

**STUDENT TALK IN INTENSIVE  
COURSE CLASSROOM  
2010/2011**

**A THESIS**

In Partial Fulfillment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching



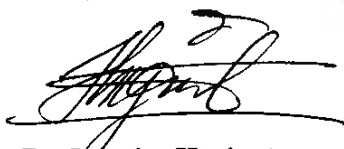
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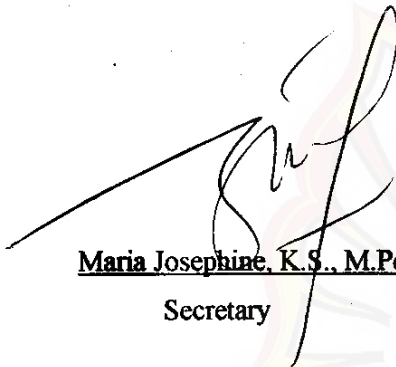
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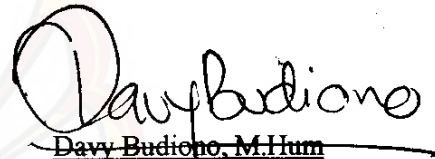
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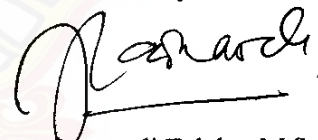
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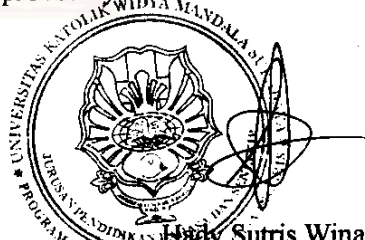
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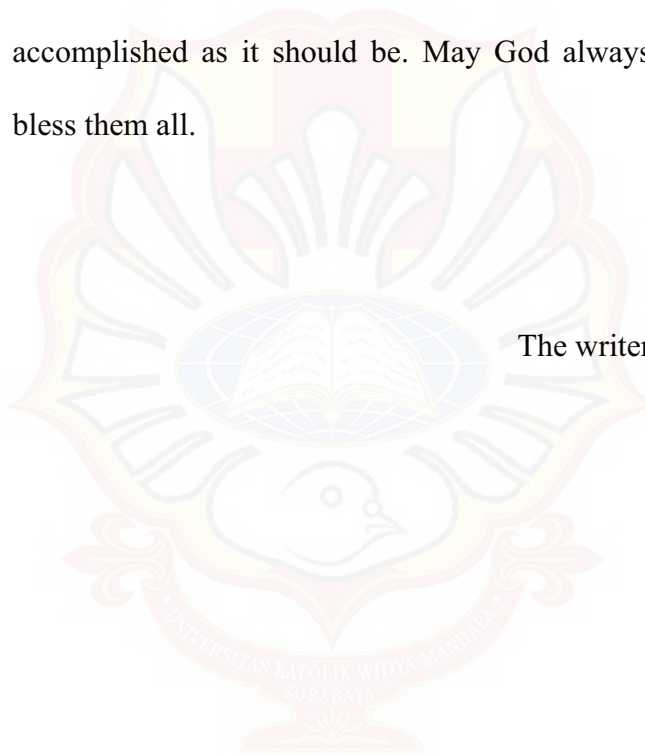
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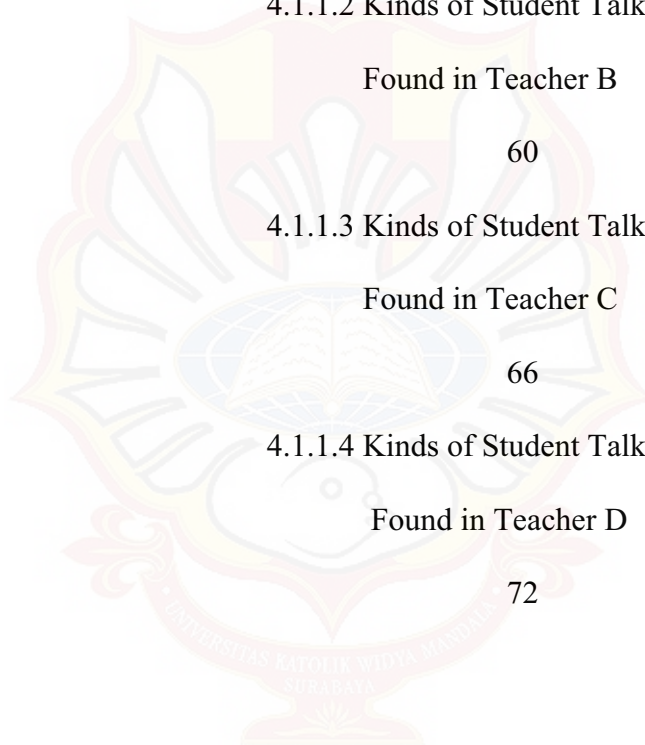
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## ABSTRACT

Nata, Welly Adi. 2010. **Student Talk in Intensive Course Classroom 2010/2011.** Thesis. Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya.

