

## APPENDIX

### Appendix 1. Field Notes

**Field Note** : 11 January 2023

**Place** : 11 IPA 1

**Time** : 09.00

On January 11, 2023, researcher came to school in order to collect the research data in English language lesson in 11 IPA 1. At 09.30 the researcher came to meet English teacher to discuss the activities to be carried out. When the bell rang at around 10:25 a.m., the researcher and English teacher headed for class 11 IPA 1. Arriving at class, most of the students were talking with their friends. The teacher immediately entered the class and asked the researcher to sit on the side bench. Researcher began to observe and record the teaching and learning process activities. When the teacher arrived, several students stopped talking for a moment and some of them tried to fix their sitting position. The teacher greets students "good morning, class" and students respond to teacher's greeting by saying "good morning, ma'am". Then teacher continued by asking the condition of the students "How are you today?" and only a few of them answered the question enthusiastically "I'm fine, thank you, and you?". The teacher answered the students' questions "Iam well too, thank you". After that, the teacher checked the student attendance to ensure that every student came and took part in the lesson. At that time all students seemed to be present. Teacher began to open the materials that have been planned. Then, teacher asked about the material at the last meeting. About 3 students who sat in the front answered the teacher's questions. Then, teacher asked students to open page 69 in the English book. The teacher asked students to read and answer the questions in turn following the number of absences. The teacher asked student number absent one to read the questions and answer questions 1 and 2. Teacher responded to student answered and explained them to students. Then, the teacher invited students to ask questions if they had difficulty answering the

questions. When students read text questions, some students difficult to pronounced sentences in the past form. And the teacher gave an example to the students how to read sentences in the past tense correctly. after that the teacher asked "what is meant by an irregular verb?" and the students looked confused and one of the students answered "I did not know ma'am". The teacher asked again "did you not learn this lesson in class X?" students answer together "no ma'am". The teacher tried to remind about regular and irregular verb lessons but the students still did not know. With a little disappointed the teacher said "I said irregular verb you did not immediately understand, I hope when I said irregular verbs you know and you understand. And you should have been taught from junior high school. I hope when I say irregular verb you have already understood. You just found out now? students unanimously answered "yes ma'am". The teacher tried to explained again the material about regular and irregular as well as gave the example and instructing students to imitated how to read past tense verbs correctly. the teacher said that they did not learn how to read the past properly. and teacher did not force them to be able to do it now because all of that requires a process. And the teacher also explained what material they will learn after going up to grade 12. When the bell rang signaling the end of class, the teacher asked if there were any difficulties regarding the questions being discussed, but not a single student asked. Teacher asked students to continue the lesson at the next meeting. And the teacher closed the teaching and learning process without providing a summary of the lessons that have given.

**Field Note : 18 January 2023**

**Place : 11 IPA 1**

**Time : 09.00**

On January 18, 2023, researcher came to school to collect the second research data in English class in 11 IPA 1. At 09.00 the researcher came to meet the teacher to discuss the activities to be carried out. Arriving at 10.25, the teacher was still in the teacher's room prepared enter to the class. At 10.35 a.m.

Then the teacher immediately entered the class and asked the researcher to sit on the side bench. Researcher began to observe and recorded the teaching and learning activities. Before opening the teaching and learning activities, the teacher apologized to the students for arrived almost 10 minutes late because they were talking with the homeroom teacher in the office. The teacher did not forget to take student attendance. Then, teacher opened the material and asked students to continue the unfinished questions on page 69. Simultaneously, the students took the English book and opened it. Before continuing the teacher reminded again that answered the questions followed the number of student absences. The teacher also asked to read the text in the book before answering the questions. After that, one of the students stood up and moved to sit to the front. The teacher asked "Wisnu, where did you go?" you did not bring your book?" The student answered "yes, I forgot ma'am". And the teacher gave advice to Wisnu and continued the material. In the middle of learning, the students looked very tired and started complaining to the teacher. And the teacher said there are still many questions that haven't been answered so don't complain. And the students directly answered "yes ma'am". After the questions finished, the teacher continued with a new material, it was cause effect, the teacher explained the material and gave examples. After that the teacher asked the students to come forward to make examples with their own sentences used cause effect. One by one the students came forward. And after that the teacher asked "who wants to come forward again?" the student answered "Iam ma'am". The teacher ordered the student to come forward. After that the teacher corrected together. When the bell rang at 11.10 a.m. to signal the end of class, the teacher asked if there were any difficulties regarding the material that have explained, but no one student asked. The teacher closed the teaching and learning process without providing a summary of the lessons that have given.

