyone (2) Tuh kan bisa (2) Pasti bisa kok semuanya (1) Sekarang Mey tunjuk siapa yang maju lagi.
- S (2.2.60) : Siapa yaaa... (3) Akbar deh ms
- S (2.2.61) : Kok aku sih (2) ah curangan
- T (2.1.55) : Iya Akbar ayo maju (2) kan kamu tadi yang tunjuk Mey jadi kamu gantian sini yang maju.
- S (2.2.62) : Oke ms oke. (**coming to the front**) (3) I am tall (1) My family is big (1) My older sister is short (1) My mother is kind (1) My father is fat (1) My younger brother is funny (1) My younger sister is quiet (1) My car is fast (1) It is big (1) It is red.
- T (2.1.56) : very good job. (**applauding**) Give applouse to Akbar (1) You talk so fast (2) Udah hafal ya
- S (2.2.63) : iya dong ms (1) gampaang
- T (2.1.57) : (**laugh**) hahaha bagus bagus (2) Ayo sekarang kamu tunjuk siapa yang mau maju duluan.
- S (2.2.64) : Delta ms
- T (2.1.58) : Delta are you ready?
- S (2.2.65) : Ms, aku belum siap, ms
- T (2.1.59) : C'mon maju Delta (1) tadi kan udah di kasih waktu menghafal (2) Nanti ms Riski bantu kok.
- S (2.2.66) : Halaa ms
- T (2.1.60) : Udah ayo ga papa
- S (2.2.67) : Umm.. (3) My father and I are tall (2)My father is brave (3) My brother is lazy (2) He is big (1)He is fattoo (2)My mother is kind to my family (1) She is funny (2) hmm (1) My house is big (2) My lego is colorful (2) It is small.
- T (2.1.61) : **Very good job(applauding)** Give applouse to Delta (2) Tuh kan bisa (1) Ayo kamu mau tunjuk siapa?
- S (2.2.68) : Rezky aja ms hahaha (**laugh**)
- T (2.1.62) : Lah kok Delta malah ketawa (3) ayo Rezky maju.
- S (2.2.69) : Iya ms (2) ngincer aku dia ms.
- T (2.1.63) : Udah ayo maju sini
- S (2.2.70) : (**come to the front**) (3) I am lazy at home (1)My father is strong (2) His nose is big like mine (2) My brother is short (2)He is funny (2) My sister is fat (1) Her hair is long (3) emm (1)My mother is kind (2) She is loud (2) My truck is fast.
- T (2.1.64) : hahahaha (**laughing**) kok mamanya d bilang loud sih? Apanya yang keras? Mama suka nyetel musik keras?
- S (2.2.71) : Iya ms (2) kalo nyuruh nyuruh mesti teriak gitu nyuruh mandi nyuruh makan (1) Mesti ms.
- T (2.1.65) : Ya itu kamu sih yang bandel jadi teriak teriak mamanya.
- S (2.2.72) : Ya enggak ms (1) emang mama sukanya teriak teriak wah
- T (2.1.66) : Eh hahaha (**laughing**) masa gitu sih? Emang siapa aja yg mamanya suka teriak dirumah?
- S (2.2.73) : (**raising hands**)
- T (2.1.67) : Lho lho kok semuanya.
- S (2.2.74) : Tuh kan ms.
- T (2.1.68) : Haha (**laughing**) Berarti itu tandanya kalian bandel semua nih di rumah (1) kok mamanya sampe teriak gitu (2) Coba kalo dengerin mama kan pasti mama ga sampe teriak teriak kayak gitu hayo kan.
- S (2.2.75) : Mama emang suka ngomel ms
- T (2.1.69) : Makanya di rumah mamanya di dengerin (2) Coba kalo kalian nurut (1) nanti mama kan nggak ngomel (1) malah di baikin sama mama.
- S (2.2.76) : Iya ms.
- T (2.1.70) : Okay (1) **Very good job (2) Give applouse to Rezky everyone(Feedback)** (2) Rezky ayo tunjuk yg maju selanjutnya siapa?
- S (2.2.77) : Riza ms
- T (2.1.71) : Ayo Riza maju.
- S (2.2.78) : Bawa buku, ms?

- T (2.1.72) : Iya bukunya kasihkan ms Rizki.
S (2.2.79) : My family is big (2) My father and my mother are fat (1) I am tall (2) My brother is lazy (1) My sister is short (1) She is clever in the class (2) My brother is kind to my sister and me (2) His hair is short (2) My batman's car is fast. It is (2) bundar apa ms?
- T (2.1.73) : Round
S (2.2.80) : It is round.
T (2.1.74) : Apanya yang round?
S (2.2.81) : Rodanya ms, hehehe
T (2.1.75) : Astaga makanya ms Rizki bingung yang bundar apanya haha (2) okay (1) Very good job (2) Give applouse to Riza everyone (1) Kamu mau tunjuk siapa ini?
- S (2.2.82) : Amel ms. Siapa lagi?
T (2.1.76) : Loh tinggal Amel aja ya ini hehehe (**laugh**) ms Rizki lupa (1) Ayo Amel maju.
S (2.2.83) : Wah gimana ms (1) Rizki kok lupa.
T (2.1.77) : Kirain masuk semua tadi (1) **Udah sst diem (1) dengerin Amel dulu.**
S (2.2.84) : My father is big (2) His hair is short (3) My mother is kind (1) She is friendly too (2) My brother is young (2) He is funny (2) My family is big (1) My barbie is pretty (1) She is thin (2) Her hair is long.
- T (2.1.78) : **Amazing job (applousing) Give applouse to Amel guys** (2) Eh udah maju semuanya ya ini (2) so now it's time to.... (3)
S (2.2.85) : Go hooooomeeeee
T (2.1.79) : Semangat banget kalo pulang hehehe (2) yaudah captain Akbar please lead the prayer.
S(2.2.86) : Before we go home. Let's pray together please..... (6) finish
T (2,1,80) : Thank you guys, see you on Thursday
S(2.2.87) : See you ms. Riski
(Class ends)