Advisors: (1) Dr. Ignatius Harjanto.  
(2) Johanes Leonardi Taloko, M.Sc.

Key words: Intensive Course, student talk, students' response, and students' initiate.

Intensive Course is basic English course in Teacher Training English of Widya Mandala Catholic University Surabaya. This course determines the students' success in joining and finishing other English courses in the following semester. Since the classroom is the place where comprehensible input and modified interaction are available, what goes on inside the language classroom is very important. This situation challenges the writer to observe the IC classrooms. So far, there has never been done to see what actually happens in IC classrooms in terms of student talk.

The objectives of this study are to know various kinds of student talk that are found in IC classes and a kind of student talk is commonly

used in IC classes. This study based on the theory Seventeen-Category System by Tsui Bik May, theory of Acquisition-Learning Hypothesis, and the Monitor Hypothesis by Stephen Krashen. An observation has been applied as the research design of this study since it is a qualitative research. Three voice recorders, a set of video camera, observation tally sheets, interview sheets, and the writer itself are the instruments of this study. Eighty students of IC classes who consist of three classes, IC A with thirty students, IC B twenty three students, IC C with twenty seven students, and four teachers who consist of two males and two females are chosen as the subject of this study. In analyzing the data, the writer has transcribed the spoken data using an application named "Transcriber 1.5.1" and has classified the data based on the theory Seventeen-Category System by Tsui Bik May.

This observation has discovered that kinds of student talk are found in IC classes are students' response restricted reply, students' response expanded reply, students' response apologize, students' initiate elicit, and students' initiate interrupt. Students' response restricted reply takes up the major portion of student talk in IC classes.

It is suggested that the students' initiate and students' response are balance in IC classes. The teachers should provide more comprehensible input which enrich the students' initiate takes place in the classroom.

Student 2 : #1 Been. # [S13a]  
 Student 6 : #2 Been. # [S13a]  
 Student 5 : Been verb one, verb two.  
 [S13a]  
 Teacher : Ya. [T10]  
 Student 5 : Ya. [S13a]  
 Teacher : Because you refer to the  
 pattern. [T4]  
 Student 5 : Ya. [S13a]  
 Teacher : Yaa... how could you ee...  
 when will you use the  
 present perfect  
 continuous? [T1Aa]  
 When will you use present  
 perfect continuous? [T1C]  
 What's the difference  
 function of present perfect  
 continuous with  
 present perfect simple?  
 [T1Aa]  
 Student 5 : If present perfect simple ee...  
 ehm... ehm... heh... I can not  
 explain. [S14]  
 Teacher : Can not explain? [T1Ab]  
 Student 5 : Iya. [S13a]  
 Teacher : Why can't you? [T1Aa]

Why can't you? [T1C]  
Student 5 : Don't know. [S14]  
Teacher : Okay, discuss it with your  
table group and you will be  
chosen to explain again  
because we love you, okay.  
[T2]  
Students : (laughter). [-]  
Teacher : So, which people table do  
you belong then Joe,  
Angelina, Stephen, and Irene  
you belong to Joe, table one,  
table two, table three, how  
many? [T3]  
One, two, three, four, five?  
[T1Aa]  
Student 4 : Five ae mam. [S13a]  
Teacher : And then table four, five,  
two, three, four, six, and then  
table five and then table six,  
okay. [T4]  
Discuss in your table group,  
okay discuss in your table  
group how is present perfect  
continuous different from  
present perfect simple. [T4]

Then, you already have the patterns and you already have the time signals for "for and since." [T4]

How will you use them in your real life? [T1Ac]

And we are going to have Joe as the first assistant of today to share in front. [T3]

How many minutes? [T1Aa]

How long do you need to prepare it? [T1Aa]

Ten minutes? [T1Ab]

Yaa okay, up to seven twenty five here ya, seven twenty five. [T4]

Students : (inaudible) (discussing). [-]

Teacher : (play a music in the computer). [-]

Student 5 : Can you explain about present... [S13a]

Students : Inaudible (discussing). [-]

Student 5 : Krunguku sisir. [S13a]

Students : (discussing). [-]

Student 1 : Ini cerita e pake present perfect sek ini menunjukan



bahwa ini past tense kayak  
"aku sudah mencuci mobil ini"  
jadi sekarang itu kayak apa  
ya... jadi kayak nunjukno hasil  
dari tindakan kita, kita mari  
ngapain, kita nulis ternyata  
sekarang apa nama e. [S13b]  
Nek present perfect  
continuous itu apa de'e  
kegiatan e itu nyambung e  
pada sekarang. [S13b]

Student 5 : Leh! yo opo se di delok le.  
[S13a]

Student 1 : Sek sek sek... [S13a]

Student 5 : Lho tell me lo... explain  
me... explain to me. [S13a]

Students : Inaudible (discussing). [-]

Teacher : Any problems? [T1Ab]

Student 5 : Yea. [S13a]

Teacher : Ready? [T8]

Student 5 : Not yet. [S13a]

Teacher : So what is... what is the idea  
of all this? [T1Aa]