## Appendix 2. Video Transcript

### First Video Transcript

Teacher : assalamualaikum, good morning student. How are you today?

Student : waalaikumsalam, morning ma'am. I'm fine thank you and you?

Teacher : I'm very well thank you. Hadir semua hari ini?

Student : yes ma'am.

Teacher : oke now silahkan dilihat in chapter 5 page 69. Sudah dibuka bukunya?

Student : sudah ma'am.

Teacher : saya meminta kalian untuk membaca soal tersebut serta memberikan jawabannya dan per siswa mendapatkan 2 nomer pertanyaan. Sudah jelas yang saya katakan?

Student : sudah ma'am.

Teacher : ayo dari absen pertama.

Student : yes ma'am. : I'm still confused in solving mathematic problems. The underlined word means. jawabannya A ma'am.

Teacher : ok, that's right. Apabila kalian susah untuk membaca yang berakhiran -ED baca aja kata kerja dasarnya. Mam Nia pas kelas X ngajarin kalian ini ga?

Student : tidak ma'am.

Teacher : yasudah saya akan menjelaskan kembali. (menjelaskan materi regular dan irregular) Oke, yang dimaksud saya ini adalah Ed dibelakang kata, di sebelah kiri saya itu V1 itu bisa disebut dengan infinitive, V2 itu past, dan V3 itu past participle. Jadi ketika saya menyebutkan infinitive berarti itu adalah V1. Saya tidak tahu ketika kalian di junior high school kalian diajari atau tidak apa itu irregular verb. Jadi apa yang dimaksud dengan irregular verb?

Student : tidak tahu ma'am.

Teacher : loh gatau, emang mam nia tidak menjelaskan di kelas X?

Student : tidak ma'am.

- Teacher : mungkin kalian yang lupa. Jadi irregular verb itu adalah kata kerja yang bisa berubah ke bentuk past dan past participle. Barusan saya bilang irregular verb kalian tidak langsung paham, harapan saya ketika saya bilang irregular verb kamu tau dan kamu ngerti. Dan harusnya kalian sudah diajari dari junior high school. Harapan saya ketika saya bilang irregular verb kalian sudah paham. Kalian baru tahu sekarang? **(Non Factive Presupposition) 02:39 – 03:10**
- Student : iya ma'am.
- Teacher : di kelas X siapa gurunya?
- Student : mam Nia
- Teacher : emang di kelas X tidak diajari?
- Student : Jarang ma'am.
- Teacher : harusnya ada mungkin kamu lupa. Tidak mungkin tidak diajari oleh Ma'am Nia. Kalo saya kan memang tidak mengajari kamu di kelas X, saya lebih banyak fokus ke kelas 12.
- Student : iya ma'am.
- Teacher : kalau menurut kakak kelasmu yang paling mudah itu menghafal yang regular karena Cuma berhentinya di past. (guru memberikan contoh). Sampai disini ada pertanyaan?
- Student : susah ma'am cara bacanya.
- Teacher : iya karena semua itu butuh proses, saya dulu juga sama kaya kalian. Saya juga tidak minta kamu bisa sekarang dan karena itu juga butuh proses.
- Student : iya ma'am.
- Teacher : selain iregular verb ada juga 16 tenses yang bakal kalian pelajari, tapi kalian Cuma belajar 9 tenses aja dan dimulai dari kelas X.
- Student : banyaknya ma'am.
- Teacher : dan belum lagi nanti ketemu dengan kalimat pengandaian.
- Student : nyanyi ya ma'am?
- Teacher : bukan nyanyi tapi kalimat pengandaian.
- Student : iya ma'am.