APPENDIX 8
The Transcript of Meeting 3 in Basic 1
21 September 2017

Notes :
T (1) : Teacher
S (2) : Student

Teacher Behavior
Classroom Atmosphere
Learner Group
L2 Related Value
Goals
Relevant Materials
Stimulating and Enjoyable Learning
Task
Learners' Self-Confidence
Learners' Autonomy
Self-motivating Learner Strategy
Feedback
Rewards

Meeting 3 (21 September 2017)

- T (3.1.1) : Good evening everyone
S (3.2.1) : Good evening (1) ms. Rizki
T (3.1.2) : How are you today?
S (3.2.2) : I am fine (2) thank you (1) and you?
T (3.1.3) : I am fine too thank you (3) Oke guys let's pray.
S (3.2.3) : Before we study (2) let's pray together (1) please, (6) Finish
T (3.1.4) : How was school? (2) eeh.. (2) Bahasa inggrisnya sampe mana?
S (3.2.4) : Aku sih sampai future tense ms
T (3.1.5) : Nah (1) itukan sudah diajarin kan (1) sebelum mid test kemarin
S (3.2.5) : Iya ms (1) tapi aku ada yang lupa (2) hehe sedikit.
T (3.1.6) : Hmm (2) kok lupasih (3) Kalo semuanya sama juga sampai future tense?
S (3.2.6) : Aku sama sih ms
T (3.2.7) : Oh, kalau yang lain? Delta sampai mana?
S (3.1.7) : Aku places places apa gitu ms (2) kayak, umm (3) hospital (1) office (1) school
T (3.1.8) : Oh.. (2) itu public places namanya
S (3.2.8) : Lho kamu baru sampe situ? (2) Aku lho udah lewat ganti future tense
T (3.1.9) : Mungkin sekolahnyaagak telatya
S (3.2.9) : Guruku jarang masuk ms (2) jadi ketinggalan.
T (3.1.10) : Ooh (2) tapi Delta bisa kan?
S (3.2.10) : Bisa ms (1) gampang lah (1) kecil
T (3.1.11) : Kalo ada yang gak ngerti bawa bukunya ke les ya (2) nanti ms Riski bantu (4) eeem (2) ini kita mau writing lagi ya (2) Ms mau kalian tulis gambar yang nanti ms tunjukindikomputer (1) hmm (3) Ms mau tau kalian bisa ceritain situasi di gambar kayak gimana nanti. (Task)
S (3.2.11) : Berapa ms?
T (3.1.12) : Sebanyak banyaknya kalian dapet nanti (2) jadi nanti ada 4 gambar (2) Ms kasih waktu 10 menit setiap gambarnya
S (3.2.12) : Yang bisa banyak dapet apa ms?

- T (3.1.13) : Iya (1) yang paling banyak (1) besok ms Rizki kasih sesuatu deh
 S (3.2.13) : Apa ms?
 T (3.1.14) : Rahasia dong (2) eeh (2) ini kalian udah ngerti belum disuruh ngapain?
 S (3.2.14) : Udaaah.....
 T (3.1.15) : Emang disuruh ngapain?
 S (3.2.15) : Tulis kalimat dari gambar
 T (3.1.16) : Berapa? (3) terus Ms. Rizki punya berapa gambar?
 S (3.2.16) : Sebanyak banyaknya (2) 4 gambar
 T (3.1.17) : Good (2) berarti dimulai sekarang aja ya (7) **(preparing)** this is the first picture (3) you can start now (4) oh iya.. (1) Ms. Rizki udah setting 10 menit tiap gambar (2) jadi nanti gambarnya langsung ganti kalo udah 10 menit.
- S (3.2.17) : Ms, boleh tanya nggak?
 T (3.1.18) : Nggak boleh, pikir sendiri hayo sebisanya
 S (3.2.18) : ((9)) **(writing)**
 T (3.1.19) : It is moving to the second picture guys
 S (3.2.19) : Yess (2) aku tadi bisa bikin banyak
 S (3.2.20) : Banyakkan aku wah
 T (3.1.20) : Ayo udah (2) lajutin itu nulisnya
 S (3.2.21) : ((9)) **(writing)**
 T (3.2.21) : The next picture guys (2) tuh banyak tuh yang bisa di bikin kalimat
 S (3.2.22) : ((3)) **(writing)** ((1)) **(talking to each other)**
 T (3.2.22) : Guys, stop talking keep writing (2) nanti kalo gambarnya ganti baru dapet sedikit lho ya
 S (3.2.23) : Iya ms ((6)) **(writing)**
 T (3.1.23) : The last picture guys (3) Abis ini dikumpulkan terus nanti ms Rizki hitung dan koreksi (1) siapa yang bisa bikin yang paling banyak dan bener kalimatnya.
- S (3.2.24) : Lho ms (1) kalo salah gak dihitung?
 T (3.1.24) : Ya nggak (1) yang bener aja dong yang dihitung
 S (3.2.25) : Lho kalo salah percuma laan banyak banyak ms
 T (3.1.25) : Ya harus bener dong (1) jangan salah (3) hmmm (2) makanya lanjut kerjain bentar lagi selesai
- S (3.2.26) : ((8)) **(writing)**
 T (3.1.26) : Nah (1) ten minute's up (2) kumpulkan sekarang. Ms Rizki hitung dulu
 S (3.2.27) : **(talking to each other)**
 T (3.1.27) : ((10)) Ini udah selesai, kalian mau ms tulis di papan apa nggak?
 S (3.2.28) : Tulis aja ms tulis
 T (3.1.28) : Yaudah ms tulis ya (3) **(writing on the board)** ((1)) **Good job semuanya** (2) jadi siapa yang menang?
- S (3.2.29) : Rizaaaa
 T (3.1.29) : Congratulations buat Riza (2) besok ya Riza hadiahnya (3) Emmm, (2) okay guys (2) **it's time to go home hmm (2) let's pray**
- S (3.2.30) : Before we go home (1) let's pray together please ... **(praying)** (6) Finish
 T (3.1.30) : **See you next week guys**
 (Class ends)

