

APPENDICES

Transcription of : **Grammar Connecting Ideas Class**
Lecturer : **Dra. Trisnowati Tanto, MHum**
Date : **Friday, March 13, 2009**
Time : **11-1 p.m.**

Tres : ...with not until, only when, only after, the inversion is here, in the main clause, ok. When you use hardly or no sooner, right after hardly or no sooner there must be an inversion here. *Jadi beda, ya agak beda, kan? Di situ inversinya bukan di clause yang pakai only when, tapi di main clause. Ini di clause of time nya.* So, what is the inversion? She had no sooner finished? Now, you say no sooner had she finished, ya. She finished reading the letter than she tore it up, ya. You have to pay attention to which clause is made into inversion, ok. Do you have question so far? Have I told you about the use of as and while? The different? Between as and while?

Student : No

Tres : so, as is for event that happen for a short period of time and while for a long period of time. Again, you can use when to show the events happening at the same time and when is the most flexible one. It can be short event or the long event, ok. When, ya, ok. So, now let's look at the page 14.

...if you don't have to do or trouble of making the subjects the same like this and of course err... you can see that you can not use the conjunction in that sentence with the different subjects. You can choose this. *Kalau tidak mau cape, maksudnya gitu. Toh kita punya satu pilihan yang mm...tidak perlu sama subyeknya juga tidak apa-apa, ya.* So, if you have made the subject the same you can use on, you can use once.

...so, change the subject from she into an object form or the other choice is using the possessive pronoun. It happens that it is the same her. *Ini maksudnya her sebagai obyek, her sebagai posesif.* So, if it isn't she, for example I, of course here it becomes my entering or me entering.

...if you use during it can only be followed by a noun form. It cannot be followed by a gerund form after during. It cannot use past participle after during. It can only be followed by a noun form. It is during, ya. Ok, so, for this one, the main clause must be the same of course, she has been speaking in English. Use since, since...since when? If you prefer to use a noun form, ok can you have a noun form here? Of course this means the same as well.

Student : Children

Tres : Childhood. The rule is the same. If you have the same subjects, don't mention subject in the phrase of time. If subjects are different, mention both of the subjects. So, here we have the same subjects. If you choose a noun form and of course like it or not you have to mention them. *Mau tidak mau harus ada, ya si her ini. Walaupun sebetulnya kan mmm...sepertinya aneh she dengan she disebutkan.* Now, by using -ing in the past participle if the subjects are the same, you don't have to mention err...the subject here. If it is type one, which way do you choose? Of course you cannot choose the preposition. *Ini tidak ada, ya yang tipe satu ini tidak bisa di situ, ya tidak ada.* Ok, jadi tidak mungkin pakai yang preposition. What about using the conjunction? Can we use to show type one?

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Transcription of : **Grammar Connecting Ideas Class**
Lecturer : **Dra. Trisnowati Tanto, MHum**
Date : **Wednesday, August 19, 2009**
Time : **9-11 p.m.**