Teacher : memang sulit mengucapkan Ed tapi saya harap kamu bisa.

Student : baik ma'am.

Teacher : karena waktunya sudah habis kita lanjutkan di pertemuan selanjutnya.

### Second Video Transcript

Teacher : Assalamualaikum, I am sorry for coming late because I'm still talking with your homeroom teacher. (Factive Presupposition) 01:17 – 01:50

Student : no problem ma'am.

Teacher : kalian tahu tidak apa artinya homeroom teacher?

Student : wali kelas.

Teacher : yes, betul wali kelas.

Teacher : yang tidak hadir hanya Erlangga lagi hari ini? Kenapa? (Lexical Presupposition) 00:28 - 00:40

Student : dia izin ma'am.

Teacher : iya saya absen dulu.

Teacher : baik anak anak, silahkan buka buku paket kalian di halaman 69 (Existential Presupposition) 02:01 – 02:20

Student : Baik ma'am

Teacher : kita lanjutkan hari ini pembahasannya di chapter berapa?

Student : di chapter 5

Teacher : last week, two weeks ago and three weeks ago some of your friends itu belum ulangan lisan di buku paketnya terutama Andini, Hafizah, Satria, Panji, Ruben. Bisa dimulai sekarang dari Andini.

Student : baik ma'am. you have my sincere and heartfely sympathy my dear fellow, in your sorrow. What is the closest meaning of the underline word? Jawabannya C. honest.

Teacher : oke benar, next to Hafizah.

Student : why hasn't shelly written a letter to indah for so long? jawabannya because she was busy getting settled.

Teacher : oke next to Satria, you want to read the text first or go straight to the question. Paham ga satria sama yang ma'am Fitri katakan?

Student : terserah ma'am

Teacher : loh jangan terserah, tidak ada di buku paket terserah

Student : langsung aja ma'am

Teacher : oh oke silahkan.

Student : what is the possible relation between the sender and the recipient? Jawabannya A

Teacher : oke good, next to Panji, Panji kamu no 52 and 53, you should start by read the text before answering the questions. **(Lexical Presupposition)**

**09:36 – 11:40**

Student : yes ma'am. one evening last week I were sitting quite at home. Suddenly, we hears a loud bang. I supposed that the old lady in the flat above was moving the furniture about. My wife was afraid that the noise would wake the baby. She turnes down the TV and moment latter we heard someone calling for help. I run upstairs. The old lady's door was shut. But I could see smoke coming through the letter box and under the door and smell something burning. "ring the fire brigade". I should down to my wife. I banged on the door but the old lady took a long time answer. I was turning over in my mind the idea of breaking the door down where she finally appeared.

I was having a bath, she said, when the water heater in the kitchen blew up. And I was getting dressed when you knocked. I took her down stairs to our flat.

Smoke was pouring out of the kitchen and the heater was in flames. Just then I heard a fire engine arriving outside and the ehavy footsteps of the fireman on the

staris.”it’s in here”, I shouted, “you turned up promptly, I must say.”

when I got back to our flat, my wife was making the old lady a cup of tea, soon afterwards, the fire chief came in to ask a few questions. It turned out that the fire was not very serious and the fireman were already putting it out. When they left, my wife went up with the old lady to help her lean up the mess. When she returned, my wife remarked:”it’s all right now. Nothing was damaged except the water heater. But wasn’t it lucky that baby slept through the noise?. she took the tea cups into the kitchen and I heard her scream and the cups crash to the floor. When I got there, water dripping from the ceiling and forming a pool on the floor. The baby woke up at least and began to cry.

what is the story about? The answer E ma’am.