Student 5 : Apa? [S16]

Teacher : What is the idea of your  
group? [T1Aa]

Eee... about present perfect  
simple... [T12]

Student 1 : Eee... ee... present perfect  
simple is used to explain  
some... [S13b]

Teacher : Some... [T12]

Student 1 : But the present perfect  
continuous is... present  
perfect continuous is... isn't...  
so it's like eee yaah... [S13b]

Teacher : Okay, discuss it eee... with  
your table group, okay?  
[T1Ab]

Students : (inaudible) (discussing). [-]

Student 5 : Ya opo iki rek... lek misale  
sing iki, opo... if we want to  
say how much ato how many  
iku atek sing present perfect.  
[S13b]  
Sedangkan nek present perfect  
continuous iki how long.  
[S13b]

Student 1 : Nngg? So... so... so...  
[S13a]

- Student 5 : Berarti sing ini present continuous itu belum tau kita ini sampe kapan gitu ta? [S16]
- Student 1 : Iyo jek lanjot. [S13a]
- Student 5 : Terus result e dari resultnya dari sini? [S16]
- Student 1 : He eh. [S3a]
- Students : (inaudible) (discussing). [-]  
Oooo... [S13a]
- Student 1 : Nek present perfect itu sing... [S13a]  
Kayak misale, nek ndek sini kan kita ada... kayak ndek sini kan kita ada... tapi nek continuous ini de'e kerja tapi ga tau mari ato ndak e... during mari nggak ... jadi kayak de'e dalam prosess... jadi ini we mari ri, ini mboh mari mboh gak... tapi de'e wes ngecek. [S13b]
- Student 5 : Tapi ini how to say. [S13a]  
Aduuh, bingung njelasno e cak... [S14]
- Student 7 : Nah, ya tooohh... [S13a]  
Joe, ayo... [S13a]

Students : (inaudible) (discussing). [-]  
 Student 7 : Kene discuss ae... ya toh!  
 [S13a]  
 Sebagian discuss. [S13a]  
 Students : (silent) (discussing). [-]  
 Student 1 : Ok class now we will  
 discuss about the differents of  
 present perfect and present  
 perfect continuous. [S13b]  
 First, let we see the pattern of  
 the present perfect in the  
 present perfect use S  
 (subject)+ has or have + Verb  
 3. But in the pres... present  
 perfect continuous we use  
 Subject + has or have + been  
 verb 3 or be + verb -ing and ...  
 [S13b]  
 Student 5 : And we use present perfect  
 continuous if we doing now  
 and we don't know until  
 when they doing the  
 action...the action... [S13b]  
 Students : (laughter) [-]  
 Student 5 : And for the present perfect  
 is the results of present perfect

continuous so is it's been...  
[S13b]

Student 1 : #1 Done. # [S13a]

Student 5 : #2 Done. # [S13a]

Student 1 : Okay, so whats the different  
is we use present perfect if we  
doing something and the...  
the... our job is finish right for  
example I... have... (the  
student writing on the  
whiteboard). [S13b]

Something like this, in this  
sentence I've, it means that  
I've painted the wall and the  
wall is finished plain...  
painted but if we use the  
present continuous I have been  
painting the wall and the  
sentence is like I interested to  
paint the wall but it's not  
finished yet so... so... ya...  
[S13b]

In Indonesia? [S13a]

Teacher : He eh. [T10]

Student 1 : Jadi kayak kita itu lagi...  
[S13a]

Students : #1 (laughter). # [-]

Teacher : #2 No no English. # [T9b]

Student 1 : So like we doing something  
but we in the middle of doing  
that. [S13b]  
#1 In proccess ya. # [S13a]

Student 5 : #2 Still in proccess. # [S13a]

Student 1 : So let's see your book on  
page thirty seven eee...  
[S13a]  
Grammar: I haven't had any  
lesson for years now. [S13b]  
So, see in this sentence the  
subject I haven't had any  
lesson and haven't any lesson  
for years and I... I... [S13b]

Student 5 : Haven't had any lesson.  
[S13a]

Student 1 : Yaa... so... [S13a]  
So, it means now I really  
really haven't had any lesson  
and I will not continue it.  
[S13b]

Student 5 : #1 Yaa. # [S13a]

**Student 1** : #2 Yaa. # [S13a]  
**In the present perfect continuous "He's been playing the guitar for ten years. [S13b]**  
**"It's mean the subject is he has been playing the guitar for ten years and he maybe continue it into the eleven years, twelve years, and... and next and in the next years. [S13b]**  
**So any questions? [S16]**  
**Teacher** : Any questions? [T1Ab]  
**Student 7** : May I ask a question? [S15]  
**Teacher** : Sure. [T10]  
 So while we waiting for Selvin to finish the drawing any questions? [T1Ab]  
**Students** : Drawing... [S13a]  
 Drawing? [S16]  
**Teacher** : Yoana, yaa... [T3]  
**Student 3** : Actually, is not really a question. [S13a]

Extract  
 15

Teacher : **Is not really a question?**  
[T1Ab]