APPENDIX 9
The Transcript of Meeting 4 in Basic 1
25 September 2017

Notes :
T (1) : Teacher
S (2) : Student
A (3) : Audio

Teacher Behavior
Classroom Atmosphere
Learner Group
L2 Related Value
Goals
Relevant Materials
Stimulating and Enjoyable Learning
Task
Learners' Self-Confidence
Learners' Autonomy
Self-motivating Learner Strategy
Feedback
Rewards

Meeting 4 (25 September 2017)

T (4.1.1) : Good evening everyone
S (4.2.1) : Good evening (1) ms. Rizki
T (4.1.2) : How are you today?
S (4.2.2) : I am fine (2) thank you (1) and you?
T (4.1.3) : I am fine too thank you (3) Oke guys let's pray.
S (4.2.3) : Before we study (2) let's pray together (1) please, (6) Finish
T (4.1.4) : Hari ini masuk semua kan?
S (4.2.4) : Mey gak masuk ms (2).
T (4.1.5) : Oh iya Mey gak masuk (1) Cuma Mey aja ya yang gak masuk hari ini?
S (4.2.5) : Iya ms
T (4.1.6) : Yaudah kalo gitu (3) by the way ini kan kita Writing, speaking, reading udah ya (2) mau ngapain ya hari ini?
S (4.2.6) : Listening dong ms
T (4.1.7) : hehehe (2) hari ini kalo kita listening mau nggak?
S (4.2.7) : Mau ms mau (2) Yeeeeee (cheering)
T (4.1.8) : Oke deh kalo gitu kita listening ya (preparing the materials)
S (4.2.8) : Hari ini ngapain ms?
T (4.1.9) : Tunggu dulu (2) ms Rizki masih nyiapin dulu
S (4.2.9) : ((2)) (talking to each other)
T (4.1.10) : Okeh (1) it is done (2) jadi sekarang kita akan listening (2) kalian sekarang siapkan pensil dan kertas (3) tugas kalian adalah mencatat kalimat adjective yang kalian dengar (1) Nanti ms Rizki play 3x (2) yang pertama buat kalian dengar dulu sambil tulis juga gak papa (3) terus yang kedua buat kalian dengar lagi kalo ada yang ketinggalan, yang ketiga buat koreksi. (Stimulating and enjoyable learning)
S (4.2.10) : Contohnya it is small gitu ta ms?

- T (4.1.11) : iya seperti itu ya (1) contohnya kayak yang di bilang Akbar tadi ya hmm (2)
is it clear guys?
- S (4.2.11) : Oke ms (1) udah (1) udah jelas ayo di mulai sekarang
- T (4.1.12) : Oke oke (1) nahh (1) udah siap?
- S (4.2.12) : Sudaahaah
- T (4.1.13) : Nanti kalo ada yang gak tau artinya bisa ditulis nanti kita bahas (2) Oke (1) sekarang kita mulai
- A (4.3.1) :Noisy animal quiet animal (2) The dog barks (1) It likes to bark (2) The bird sings (1) It likes to sing (2) The dog and bird are noisy (2) The cat meows (2) It meows when it is hungry (1) It meows when it is angry (2) The fish says nothing (1) The turtle says nothing (1) The mouse says nothing (1) The lizard says nothing (1) They are quiet
- T (4.1.14) : Udah? (2) diputar yang kedua
- S (4.2.13) : Aduh ms aku ada yang belum
- T (4.1.15) : Iya ini diputar lagi
- S (4.2.14) : Ssssh (**silent**)
- A (4.3.2) : Noisy animal, quiet animal (2) The dog barks (1) It likes to bark (2) The bird sings (1) It likes to sing (2) The dog and bird are noisy (2) The cat meows (2) It meows when it is hungry (1) It meows when it is angry (2) The fish says nothing (1) The turtle says nothing (1) The mouse says nothing (1) The lizard says nothing (1) They are quiet
- T (4.1.16) : The third time guys (1) be ready (3) waktunya kalian koreksi ya
- A (4.3.3) : Noisy animal, quiet animal (10) The dog barks (10) It likes to bark (10) The bird sings (10) It likes to sing (10) The dog and bird are noisy (10) The cat meows (10) It meows when it is hungry (10) It meows when it is angry (10) The fish says nothing (10) The turtle says nothing (10) The mouse says nothing (10) The lizard says nothing (10) They are quiet
- S (4.2.15) : Yeee (3) aku udah
- T (4.1.17) : Bisa semua?
- S (4.2.16) : Bisa ms, tapi kecepetan
- T (4.1.18) : iya (2) makanya kan diputer 3x biar kalian bisa cek lagi lagi (**silent**) (7) Udah siap yang ke dua?
- S (4.2.17) : Lho lagi ms
- T (4.1.19) : Iya ini ada 4 (2) kurang 3 lagi
- S (4.2.18) : Ayo ms (2) udah siap
- T (4.1.20) : Okeh listen carefully
- A (4.3.4) : Bright stars in the night sky (2) It is nighttime (2) The sky is black (1) There are tiny lights in the sky (2) They are stars (1) There are many stars (2) She looks all over the sky (1) She sees stars everywhere (2) A few stars are big (2) Most stars are small (1) She counts the stars (1) She counts 86 stars (2) She tells her mom.
- S (4.2.19) : Ms a few itu tulisannya gimana?
- T (4.1.21) : A few tulisnya gini ya (6) (**writing on the board**) artinya beberapa bukan view pemandangan lho
- S (4.2.20) : Iya ms tak pikir pemandangan
- T (4.1.22) : Oke lanjut ya the second round (2) be ready
- A (4.3.5) : Bright stars in the night sky (2) It is nighttime (2) The sky is black (1) There are tiny lights in the sky (2) They are stars (1) There are many stars (2) She looks all over the sky (1) She sees stars everywhere (2) A few stars are big (2) Most stars are small (1) She counts the stars (1) She counts 86 stars (2) She tells her mom.
- T (4.1.23) : Udah? Diputer lagi apa lanjut?
- S (4.2.21) : Lanjut ms
- S (4.2.22) : Di ulang lah ms, kan 3x
- T (4.2.24) : Yaudah (2) the third time guys.
- A (4.3.6) : Bright stars in the night sky (10) It is nighttime (10) The sky is black (10) There are tiny lights in the sky (10) They are stars (10) There are many stars (10) She looks all over the sky (10) She sees stars everywhere (10) A few stars are big