Teacher : What paragraph shows your answer?

Student : di paragraf kedua ma’am.

Teacher : Ok, that’s right. Wisnu mau kemana?

Student : mau pindah ke depan ma’am.

Teacher : wisnu, kamu tidak membawa buku paketmu?  
(Existential Presupposition) 14:00 – 14:30

Student : iya ma’am, saya lupa.

Teacher : aturan ma’am Fitri sudah jelas buku paket harus dibawa. Kamu bisa tau materi pelajaran apapun dari buku paket, kalo buku paket tidak dibawa terus ya gimana jadinya. Kamu campur-campur tulisan saja saya marah apalagi tidak bawa buku paket, apa perlu saya kasih hukuman. Dan saya harap jangan ulangi lagi kesalahannya. oke, dilanjut lagi.

Teacher : Ruben absen mu no berapa?

Student : 28 ma’am.

Teacher : read the paragraph first itu.

Student : *baca soal dan menjawab pertanyaan.*

Teacher : ok, benar.



- Student : *baca soal dan menjawab pertanyaan*  
 Teacher : good. Apa ada pertanyaan?  
 Student : no ma'am.  
 Teacher : yaudah kalo tidak ada pertanyaan, masih banyak pertanyaan yang belum dijawab, jadi kalian jangan banyak mengeluh. Dibaca dan di isi satu persatu soal di buku paket biar kalian paham. (Lexical Presupposition)  
**15:00-20:00**
- Student : yes ma'am.  
 Teacher : saya tidak tahu sudah pernah bilang atau belum ke 11 IPA, bulan depan saya kemungkinan besar akan jarang masuk di kelas kalian. Karena harus mengikuti ujian kelas 12.
- Student : yeayy ok ma'am. Bisa pulang siang ya ma'am?  
 Teacher : bisa jadi, soalnya ini keputusannya belum di share sama wakasek.  
 Student : iya ma'am.  
 Teacher : sampai disini ada pertanyaan tentang personal letter?  
 Student : tidak ma'am.  
 Teacher : ok kalau tidak, kita lanjut ke new chapter halaman 81, yang bakal kita pelajari adalah ekspresi cause and effect (sebab akibat). Kelas X sudah di pelajari belum?
- Student : belum ma'am  
 Teacher : ok, diperhatikan di halaman 81 yang poin A (guru membaca text di buku paket). Di dalam text sudah ada berapa kejadian disitu?
- Student : dua  
 Teacher : iya yang pertama seorang laki laki meninggal karena tidak tidur dan makan. Terus yang peristiwa keduanya?
- Student : laki laki di china membunuh teman bermainnya dengan menusuknya di dada.  
 Teacher : diperhatikan dulu karena cause effect ini lumayan sulit tingkatannya. (menjelaskan materi). Mana kalimat yang menunjukkan cause dan mana kalimat yang menunjukkan effect dari contoh yang ma'am Fitri baca di buku kamu.
- Student : effectnya she can't read the letter cause she is illeter

Teacher : ok, that's right.

Student : apakah ini bisa dimasukkan ke passive voice ma'am?

Teacher : iya bisa, tapi biasanya passive voice itu tidak cause effect.

Student : yes ma'am.

Teacher : saya akan memberika contoh "he will leave me because I spent a lot of his money". Ini kalimat cause effect apa bukan?

Student : iya ma'am.

Teacher : sampai disini ada pertanyaan?

Student : no ma'am.

Teacher : silahkan maju ke depan dan mencoba untuk membuat contoh dari kalimatmu sendiri menggunakan cause effect. (Lexical Presupposition)

Student : saya ma'am

Teacher : iya, silahkan ke depan.

Teacher : siapa yang mau ke depan lagi? (Lexical Presupposition)

**1:05:15-1:05:30**

Student : I'm ma'am.