No problem... [T9a]

Student 3 : **About present perfect you said that it is something that is done?** [S13b]

Student 5 : #1 Ya. # [S13a]

Student 1 : #2 Ya, completed. # [S13a]

Student 3 : Has been finished. [S13a]

Student 1 : Ya. [S13a]

Student 3 : What about this I have typed twelve pages? [S16]

I just still have... like, you have to type a hundred pages and then I have type twelve pages because I think present perfect ee... apa ya... when... this one, when we want to say how much or how many things you done use present perfect that's what I think... so... [S13b]

Student 1 : #1 (discussing) # [-]

Student 5 : #2 (discussing) # [-]

Extract  
12



Student 3 : For present perfect continuous I think I have been typing for how long? [S16]

Student 1 : Since this one... [S13a]  
 Since... [S13a]  
 Silence (The student writing on the whiteboard) [-]  
 I've typed. [S13a]  
 Okay, this is the question from Yoana. [S13b]  
 It is about different of "I have typed twelve pages" ... (the student is writing on the whiteboard). [S13b]

Students : #1 Silence (discussing). # [-]

Teacher : #2 No, type of conditional it is still present perfect. [T9b]  
 Ee... Joe, explain about the different focus present perfect and present perfect continuous they have different focuses right? [T1Ab]  
 Present perfect focuses on certain area, present perfect continuos

focuses on another area, you know it? [T1Ab]

Joe? # [T3]

Student 5 : I can not explain. [S14]

Students : #1 (silent) (discussing). # [-]

Teacher : #2 Heee... final days only a week ahead bring your speaking free. # [T4]

Students : (discussing) [-]

Student 4 : Mam, mam may I try to help him? [S15]

Teacher : Sure of course, you belong to the same group. [T4]

Students : (discussing) [-]

Teacher : By the way ee... have you started writing your written report for your Project? [T1Ab]

That will be on this

Wednesday the last time. [T4]

Unfortunately, unfortunately we still have classes next week six Monday and eight Wednesday yeah seven is a holiday, seven is a holiday. [T4]

Six Monday before the holiday you still have classes, eight you also still have classes. [T4]

Check the inside because it is scheduled. [T2]

Students : Holiday... holiday... kita libur terus ya. [S13b]

Teacher : So to those who want to go out hometown please decide only one of those two days to be absent, the others please come here because we probably have quick review on the previous material. [T4]

Yes please, Lina. [T3]

Student 1 : Okay Yoana, your question why we... why it's using present perfect? [S16]  
Because eee... aaa... present perfect is huge when we opo... [S13b]

Students : (laughter) [-]

Student 1 : What has completed now so, in this sentence I have typed twelve pages means you have

finished type the twelve pages  
but its now and its completed  
but in this condition I must  
typed twelve pages it will  
happen later after this. (the  
student pointing the words on  
the whtiteboard) [S13b]

Students : Oooo... [S13a]

Student 1 : It's... so... so, its not  
completed yet and it will  
happen later so it do not, do  
not really, so not really  
important to write this and  
why we said this is a present  
perfect because it shows how  
many and how much the pages  
that you have been typed.  
[S13b]

Teacher : Still confused? [T1Ab]

Student 3 : Still disagree. [S13a]

Teacher : Do you disagree or agree?  
[T1Aa]

Student 3 : Still disagree. [S13a]

Teacher : Still disagree? [T1Ab]  
Ow, what's the problem  
then.? [T1Aa]

Student 3 : No, I've got the wrong idea.  
[S14]

So you mean present perfect  
shows result? [S16]

Student 1 : Ya, present perfect shows a  
result. [S13b]  
Eee... in the present perfect  
continuous it shows some  
activity but the result is  
whether finish or not. [S13b]

Student 3 : So, what about this "I....?"  
[S16]

**Teacher : Ya, before I recap this  
final discussion let's see  
Selvi's question first. [T4]**

**Students : Selvi's question...  
(laughter) selfish question.  
[S13a]**

**Student 7 : First, they said the present  
perfect is something  
happened in the past and...  
and it... noo... they said that  
present perfect happen in  
the past and now its finish.  
[S13b]**

Extract  
13

But someone said to me, had said to me that present perfect happened in the past and still continue until now and will be finish soon which one is true both of them or its. [S13b]

Student 5 : #1 (inaudible) (discussing).  
# [-]

Student 1 : #2 (inaudible) (discussing).  
# [-]

Student 6 : #1 (inaudible) (discussing).  
# [-]

Student 4 : #2 (inaudible) (discussing).  
# [-]

I think for present perfect we... we got the result for the... but the past simple... past simple is does not done any acitivity. [S13b]

Students : (laughter) [-]