- (10) Most stars are small (10) She counts the stars (10) She counts 86 stars (10) She tells her mom.
- T (4.1.25) : Okeh good (2) yang ini kecepitan juga nggak?
 S (4.2.23) : Iya ms masih kecepitan
 T (4.1.26) : Wah berarti mbaknya ini ya yang bikin susah ngomongnya kecepitan
 S (4.2.24) : Hahahaha (**laughing**) Iya ms salahin mbaknya aja
 T (4.1.27) : Hehehe (3) Kalian bisa aja (2) okeh kita moving to the next part (2) ready?
 S (4.2.25) : Ayo ms
 A (4.3.7) : A soft and wet frog (2) Frogs are outside his house (2) They are quiet in the daytime (1) They are noisy at night (2) It is nighttime (1) The frogs are singing (2) He grabs a flashlight (1) He goes outside (2) He shines the light on a frog (1) It hops (1) He picks it up (2) It is soft and wet (2) It kicks its legs (1) He puts it down.
- T (4.1.28) : The second round guys
 A (4.3.8) : A soft and wet frog (2) Frogs are outside his house (2) They are quiet in the daytime (1) They are noisy at night (2) It is nighttime (1) The frogs are singing (2) He grabs a flashlight (1) He goes outside (2) He shines the light on a frog (1) It hops (1) He picks it up (2) It is soft and wet (2) It kicks its legs (1) He puts it down.
- T (4.1.29) : Oke ulang lagi ya for the last time
 S (4.2.24) : Oke ms
 A (4.3.9) : A soft and wet frog (10) Frogs are outside his house (10) They are quiet in the daytime (10) They are noisy at night (10) It is nighttime (10) The frogs are singing (10) He grabs a flashlight (10) He goes outside (10) He shines the light on a frog (10) It hops (10) He picks it up (10) It is soft and wet (10) It kicks its legs (10) He puts it down.
- T (4.1.30) : The last one guys
 S (4.2.25) : Lanjut ms
 T (4.1.31) : Oke guys (3) the last one (1) be ready
 A (4.3.10) : Hot day cool pool (2) She puts on her swimsuit (1) She walks to the swimming pool (2) It is a hot day (2) The sky is blue (1) There are a few white clouds in the sky (2) She gets to the pool (1) She looks at the water (2) It is blue (1) It is cool (2) She jumps into the water.
- T (4.1.32) : Kata katanya agak susah ya? (2) hati hati lho ya (2) Yaudah lanjut puteran yang ke dua (1) listen carefully
 A (4.3.11) : Hot day cool pool (2) She puts on her swimsuit (1) She walks to the swimming pool (2) It is a hot day (2) The sky is blue (1) There are a few white clouds in the sky (2) She gets to the pool (1) She looks at the water (2) It is blue (1) It is cool (2) She jumps into the water
- T (4.1.33) : langsung ya (2) the last round for the last part guys
 A (4.3.12) : Hot day cool pool (10) She puts on her swimsuit (10) She walks to the swimming pool (10) It is a hot day (10) The sky is blue (10) There are a few white clouds in the sky (10) She gets to the pool (10) She looks at the water (10) It is blue (10) It is cool (10) She jumps into the water.
- T (4.1.34) : Are you guys finished?
 S (4.2.26) : Akhirnyaaa
 S (4.2.27) : (**Talking to each other**)
 T (4.1.35) : Guys if you're finish (1) we will discuss it together (5) oke? (1) Starting from the first part (3) eeh.. (4) coba ada apa aja (1) satu..
- S (4.2.28) : The dog and bird are noisy
 T (4.1.36) : The dog and bird are noisy (2) Good (7) (**writing on the board**) and then?
 S (4.2.29) : It is hungry
 T (4.1.37) : It is hungry (**writing on the board**) (4) emang hungry artinya apa?
 S (4.2.30) : Hungry kan laper ms.
 T (4.1.38) : **Baguus** (2) and then?
 S (4.2.31) : It is angry
 T (4.1.39) : It is angry (**writing on the board**) (4) who's angry?
 S (4.1.32) : cats