Tres : and for you err...who take connecting ideas this semester for the second time or the third time, the fourth time, please bring with you a new book. A clean book. *Yang dimaksud clean itu maksudnya jangan sampai ada* err...exercise *itu kan pasti ada banyak* exercisenye. *Nah jawabannya langsung ada 5 soal karena semester lalu mungkin jawabannya seperti itu.* You will not understand if you do that...
and then another note is that I think perhaps you all know about...ya I don't know perhaps in my opinion, this is the rumor that many of the students think that is so hard, so difficult, so perhaps just impossible to pass grammar especially connecting ideas. But in my opinion, that just a rumor. Err...because it doesn't have to be a genius to pass grammar. We are all here not a geniuses. *Tidak ada kan, ya yang jenius di sini? Saya juga tidak, gitu ya. Jadi memang tidak perlu pintar sekali, gitu ya sampai harus bisa lulus grammar.* What you need is being serious...
Do you still remember what is considered a clause? What is a clause? And what makes it different from a phrase? How do you think about the verb? What kind of verb do we use in a clause? How many kinds of verbs? *Ini saya mundur terus nih. Pertanyaannya mulai dari adjective patterns harusnya sudah tahu. Mundur terus sekarang sudah ke verb patterns.* What kinds or how many kinds of verb do we have? *Ada berapa jenis verb?* Two, ya. There are two kinds of verbs. Finite and non-finite...
Ok, so if we look at this sentence we have two, ya two verbs. Which one or which ones are the finite verb? *Ini semuanya verb. Need or to take or both? Need is a finite verb. What about to take? Non-finite verb, ok. How can you say that need is a finite verb? Cara ngetesnya bagaimana?...*
Ok, is it clear about the point here? Something about clauses? At least two clauses in a compound sentence have two finite verbs. *Tinggal dilihat saja finite verb nya ada berapa, gitu ya. Kalau ada minimal dua jadi berarti bisa lebih dari dua, ya. Kriteria pertama sudah terpenuhi.* But please don't forget that in a compound sentence there are two criteria. Not only about finite verb, not only about the clauses but something about the conjunctions. So, to make that sentence called a compound sentence, err...they have to meet these two criteria. *Jadi tidak bisa kan ini sudah dua, ya tapi clause dua plus conjunction nya*

juga harus itu, ya. Jadi kriterianya harus dua, ya. Dua-duanya harus terpenuhi. Ok, so far do you have question about what is meant by a compound sentence?

...these are the conjunction that we can use in compound sentences. Basically we have five: and, but, or, so, for. In each conjunction here we have variations. *Jadi tidak berarti kita harusnya pakai and terus gitu, tidak ya.* We can have in addition, moreover, furthermore, what's more, on top of that, so these are the variations. But the meaning is the same...

For the rest you can read about the sentence by yourself. Just pay attention to the punctuation mark. In all the things connectors, we use punctuation mark. So we will start to the first clause. First clause like he is lazy, ok. Now, after the first clause we will put a semi colon, *titik koma, ya*...semi colon and then you put a conjunction, besides. After a conjunction, you put coma and after that coma you just put the second clause. Don't forget to the semi colon, coma, and the full stop. And then, one more thing about these variations of the connectors err...all the connectors here are interchangeable. Interchangeable means that you can just change besides with moreover. It won't change the meaning of the sentence, ya. You don't like moreover, you can just change it into on top of that, let's say. It won't change the meaning. *Jadi itu bisa di bongkar pasang, ya. Saya tidak mau pakai furthermore pokoknya tidak mau saja, ya. Kamu bisa pakai what's more misalnya ya, silahkan. Arti tidak akan berubah jadi ini tidak terlalu sulit, ya silahkan pakai yang mana saja yang penting tujuannya atau fungsinya sama.* Adding information, you can use all these connectors. Is it clear about the and type? The next one is so type. In Indonesian, so means? Ya? *Maka, maka ya.* Ok if we use *maka* or so in your sentence what do you think about the function of so? Adding information or making an option? So is use to show a cause and effect relationship. Ok, question? So? Is it clear? Connector number five is for. There is no variation, so you can only use for as a connector. In Indonesia for means? *Karena, ya.* This is not for in the meaning of *untuk*. This is not a preposition. *Kalau for artinya untuk itu untuk* preposition. We are not talking about preposition here. We are talking about the conjunction. As conjunction, for means *karena*. So, if it means *karena*, what is the function of for? If we use for in your sentence and for here to show what? A cause and effect relationship?

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In your book err...we have seven? Ya actually eight because while and whereas are two connectors there actually, so altogether we have eight. Eight variations. Now, connectors in a

but type are not interchangeable. *Kalau tadi, daritadi apa tuh, yang so boleh kan pakai ini. Tidak mau pakai yang lain silahkan tidak akan ada beda arti, ya. And juga seperti itu, for juga seperti itu. Ini tidak, ya.* So, in a but type the connectors in your book there, eight connectors can be classified.. can be sub classified into three groups. Like this...so, we can divide these groups of but type into three.