**Sorry. [S14]**

**And present perfect, eee... something that happened in the past that we... we can... we can get the result. [S13b]**

Extract  
16

- Student 7 : So it has finish or still happen but will be finish soon? [S16]**
- Students : (discussing) [-]
- Student 6 : Present perfect, it is related with the past tense if you eee... have done something and its... it seems like I have graduated from senior high school then you still eee... you are finish your studied in High School. [S13b]
- Have you seen the effect? [S16]
- You are a graduate, eee... a graduate student. [S13b]
- Student 7 : So, my... my notes is wrong? [S16]
- Student 6 : Not wrong but... [S13a]
- Student 7 : Happened until now and it's will be finished soon is it wrong? [S16]
- Student 6 : Ya, some many types of present perfect. [S13b]
- Student 7 : Oww, so...there is also the function of the present

perfect. [S13b]

Students : No... no... [S13a]  
 (inaudible) (discussing). [-]  
 (silent) (discussing). [-]  
 (laughter). [-]  
 #1 Silence (discussing). # [-]

Teacher : #2 Ee... Irene for the  
 continuous you focus on...  
 focus on the Problem. [T3]  
 And present perfect you  
 Focus on the result, result,  
 result. [T4]  
 How many have you done?  
 [T1Aa]  
 How many correct? [T1Aa]  
 Talk about the focus in here,  
 how long you take the  
 winter and for the past  
 perfect the action only talk  
 about when the action is  
 done in the past, if you  
 focus on the relation with  
 your present life now. [T4]  
 Got the idea? # [T1Ab]

Student 1 : He eh. [S13a]

Teacher : Okay, you got three minutes



more. [T4]

Students : (discussing) [-]

Student 4 : Okay, in that sentence we use present perfect "I've lost my key it means I... I... I... I haven't get... I haven't got the key yet and I lost my key its mean that now I... I find the... the key. [S13b]

Students : Inaudible (discussing). [-]

Student 1 : Okay, stop it stop it. [S13a]

I will check it out. [S13a]

Teacher : Okay. [-]

Student 1 : So, I get some advices from mam Ice. [S13b]

Teacher : Miss... (laughter). [T4]

Student 1 : Miss Ice ya... it's about the focus so, present perfect is the focus on the results of things present perfect continuous on the proccess and past perfect is use for some related actions question in the past. [S13b]

Teacher : What I write is past tense the last one. [T4]

Ya can not use past

participle. [T4]  
 Yes, the marker please! [T2]  
 Student 1 : So, it base on focus so, the  
 question is why...? [S16]  
 Student 7 : When is this... apa ya...  
 when is this... aku ngomong  
 apa waktu itu? [S16]  
 Students : (laughter) [-]  
 Teacher : Yes? [T1Ad]  
 Student 7 : When the moment is finish?  
 [S16]  
 In the past or it happen but it  
 will be finished? [S16]  
 Yes, finish in the past or it  
 will be finish soon. [S13b]  
 Teacher : So, you are asking when the  
 action finish? [T1Ab]  
 Whether it finish in the past or  
 still continue and going to  
 finish in the future? [T1Ab]  
 Student 7 : Eee... still continue and will  
 be finished soon. [S13b]  
 Teacher : Anyone want to help them  
 too? [T1Ab]  
 When you are making present  
 perfect sentences if you can

get the idea about the time  
when your action finishes.  
[S13b]

When you know whether the  
action finishes in the past?  
[T1Aa]

When you know it finishes  
later? [T1Aa]

When you know for the  
sentence like for example I  
have sentence "I have typed  
twelve pages." [T4]

Do you know when you finish  
those typing? [T1Ab]

Actually, the idea when you  
finish those typing? [T1C]

Students : No. [S13a]

Teacher : Ya, do you know whether it  
will finish later? [T1Ab]

Students : No. [S13a]

Teacher : No? Maybe yes? Maybe no?  
[T1C]

Students : No. [S13a]

Teacher : Okay... you are still to say  
something? [T1Ab]

Because our time is over.

[T4]  
Do you want to say  
something Ethan? [T3]  
Student 6 : No. [S13a]  
Teacher : No. [T10]  
Iya, thank you for table two  
you did great work. [T9a]  
You have pract very well.  
[T9a]  
Ya, okay... don't worry you  
will get another chance to be a  
real teacher when you were in  
seventh semester during you  
have your PPL Teaching  
Practice. [T4]  
Okay, what about the question  
from Yoana? [T3]  
Yoana's question was asking  
about the difference between...  
ya... [T4]  
Okay let's go back to Selvi's  
question first. [T4]  
In Selvin's question then I  
went also try to explain about  
the differences of these three  
ya, good example for "I lost

my key" and "I've lost my key." This is past tense and this is... [T12]

Student 6 : #1 Present perfect. # [S13a]

Students : #2 Present perfect. # [S13a]

Teacher : Let's we compare these two if you say past tense "I lost my key" so what is your focus actually? [T1Aa]

Saying in the sentence. [T2]

Students : The fact in the past. [S13a]

Teacher : Ya that's part, the accident of you or losing the key happened in the past whether you found the key right now? [T1Ab]

Do you know? [T1Ab]

Students : No. [S13a]

Teacher : Do you know? [T1C]

Do you know whether you have the key or not? [T1C]

Students : No, no, eh... yes... yes. [S13a]