- T (4.1.40) : **Good job**, ada lagi?
- S (4.2.33) : They are quiet
- T (4.1.41) : They are quiet (**writing on the board**) apa aja yang quiet?
- S (4.2.34) : Fish terus apa gitu ms ada 3
- S (4.2.35) : Lizard ms
- T (4.1.42) : Terus apa lagi?
- S (4.2.36) : Lupa ms
- T (4.1.43) : Fish, turtle, mouse, and lizard (2) jadi ada 4 ternyata
- S (4.2.37) : Oh iya ya
- T (4.1.44) : Udah ini ya gak ada lagi?
- S (4.2.38) : Gak ada ms
- T (4.1.45) : Okeh move to the second part (2) Satu..
- S (4.2.39) : The sky is black
- T (4.1.46) : The sky is black (4) (**writing on the board**) kenapa black?
- S (4.2.40) : karena malem
- S (4.2.41) : Nighttime kan malem
- T (4.2.47) : And then?
- S (4.2.42) : A few stars are big
- T (4.1.48) : A few stars are big (5) (**writing on the board**) next?
- S (4.2.43) : Most stars are small
- T (4.1.49) : Most stars are small (5) (**writing on the board**) kalo a few itu beberapa berarti kalo most itu apa?
- S (4.2.44) : Hampir semua
- T (4.1.50) : Terus selanjutnya ada apa lagi?
- S (4.2.45) : Udah ms itu aja
- T (4.1.51) : Okeh move to the next part (2) satu..
- S (4.2.46) : They are quiet in the daytime
- T (4.1.52) : They are quiet in the daytime (6) (**writing on the board**) and then?
- S (4.2.47) : They are noisy at night
- T (4.1.53) : They are noisy at night (5) (**writing on the board**) by the way what is quiet and noisy?
- S (4.2.48) : frooog
- T (4.1.54) : Next?
- S (4.2.49) : It is soft and wet
- T (4.1.55) : It is soft and wet (4) (**writing on the board**) wet artinya apa?
- S (4.2.50) : Licin mungkin ms
- T (4.1.56) : Bukan, apa hayo?
- S (4.2.51) : (7) (**silent**)
- T (4.1.57) : Gak ada yang tau? (3) wet itu basah
- S (4.2.52) : Berarti lembut dan basah dong ewww
- T (4.1.58) : Why? You don't like frogs?
- S (4.2.53) : yes ms, gak suka, takut juga ms kalo lompat lompat
- T (4.1.59) : Hahaha (2) ms juga takut, pasti yang perempuan takut semua kan
- S (4.2.54) : Iya ms
- T (4.1.60) : Hihhi (3) okeh next the very last part (1) satu
- S (4.2.55) : It is a hot day
- T (4.1.61) : It is a hot day (3) (**writing on the board**) and then?
- S (4.2.56) : The sky is blue
- T (4.1.62) : The sky is blue (3) (**writing on the board**) good (1) and then?
- S (4.2.57) : It is blue
- T (4.1.63) : It is blue (3) (**writing on the board**) what is blue? Langitnya lagi?
- S (4.2.58) : Eeh (2) bukan ms (1) ini water is blue
- T (4.1.64) : Is there anything else?
- S (4.2.59) : It is cool
- T (4.1.65) : It is cool (3) (**writing on the board**) Udah ini aja?
- S (4.2.60) : Udaaah
- T (4.1.66) : **Waaah hebat ya kalian semua. Very good job (applauding) (rewards)** (5) Jadi apa aja yang kita dapet hari ini? Baca sama sama

- S (4.1.61) : The dog and bird are noisy (2) It is hungry (2) It is angry (2) They are quiet (2) The sky is black (2) A few stars are big (2) Most stars are small (2) They are quiet in the daytime (2) They are noisy at night (2) It is soft and wet (2) It is a hot day (2) The sky is blue (2) It is cool.
- T (4.1.67) :The dog and bird are noisy (2) It is hungry (2) It is angry (2) They are quiet (2) The sky is black (2) A few stars are big (2) Most stars are small (2) They are quiet in the daytime (2) They are noisy at night (2) It is soft and wet (2) It is a hot day (2) The sky is blue (2) It is cool (4) eeh (1) How Many are they?
- S (4.2.62) : Thirteen
- T (4.1.68) : Very good job guys for today (**applauding**) (5) we still have minutes more before we go home (2) somebody has a little treat for you guys (4) Fanny please come here
- S (4.2.63) : Here are cookies from my mother
- T (4.1.69) : Waah looks tasty (3) C'mon guys grab yours (2) Don't forget to say thank you.
- S (4.1.64) : Thank you, Fanny
- T (4.1.70) : Alright, it is time to take a break after that we go home.
- S (4.2.65) : ((5)) (**talking to each other**) (**eating cookies**)
- T (4.1.71) : Guys (3) It is time to go home (2) let's pack your bags
- S (4.2.66) : (**preparing to go home**)
- T (4.1.72) : Okey Amel please lead the prayer
- S (4.2.67) : Before we go home let's pray together please ... (**praying**) (6) Finish
- T (4.1.73) : **See you next week guys**
- S (4.2.68) : See you ms
- (Class ends)**

APPENDIX 10

Follow up interview questions related to the questionnaire and observation

1. Related to the questionnaire, why did you disagree on sharing the reasons for your interest in English and inviting senior students and a successful role model to share their English learning experiences with the class?
2. How about for young adults students? Do you think it is useful to motivate students in the class?
3. Do you realize that you often give feedback to the students in the classroom?