Teacher : iya, silahkan. Buathlah contoh kalimat dari yang mudah dulu biar kalian tidak susah.

Teacher : baik, semua contoh di depan sudah benar semua, saya tutup kelas hari ini. Wassalamualaikum wr.wb.

## Appendix 3. Research Permit Approval Letter



YAYASAN HANG TUAH  
PENGURUS CABANG SURABAYA  
**SMA HANG TUAH-4**  
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Lampiran : -  
Perihal : Persetujuan Ijin Penelitian

Surabaya, 13 Januari 2023

Kepada Yth.  
Dekan Fakultas Ilmu Sosial dan Humaniora  
Universitas PGRI Adi Buana  
di -  
Surabaya

Dengan hormat,

Bersama surat ini kami memberikan ijin kepada Mahasiswa Universitas PGRI Adi Buana Fakultas Ilmu Sosial dan Humaniora untuk melakukan penelitian di SMA Hang Tuah 4 Surabaya, berdasarkan surat masuk Nomor : 076/Ak.2/FISH/XI/2023, dengan data Mahasiswa sebagai berikut :

Nama	: Indah Riskiana Dewi
NIM	: 195300093
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: <i>Understanding the Teacher – Students' Presupposition in the Classroom Interaction</i>
Waktu Penelitian	: 11 Januari 2023

Demikian surat persetujuan dan izin kami berikan untuk dapat digunakan sebagaimana mestinya, atas perhatian dan kerjasamanya kami ucapkan terima kasih.



Mengetahui,  
Kepala Sekolah

**Kartika Sari, S.Pd., M.Pd.**

Wakasek Kurikulum

**Herwinda Rosita, SE**



Scan Me



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### RECORDS OF THESIS SUPERVISION SESSIONS

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Thesis Title : Understanding the Teacher-Students'  
Presupposition in the Classroom  
Interaction

No	Dates	Materials	Advisor
1	00-11-2022	Approval revised of Chapter I, II, III	
2	22-12-2022	Consulting the Data	
3	12-01-2023	Analyzing the Data	
4	24-01-2023	Chapter IV	
5	26-01-2023	Chapter IV Revised I	
6	30-01-2023	Chapter IV Revised II	
7	31-01-2023	Chapter IV Revised II	
8	2-02-2023	Chapter V	
9	8-02-2023	Approval Revised of Chapters IV and V	
10	9-02-2023	Checking and Approval of all Chapters	

The thesis supervisions have been completed on 9 February 2023.

Acknowledge by  
Dean of Faculty of Socia Sciences  
  
Dr. Sunu Catur Budiyono, M.Hum.  
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### THESIS REVISION FORM

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Thesis Title : Understanding the Teacher-Students'  
Presupposition in the Classroom Interaction  
Examiner 1 : Salim Nabhan, S.Pd., M.A.  
Examiner 2 : Fajar Susanto, S.S., M.Pd.

No	Materials	Examiner 1	Examiner 2
1	Grammar in chapter 3 (simple past)		
2	Observation in data collection technique		
3	The data transcription (English & Indonesia)		
4	Research question and results (RQ-2)		
5	Reference format		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

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Examiner 1 : Salim Nabhan, S.Pd., M.A.  
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No	Materials	Examiner 1	Examiner 2
1	Check grammar		
2	Chapter 1		
3	Chapter 2		
4	Chapter 3		
5	Chapter 4		
6	Chapter 5		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

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### THESIS REVISION FORM

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Thesis Examination Date : 16 February 2023  
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Presupposition in the Classroom Interaction  
Examiner 1 : Salim Nabhan, S.Pd., M.A.  
Examiner 2 : Fajar Susanto, S.S., M.Pd.

No	Materials	Examiner 1	Examiner 2
1	Check grammar		
2	Chapter 1		
3	Chapter 2		
4	Observation in data collection technique		
5	Research question 2 and results		
6	Reference format		

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

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