Teacher : Yes perhaps, now you have your key or perhaps you still don't have the key but you just

said "I lost my key" that's all.  
[T4]

But, if you said "I have lost  
my key", is the key missing  
now? [T1Ab]

Students : Yes. [S13a]

Teacher : Ya, is the accident of your  
losing your the key happened  
in the past? [T1C]  
Did you know it? [T1Ab]  
That happened in the past?  
[T1Ab]

Students : Ya. [S13a]

Teacher : Ya, that's happening in the  
past? [T1C]

Students : Ya. [S13a]

Teacher : Okay, how is it related to  
your present life now? [T1Ac]  
How is it related to your  
present life now? [T1Ac]  
And you still don't have the  
key now. [T4]  
So, if you use present perfect  
what happened in the past  
affects you today. [T4]

Okay, for present perfect what happened in the past affects you today, that's why it's called present perfect because it is related to your present life. [T4]

What if you talk about past tense what happened in the past, stay in the past whether it is related to your present life or not you are not so sure about it. [T4]

Ya, okay... those two... what about this one present perfect continuous "I have been painting the wall" if you have your grammar in use you actually have rich examples about present perfect tense and present perfect continuous examples of "painting the wall". [T4]

Examples of "Going under the rain" this one ya... actually, a rich explanation what's the focus. [T4]

First, if you say continuous,  
continuous is always focuses on  
the process that you been  
painting the wall probably for  
two hours maybe and so on.  
[T4]

Emh... did you know whether  
the wall has been totally  
painted or not? [T1Ab]

Students : No. [S13a]

Teacher : Do you know? [T1Ab]

Students : No. [S13a]

Teacher : Are you still in the process  
of painting? [T1Ab]

Students : Yes. [S13a]

Teacher : Have you finished the  
painting? [T1Ab]

Students : No, not yet. [S13a]

Teacher : Have you finished the  
painting? [T1C]]

Students : Nooo. [S13a]

Teacher : No, not yet. [T10]  
So, is the wall already  
painted totally? [T1C]

Students : No. [S13a]



Teacher : No, but if you say "I've painted the wall" is the wall already totally painted? [T1Ab]

#1 Yes. # [T4]

Students : #2 Yes. # [S13a]

Teacher : Did you focus on the result or in the process? [T1Aa]

Students : Result. [S13a]

Teacher : Result... [T10]

You didn't eee... you didn't focus on how long you been painting the wall a day, two days, but you focus on the result I painted the wall whether you want to express it into few a week to finish the wall you didn't want to say this idea. [T4]

Okay, what about for and since are for and since applicable in both two tenses? [T1Ab]

Or maybe for and since only belong here but do not belong there? [T1Ab]

Students : No. [S13a]  
Teacher : No, they belong to... [T12]  
Students : Both of them. [S13a]  
Teacher : Okay, so like the example  
"Saya lulus dari SMA" is it I  
graduated from high school or  
I've graduated from high  
school? [T1Aa]  
Students : I've graduated from high  
school. [S13b]  
Teacher : I have, you want to say I  
have graduated from high  
school. [T10]  
Students : Ya. [S13a]  
Teacher : So, you will have to you  
want to emphasize certain  
focus because I've graduated  
from high school I know  
something about the basic  
tenses and so on and so on and  
so on. [T4]  
That's what you actually want  
to say because I've graduated  
from senior high school I  
know something I know a  
little about English I know a

little about this I know a little about that. [T4]

But, when you said I graduated from senior high school full stop. [T4]

So you mention that you already passed your senior high school time whether it has effects on your present life it is not mention in the sentence. [T4]

Okay, still any confusing about present perfect continuous, simple? [T1Ab]

Past tense perhaps? [T1Ab]

You will be on your final test so make sure that you already, you really understand about these areas. [T4]

Still confusion? [T1Ab]

Okay, let's go on with the next activities still in grammar we only spend ten minutes for that and after that we move to the listening and please take a look on exercise five and six

and then please jump to page  
one one nine jump to page one  
one nine lesson four B. [T6]  
Did you get it lesson four B?

[T1Ab]

One one nine there will be six  
numbers for one one nine and  
eee... fourteen numbers on  
page thirty seven and we'll  
have the next teacher of your  
season today so table two you  
will point your other friends to  
lead the discussion later. [T4]

Next, will be others yes,  
mention the name! [T2]

Student 6

: Kezia mam. [S13a]

Teacher

: Kezia's table, you are honor  
to be choosen as usual Kezia  
five, six, and one one nine,  
this one probably is not  
Kezia's time but I expect to be  
Franco.. ya... will five  
minutes will be enough for  
you? [T1Ab]

Students

: No. [S13a]

Teacher

: Okay, then six minutes.