APPENDIX 11

The follow up interview with the teacher of Basic 1 Class

27 November 2017

Notes :

T : Ms. Rizki

I : Interviewer

- I: Related to the questionnaire, why did you disagree on sharing the reasons for your interest in English, inviting senior students and a successful role model to share their English learning experiences with the class?
- T: I disagree because it would not be as motivating as it seemed. It is because the impact would be different for some students who are interested and passionate in learning English and some students who are low in motivation. They might feel bored because they just listen. Moreover they are majority in the 6th grade of elementary school students who needs more practice not just theory. By listening to the senior might not be useful because they would not do anything, they just listen. It is better if they are asked directly to do it in activity or practice.
- I: How about for young adult students? Do you think it is useful to motivate students in the class?
- T: It could be motivating for older students because they know what their goals are in learning and they know what they want as well. So the sharing could be beneficial for them because they could relate it with themselves. They could also ask the speaker about tips and tricks in learning language that the speakers have experienced.
- I: Do you realize that you often give feedback to the students in the classroom?
- T: I did not realize it, but I have to give feedback to them a lot because in that way they could feel appreciated and that is one of my strategies to reduce their anxiety in the classroom. By giving feedback, they know that they did the best and in time they would be accustomed to my behavior so that they do not need to worry about the imagination of the teacher getting mad at them.

APPENDIX 12

The Analysis of Meeting 1 in Basic 1

No	Utterances	Types of Motivational Strategies														Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.1)	Good evening everyone															Good evening is a greeting. Greetings is considered as teacher behavior because it is a part of good relationship with the students
T (1.1.2)	How are you today?															How are you is also greetings
T (1.1.3)	Before we study let's pray together please... (6) Finish															It is learner group because it is the rule that they should pray before the class started

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.6)	Pinteer															It is feedback because the teacher tried to give them effort feedback for answering question about the characters of the movie
T (1.1.8)	Good															It is feedback because the teacher tried to give them effort feedback for answering question about the meaning of adjective
T (1.1.9)	Excellent everyone															It is feedback because the teacher tried to give them effort feedback for mentioning the adjective they have learnt last time

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.13)	Good job everyone															It is feedback because the teacher tried to give them effort feedback for doing excellent in drilling
T (1.1.14)	Guys could you please lower your voice, nanti mengganggu yang lain yang konsen menghafal.															It is learner group because the students should respect each other, in this case, they are preparing their presentation

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.18)	Great job everyone															It is feedback because the teacher tried to give them effort feedback for doing excellent in memorizing the adjective
T (1.1.18)	karena kalian 3 tercepat dan terlancar (taking chocolate bars from her bag) I give you these chocolate bars for each of you															It is rewards because the teacher give chocolate as the rewards for the first three who can submit the work

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.21)	And now we are going to make sentences but (3) we do it in pair (2) Look at your partner and try to describe her or him (3) Jadi kalian harus membuat 5 kalimat untuk mendeskripsikan teman kalian menggunakan 20 adjective yang sudah kalian pelajari kemarin dan sekarang ya															It is considered as task because she mentioned about the instructions of the task. It is relevant materials because the teacher use everyday life experience, ex: their pairs which is so related to the students.

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.24)	Tugas ini biar kalian bisa menjelaskan adjective dari teman kalian ya															It is considered as task because she mentioned about the purpose of doing the task
T (1.1.25)	Okay now let me choose your pair, Akbar with Rezky, Delta with Rian, Fanny with Mey, Amel with Riza															It is considered as learner group because the teacher divided them in group of two and asked them to do the activity in groups

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (1.1.28)	Pinteer														It is feedback because the teacher tried to give them effort feedback for answering question about the formula of adjective
T (1.1.33)	Excellent job everyone, almost everyone gak ada yang salah. Hebat semua ya														It is feedback because the teacher tried to give them effort feedback for doing great in doing the task about making adjective sentences

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.39)	You're doing great! Give applause everyone (applauding)															It is a praise feedback because by giving applause, it showed praising feedback
T (1.1.39)	Akbar you are so funny that is why Rezky called you mr Bean															It is teacher behavior because the teacher notice interesting features of the students and it is a part of good relationship with the students

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.39)	Excellent job Akbar!															It is feedback because the teacher tried to give them effort feedback for doing great in reading adjective sentences
T (1.1.40)	That was great Fanny! Give applause to Fanny everyone (applauding)															It is feedback because the teacher tried to give them effort feedback for doing great in reading adjective sentences in front of the class. It is also praise feedback because by giving applause, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (1.1.41)	It's okay (2) Kalimatnya sudah benar kok (2) Semangat yuk yang keras suaranya (1) Let's try again but say it louder, okay?														It is learner's self confident because the teacher encouraged the student to be more confident. It is also classroom atmosphere because the teacher also showed that she build a supportive classroom that allows them to make mistakes
T (1.1.42)	Give applause to Amel everyone (applauding)														It is a praise feedback because by giving applause, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (1.1.42)	Give applause to Rian everyone (applauding)														It is a praise feedback because by giving applause, it showed praising feedback
T (1.1.43)	Yaudah kalo Delta malas nulis nanti biar ketinggalan pelajaran sendirian (1) terus nanti kita tinggal aja ya guys hahaha Delta mau nggak ditinggal?														It is classroom atmosphere because the teacher bring in encourage humor in the classroom by telling the student that he will be left behind.
T (1.1.45)	Give applause to Delta everyone (applauding)														It is a praise feedback because by giving applause, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (1.1.46)	We are playing boys vs girls ya. So ms Riski has 10 pictures di slide dari film the good dinosaur yang kemarin kita lihat. Nanti kalian tebak apa adjective nya dan buat 1 kalimat sesuai gambarnya ya. Rebutan antara team boys and team girls. Jawabnya harus panggil nama ms Riski, nanti ms Riski tunjuk. Gak boleh langsung dijawab nanti score nya langsung masuk ke grup lawan.														It is stimulating and enjoyable learning because the teacher gave the students twist in the learning activity. It is learner group because the teacher dIvided them in two groups in order to do the activity. It is also task because the teacher explained the instruction of the task and also the strategy for doing the task