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Compare these two sentences use but as the conjunction, ok because the two ideas of the two clauses in each sentence is contradictory each other. He is rich while his brother is poor and it is not interchangeable, ya. So, how can this to be like this if you look at the second sentence? Here we use opposite, right? Rich and poor. In the first sentence rich are not opposite. Although this is something we don't expect because if you are rich, you are expecting that rich man err... rich person will be generous, ok. It is not what we expect that this man is not generous. He is stingy. This is something that we don't expect. But we don't use opposite. *Jadi ini bukan lawan kata, ya. Rich sama stingy itu. Lawan katanya rich adalah poor, ok.*

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Now, what about on the contrary? Just take one example from your book page three, on the contrary. He didn't feel mad at all, on the contrary he was very pleased. So, if we look about the idea of the two clauses here. He didn't feel mad at all. *Dia tidak tersinggung, ya. Tidak marah, tidak tersinggung.* So, it is the idea. Not feel mad and the second idea, he is very pleased. *Tidak tersinggung, tidak marah, sangat senang...sama kan, ya.* So, if actually the ideas are the same, it's just the way you discuss the idea is different, we use on the contrary.

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Interview Questions and Answers:

Explain why you code-switched in the particular utterances?

1. Data: “With not until, only when, only after, the inversion is here, in the main clause. Ok. When you use hardly or no sooner, right after hardly or no sooner there must be an inversion here. *Jadi beda ya agak beda, kan? Di situ inversinya bukan di clause yang pakai only when tapi di main clause. Ini di clause of time nya.*”
 - To make sure that the students understand the points.
2. Data: “...So, you don’t have to do or have any trouble of making the subjects the same like this and of course err...you can see that you cannot use the conjunction in that sentence with the different subjects. You can choose this. *Kalau tidak mau cape, maksudnya gitu. Toh kita punya satu pilihan yang mm...tidak perlu sama subyeknya juga tidak apa-apa, ya.*”
 - To make sure that the students understand the points.
3. Data: “So, change the subject form she into an object form or the other choice by using the possessive pronoun. It happens that it is the same her. I *Ini maksudnya her sebagai obyek, her sebagai posesif. So, if it isn’t she, for example I, of course here it becomes my entering or me entering.*”
 - To make sure that the students understand the point.
4. Data: “If you have the same subjects, don’t mention the subject in the phrase of time. If subjects are different, mention both of the subjects. So, here we have the same subjects. If you choose a noun form and of course like it or not you have to mention them. *Mau tidak mau harus ada, ya si her ini. Walaupun sebetulnya kan mmm...sepertinya aneh she dengan she disebutkan.*”
 - To make sure that the students understand the point.
5. Data: “Now, by using –ing in the past participle if the subjects are the same, you don’t have to mention err...the subject here. If it is type one, which way

do you choose? Of course you cannot choose the preposition. *Ini tidak ada, ya yang tipe satu ini tidak bisa di situ, ya tidak ada. Ok, jadi tidak mungkin pakai yang preposition.*”

- To make sure that the students understand the point.
6. Data: “Please bring with you a new book. A clean book. *Yang dimaksud clean itu maksudnya jangan sampai ada err...exercise itu kan pasti ada banyak exercise nya. Nah, jawabannya langsung sudah ada 5 soal karena semester lalu mungkin jawabannya seperti itu.* You will not understand if you do that.”
- To approach the students so that they know the correct way of learning grammar.
7. Data: “...because it doesn’t have to be a genius to pass grammar. We are all here not geniuses. *Tidak ada kan, ya yang jenius di sini? Saya juga tidak, gitu ya. Jadi memang tidak perlu pintar sekali, gitu ya sampai harus bisa lulus grammar.* What you need is being serious.”
- To approach the students so that they know the correct way of learning grammar.
8. Data: “Do you still remember what is considered a clause? What is a clause? And what makes it different from a phrase? How do you think about the verb? What kind of verb do we use in a clause? How many kinds of verbs? *Ini saya mundur terus nih. Pertanyaannya mulai dari adjective patterns harusnya sudah tahu. Mundur terus sekarang sudah ke verb patterns.*”
- To repeat the question as nobody seemed to be ready with the answer.
9. Data: “what kinds or how many kinds of verb do we have? *Ada berapa jenis verb?*”
- To repeat the question as nobody seemed to be ready with the answer.