(laughter) [T4]

Students : (inaudible) (discussing). [-]  
How long? [S16]  
Sek sek sek... [S13a]  
Nomer tiga, nomer enam.  
[S13a]

Teacher : (the teacher plays the  
music from the computer).  
[-]

Student 6 : Bri, tiga empat tiga empat  
iki ta? [S16]

Student 5 : Seng endi? [S16]

Student 6 : Seng di bahas sek bukan e  
iki? [S16]

Students : (silent) (discussing). [-]

Student 5 : Seng ke tiga drink, drunk,  
drunken. [S13a]

Student 1 : Drink, drank, drunk. [S13a]

Student 6 : Drink, drank, drunk. [S13a]  
Drunken master ta? [S16]

Students : (inaudible) (discussing). [-]

Teacher : Have you finish? [T8]  
No? [T1Ab]

Students : Ini have kok has? [S16]  
Have ini ga isa dianu. [S13a]  
Ini has have ato has it have?

[S16]

Ooo, iyo yo. [S13a]

Student 8 : Okay class let me discuss  
eee... exercise five and  
exercise six. [S13b]  
(the student writing on the  
whiteboard)

Student 9 : Okay, before we giving our  
lesson, I want upon you and if  
you can help me about this.  
[S13b]

Maybe the first Yohanes'  
table, number two, practice  
five. [S13b]

Student 3 : How long he has been  
playing the guitar? [S16]  
He's he been playing it for ten  
years, he has been playing it  
since 1998. [S13b]

Student 9 : #1 Louder please. # [S13a]

Student 8 : #2 Louder please. # [S13a]

Student 3 : How long has he been  
playing the guitar? [S16]  
He has been playing it for ten  
years, he's been playing it for

two years, he's been playing it since 1998. [S13b]

Student 8 : Okay, that's right. [S13a]

Student 5 : Gak twelve years? Gak twelve years? Gak twelve years? [S16]

Students : (inaudible) (discussing). [-]

Student 5 : Yoana! Opone seng 2008? [S16]

Student 3 : Acuanne itu 2008 ojok dari 2010 ngitung e. [S13b]

Teacher : Franco are you already leading the discussion? [T1Ab]

Number two, hei come on! [T2]

Franco you don't have to wait for Kezia keep on going. [T3]

Student 9 : Number three... Devina, can you help me? [S16]

Student 10 : Number three... how long has... how long has... has he... how long has he... had his driving licence? [S16]

He has been had his driving  
licence... has been had his  
driving license... he had...  
[S13b]

Teacher : Is it true? [T1Ab]

Student 9 : Louder Devi. [S13a]

Student 10 : How long has been had his  
driving licence? [S16]  
Has been had. [S13a]

Students : (silent) (discussing). [-]

Student 9 : And the answer? [S16]

Student 10 : Hah?? [S16]

Student 9 : And the answer? [S16]

Student 10 : Nngg... he has his driving  
licence... he has his driving  
licence since two thousand  
and... for six years since two  
thousand and two and... eh...  
for six years. [S13b]

Students : (silent) (discussing). [-]

Student 9 : Number four Amel. [S13a]

Student 11 : How long has he been  
driving in Formula One  
racing? [S16]  
How long has he been  
driving in Formula One



Student 9 : And the answer? [S16]

He has been driving in  
Formula One races since two  
thousand and Ten. [S13b]

Student 9 : Number five Steve. [S13a]

He has been part of McLaren's team for ten years. [S13b]

Student 12 : He has been part of McLaren's team since nineteen ninety eight. [S13b]

Students : (silent) (discussing). [-]

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Student 5 : Yoana. [S13a]  
 Student 3 : Hah?? [S16]  
 Student 5 : Seng nomor tujuh itu cara  
 ngitung e koyok opo,  
 ngitung e? [S16]  
 Student 9 : Number six Silvana. [S13a]  
 Student 13 : How long has he won race?  
 [S16]  
 He has won races... how  
 long has he won races?  
 [S16]  
 He has won races since two  
 thousand and ten. [S13b]  
 Student 8 : How long has he won the  
 races? [S16]  
 And the answer? [S16]  
 Student 13 : He has won races since two  
 thousand and ten. [S13b]  
 Students : (silent) (discussing). [-]  
 He has... he has... [S13a]  
 Student 9 : Number seven. [S13a]  
 Student 6 : How long he has been living  
 in Switzerland? [S16]  
 How long he has been living  
 in Switzerland? [S16]

He has been living in Switzerland for one year since two... two thousand and seven. [S13b]

Student 8 : And the answer? [S16]

Student 6 : He has been living in Switzerland for one year since two thousand and seven. [S13b]

Student 8 : Okay now, let's discuss part six. [S13b]

Complete with the correct form of the verb and for or since where necessary. [S13b]

For the... for the example of number one "We have been living in the center of town since the end of last year." [S13b]

Number two eee... [S13a]

"How many cup of coffee has she drunk?" [S16]

Student 6 : Drink, drank, drunk. [S13a]

Teacher : Drink, drank, drunk. [S13a]

Drunk he drunk. [S13a]

Student 6 : Drunk... pake a ya. [S13a]

Student 8 : How many cups of coffee  
has she drunk? [S16]  
Number three "She has been  
glasses since she was ten years  
old." [S13b]

Students : Hah??? [S16]  
She has had... she has had...  
[S13a]