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.46)	Any question?															It is teacher behavior because the teacher offered a clarification if there is any and it is a part of commitment and expectations to the student's academic process
T (1.1.59)	Jadi congratulations for the girls. You win. Here are your chocolate bars															It is rewards because the teacher give chocolate as the rewards for the winner of the task which are the girls

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (1.1.61)	Excellent job for today guys															It is considered as feedback because the teacher tried to give them effort feedback for doing great in all activities
T (1.1.63)	Before we go home (2) Let's pray together please... (6) finish															It is learner group because it is the rule that they should pray before the class finished
T (1.1.63)	Have a nice day tomorrow and see you on Thursday															Have a nice day tomorrow is also greetings

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

APPENDIX 13

The Analysis of Meeting 2 in Basic 1

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.1)	Good evening everyone															Good evening is a greeting. Greetings is considered as teacher behavior because it is a part of good relationship with the students
T (2.1.2)	How are you today?															How are you is also greetings
T (2.1.3)	Before we study (2) let's pray together (1) please, (6) Finish															It is learner group because it is the rule to pray before the class started

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

Code No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation		
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (2.1.6)	Ada film baru lagi Despicable Me 3 (2) Coba kalian nonton deh so funny (2) Kan kalian suka nonton film animasi gitu (1) jadi pelan pelan kalian bisa belajar bahasa inggris dari situ (2) Lama lama gak usah pake subtitle udah ngerti.														It is self motivating strategy because the teacher tried to look for something that the students love and give them strategy to know how to learn by themselves

Notes:

TB: Teacher Behavior

RM: Relevant Materials

SS: Self-Motivating Strategy

CA: Classroom Atmosphere

SE: Stimulating and Enjoyable Learning

F: Feedback

LG: Learner Group

T: Task

R: Rewards

RV: Related Value

SC: Learners' Self Confidence

G: Goals

LA: Learner Autonomy

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.13)	Jadi kalian harus buat 10 kalimat menggunakan adjective (1) yang menggambarkan keluarga kalian yang di foto (2) sama benda yang sudah kalian bawa tadi															It is relevant materials because the teacher used everyday life experience, ex: family, their favorite things, etc which is so related to the students. It is also task because the teacher explained the instruction of the task
T (2.1.14)	Biar kalian makin terbiasa dan tahu cara menggunakan adjective di dalam kalimat.															It is task because the teacher explains what is the goals of the task

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.15)	bisa tanya ke ms. Riski (1) nanti ms. Riski tulis ke papan tulis (3) udah (1) Is there any question?															It is teacher behavior because the teacher offered a concrete assistance by telling them if they did not know the English and writing the English words on the board
T (2.1.18)	Lho kan biar kalian terlatih bicara di depan kelas (2) biar bisa PD ngomong bahasa inggris															It is task because the teacher mention the benefit of doing the task for the students in the future

TB: Teacher Behavior
RM: Relevant Materials
SS: Self-Motivating Strategy

CA: Classroom Atmosphere
SE: Stimulating and Enjoyable Learning
F: Feedback

LG: Learner Group
T: Task
R: Rewards

RV: Related Value
SC: Learners' Self Confidence

G: Goals
LA: Learner Autonomy

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.31)	apa yang bingung? (2) Tanya ms Riski sini (walking around the class)															It is teacher behavior because the teacher came to the students and offered to explain
T (2.1.49)	Nanti kan ms Riski bawa bukunya jadi kalo ada yg ga hafal kan ms Riski kasih clue															It is teacher behavior because the teacher offered a concrete assistance by telling them if they did not remember the word when they presented

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.49)	Don't be afraid (2) salah gak papa kok gak ada yang marahin (2) Gampang kok semuanya pasti bias															It is students' self confidence because the teacher tried to reduce the students' language anxiety by saying that it is easy so everyone can do the task. It is also classroom atmosphere because by saying that, the teacher also showed that she build a supportive classroom that allows them to make mistakes

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.54)	Very good job															It is feedback because the teacher tried to give effort feedback to the students for doing great in presenting in front of the class
T (2.1.54)	(applauding) Give applouse to Mey everyone															It is a praise feedback because by giving applause, it showed praising feedback
T (2.1.61)	Very good job															It is feedback because the teacher tried to give effort feedback to the students for doing great in presenting

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

Code No	Utterances	Types of Motivational Strategies												Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F		R
T (2.1.61)	(applauding) Give applouse to Delta														It is a praise feedback because by giving applouse, it showed praising feedback
T (2.1.64)	kok mamanya di bilang loud sih? Apanya yang keras? Mama suka nyetel musik keras keras?														It is teacher behavior because the teacher showed good relationship with the students by asking about the students' lives outside the course.