10. Data: “Ok, so if we look at this sentence we have two, ya two verbs. Which one or which ones are the finite verb? *Ini semuanya verb. Need or to take or both?”*

- To repeat the question as nobody seemed to be ready with the answer.

11. Data: “need is a finite verb. What about to take? Non finite verb, ok. How can you say that need is a finite verb? *Cara ngetesnya bagaimana?*”

- To repeat the question as nobody seemed to be ready with the answer.

12. Data: “Ok, is it clear about the point here? Something about clauses? At least two clauses in a compound sentence have two finite verbs. *Tinggal dilihat saja finite verb nya ada berapa gitu ya. Kalau ada minimal dua jadi berarti bisa lebih dari dua, ya. Kriteria pertama sudah terpenuhi.*”

- To make sure that the students understand the point.

13. Data: “So, to make that sentence called a compound sentence err...they have to meet these two criteria. *Jadi tidak bisa kan ini sudah dua, ya tapi clause dua plus conjunction nya juga harus itu, ya. Jadi kriterianya harus dua, ya. Dua-duanya harus terpenuhi.*”

- To make sure that the students understand the point.

14. Data: “These are the conjunction that we can use in compound sentences. Basically we have five: and, but, or, so, for. In each conjunction here we have variations. *Jadi tidak berarti kita harusnya pakai and terus gitu, tidak ya. We can have in addition, moreover, furthermore, what’s more, on top of that, so these are the variations.*”

- To make sure that the students understand the point.

15. Data: “Now, after the first clause we will put a semi colon, *titik koma*, ya...semi colon.”

- To make sure that the students understand the point.

16. Data: “Interchangeable means that you can just change besides with moreover. It won't change the meaning of the sentence, ya. You don't like moreover you can just change it into on top of that, let's say. It won't change the meaning. *Jadi itu bisa dibongkar pasang ya. Saya tidak mau pakai furthermore pokoknya tidak mau saja, ya. Kamu bisa pakai what's more misalnya ya, silahkan. Arti tidak akan berubah jadi ini tidak terlalu sulit, ya silahkan pakai yang mana saja yang penting tujuannya atau fungsinya sama.*”

- To make sure that the students understand the point.

17. Data: “The next one so type. In Indonesian so means? Ya? *Maka, maka ya.* Ok if we use *maka* or so in your sentence what do you think about the function of so?”

- To make sure that the students understand the point.

18. Data: “Connector number five is for. There is no variation, so you can only use for as a connector. In Indonesian for means? *Karena, ya.* This is not for in the meaning of *untuk*.”

- To make sure that the students understand the point.

19. Data: “This is not preposition. *Kalo for artinya untuk itu untuk preposition.* We are not talking about prepositions here.”

- To make sure that the students understand the point.

20. Data: “Now, the connectors in a but type are not interchangeable. *Kalau tadi, dari tadi apa tuh, yang so boleh kan pakai ini. Tidak mau pakai yang lain silahkan tidak akan ada beda arti, ya. And juga seperti itu or juga seperti itu. Ini tidak, ya.* So, in a but type the connectors in your book there, eight connectors can be classified...can be sub classified into three groups.”

- To make sure that the students understand the point.

21. Data: “This is something that we don’t expect. But we don’t use opposite. *Jadi ini bukan lawan kata ya. Rich sama stingy itu. Lawan katanya rich adalah poor, ok.*”

- To make sure that the students understand the point.

22. Data: “So, if we look about the ideas of the two clauses here. He didn’t feel mad at all. *Dia tidak tersinggung, ya. Tidak marah, tidak tersinggung.* So, it is the idea.”

- To make sure that the students understand the point.

23. Data: “Not feel mad and the second idea, he is very pleased. *Tidak tersinggung, tidak marah, sangat senang...sama kan, ya.* So, if actually the ideas are the same, it’s just the way you discuss the idea is different, we use on the contrary.”

- To make sure that the students understand the point.