Notes:

TB: Teacher Behavior

RM: Relevant Materials

SS: Self-Motivating Strategy

CA: Classroom Atmosphere

SE: Stimulating and Enjoyable Learning

F: Feedback

LG: Learner Group

T: Task

R: Rewards

RV: Related Value

SC: Learners' Self Confidence

G: Goals

LA: Learner Autonomy

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.70)	Very good job															It is feedback because the teacher tried to give effort feedback to the students for doing great in presenting in front of the class
T (2.1.70)	(applauding) Give applouse to Rezky everyone															It is a praise feedback because by giving applause, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.75)	Very good job															It is feedback because the teacher tried to give effort feedback to the students for doing great in presenting in front of the class
T (2.1.75)	(applauding) Give applouse to Riza everyone															It is a praise feedback because by giving applause, it showed praising feedback

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.77)	Udah sst diem (1) dengerin Amel dulu															It is learner group because the teacher reminded the rules of the class which is respect each other when the other is talking. It is also classroom atmosphere because the teacher tried to establish the norm of tolerance in the classroom

Notes:

TB: Teacher Behavior

RM: Relevant Materials

SS: Self-Motivating Strategy

CA: Classroom Atmosphere

SE: Stimulating and Enjoyable Learning

F: Feedback

LG: Learner Group

T: Task

R: Rewards

RV: Related Value

SC: Learners' Self Confidence

G: Goals

LA: Learner Autonomy

Code No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (2.1.78)	Amazing job															It is feedback because the teacher tried to give effort feedback to the students for doing great in presenting in front of the class
T (2.1.78)	(applauding) Give applouse to Amel guys															It is a praise feedback because by giving applouse, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

APPENDIX 14

The Analysis of Meeting 3 in Basic 1

No	Utterances	Types of Motivational Strategies														Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (3.1.1)	Good evening everyone															Good evening is greetings. Greetings is considered as teacher behavior because it is a part of good relationship with the students
T (3.1.2)	How are you today?															How are you is also greetings
T (3.1.3)	Oke guys let's pray															It is learner group because it is the rule to pray before the class started

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies														Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (3.1.4)	How was school? (2) eeh.. (2) Bahasa inggrisnya sampe mana?															It is teacher behavior because the teacher asked about the students' lives outside the course
T (3.1.11)	Kalo ada yang gak ngerti bawa bukunya ke les ya (2) nanti ms Riski bantu															It is teacher behavior because the teacher offered a concrete assistance for the students

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R	
T (3.1.11)	Ini kita mau writing lagi ya (2) Ms mau kalian tulis gambar yang nanti ms tunjukkan di komputer (1) hmm (3) Ms mau tau kalian bisa ceritakan situasi di gambar nanti														It is stimulating and enjoyable learning because the teacher tried to break the monotonous learning so she gave the students twist in the learning activity.
T (3.1.30)	See you next week guys														Saying see you is also greetings

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

APPENDIX 15

The Analysis of Meeting 4 in Basic 1

No	Utterances	Types of Motivational Strategies														Notes
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (4.1.1)	Good evening everyone															Good evening is a greeting. Greetings is considered as teacher behavior because it is a part of good relationship with the students
T (4.1.2)	How are you today?															How are you is also greetings
T (4.1.3)	Oke guys let's pray															It is learner group because it is the rule to should pray before the class started

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation				Encouraging positive self-evaluation				
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (4.1.7)	Mau ngapain ya hari ini?															It is learner autonomy because the teacher allow learners choices about the activity
T (4.1.10)	Jadi sekarang kita akan listening (2) kalian sekarang siapkan pensil dan kertas (3) tugas kalian adalah mencatat kalimat adjective yang kalian dengar (1) Nanti ms Rizki play 3x yang pertama....															It is stimulating and enjoyable learning because the teacher gave the students twist in the learning activity by doing listening session. It is also task because the teacher explained the task and the strategies of the task

Notes:

TB: Teacher Behavior

RM: Relevant Materials

SS: Self-Motivating Strategy

CA: Classroom Atmosphere

SE: Stimulating and Enjoyable Learning

F: Feedback

LG: Learner Group

T: Task

R: Rewards

RV: Related Value

SC: Learners' Self Confidence

G: Goals

LA: Learner Autonomy

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (4.1.38)	Baguus															It is feedback because the teacher tried to give effort feedback to the students for answering the question correctly
T (4.1.40)	Good job															It is also an effort feedback for answering the question correctly
T (4.1.66)	Waaah hebat ya kalian semua. Very good job (applauding)															It is a praise feedback because by giving applause, it showed praising feedback

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards

No	Utterances	Types of Motivational Strategies													Notes	
		Creating the Basic Motivational Conditions			Generating Initial Motivation			Maintaining and Protecting Motivation					Encouraging positive self-evaluation			
		TB	CA	LG	RV	G	RM	SE	T	SC	LA	SS	F	R		
T (4.1.68)	Very good job guys for today															It is also an effort feedback for doing great in the activity
T (4.1.68)	before we go home (2) somebody has a little treat for you guys (4) Fanny please come here															It is learner group because it is considered as a group norms that is agreed by the students which is to share when somebody brings food in the class
T (4.1.73)	See you next week guys															See you is also greetings

Notes:

TB: Teacher Behavior

CA: Classroom Atmosphere

LG: Learner Group

RV: Related Value

G: Goals

RM: Relevant Materials

SE: Stimulating and Enjoyable Learning

T: Task

SC: Learners' Self Confidence

LA: Learner Autonomy

SS: Self-Motivating Strategy

F: Feedback

R: Rewards