Student 8 : Ow, she has had glasses  
since she was ten years old.  
[S13b]  
Number four "My mother has  
been looking for her keys for  
over an hour." [S13b]  
Number five. [S13a]  
"How many hours has she  
sitting at that computer?"  
[S16]

Students : He he... [S13a]

Student 8 : Ooo, iya he. [S13a]  
How many hours has he  
sitting at that computer?  
[S16]

Student 6 : He been sitting, he been  
sitting. [S13a]

Student 2 : Has been sitting. [S13a]

Students : He has been sitting. [S13a]

Student 8 : Ow, has he been sitting...  
has he been sitting at that  
computer and number six  
"Where's Jason? I haven't seen  
him for weeks." [S13b]  
Number... number seven "I  
have been playing tennis three  
times this week." [S13b]

Students : Nggak, I have played? [S16]  
I've played. [S13a]

Student 8 : I have played tennis three  
times this week. [S13b]  
Okay, now let's discuss on one  
one nine page one one nine.  
[S13b]  
Lesson four B, read the  
situations and write two  
sentences one with the present  
perfect simple and one with  
the present perfect continuous.  
[S13b]  
Use for and since where  
necessary. [S13a]  
Okay, number one "Ben is  
writing a novel. He started

three days ago and he is now  
on page two" maybe Alan can  
you help me? [S16]

The answer of number one.

[S13a]

Student 14 : What pages? [S16]

He has been writing for  
three days. [S13b]

Student 8 : He has been writing for  
three days and next? [S16]

Student 14 : He has... [-]

Student 8 : He has written. [S17]

Student 14 : He has written two pages so  
far. [S13b]

Student 8 : Okay, number one he has  
been writing for three days.  
[S13b]

He has written... he has  
written two pages so far.  
[S13b]

Students : Written (correct the  
pronunciation). [S13a]

Student 8 : Written two pages so far.  
[S13a]

Number two "Gemma  
travelling round Australia. She

began her trip two months ago." [S13b]

Wita can you help me? [S16]

Student 15 : She has been traveling around Australia since two months ago... for two months and she has visited four different cities so far. [S13b]

Student 8 : #1 Okay, the answer she has been travelling around Australia for two months and she has visited four different cities so far. [S13b]

Number three "Gareth Owen is a footballer. He began playing when he was nine years old. He has just won footballer of the year for the third time." [S13b]

Dian can you help me for number three? # [S16]

Student 6 : #2 Hei, Kezia Kezia... cateten... hah?? # [S13a]

Student 16 : He has been playing football since the age of nine. [S13b]  
He has won the footballer of

the year for two times. [S13b]

Student 8 : Of the year... [-]

Student 16 : Eh, three times. [S13a]

Student 8 : He has been playing football  
sains... eee... since the age of  
nine and he has won the  
footballer of the year three  
times. [S13b]

Teacher : Okay, that's right great  
work, thank you. [T9a]  
Any questions? [T1Ab]

Student 6 : No. [S13a]

Teacher : Okay, if you refer again on  
page one one nine you see that  
eee... [T4]  
"Ben has been writing for  
three days", is he still writing  
right now? [T1Ab]  
Is he still writing? [T1C]

Students : #1 Yes. # [S13a]

Teacher : #2 Yes. # [T4]  
Number two "Gemma she has  
been travelling round  
Australia for two months."  
[T4]  
Is she still in Australia?



[T1Ab]  
Students : Yes. [S13a]  
Teacher : Yes. [T10]  
And then for the two B you  
are focusing on the amount of  
countries or cities that she has  
visited so far. [T4]  
Yak... it is for that. [T4]  
Three, Owen... how old is  
Derek Owen anybody knows?  
[T1Ab]  
Students : No. [S13a]  
Teacher : Anybody knows Derek  
Owen? [T1Ab]  
Students : No. [S13a]  
Teacher : Who is like football? [T1Aa]  
Please anyone! [T2]  
Students : No. [S13a]  
Teacher : Okay, he has been playing  
since he is nine. [T4]  
So, if three A you say that he  
has been playing football since  
the age of nine. [T4]  
So how many years has Owen  
been playing football? [T1Aa]  
Students : For thirty years. [S13a]

Teacher : For... thirty years it means  
thirty nine. [T4]  
It is thirty nine so, Gareth  
Owen has been playing  
football for... [T12]  
#1 Twenty years. # [T4]

Students : #2 Twenty years. # [S13a]

Teacher : **Eee... pay attention here of  
the order of the words how  
long has or have? [T1Aa]  
It depends on your subject if  
you has a he than you input  
the auxiliary of has if you  
have a they here... [T4]  
#1 They sorry, so you don't  
put how long has they... #  
[T4]**

Students : #2 Have. # [S17]

Teacher : #1 But how long have they.  
# [T4]

Students : #2 Have they. # [S13a]

Teacher : Okay, review again your  
English grammar use  
individually at home and then  
try to also get some interactive  
online focus from google

Extract  
17

perhaps grammar phrases will help you a lot. [T2]

Try to get... ee... try to get a very clear understanding between three tenses present perfect, present perfect continuous, and simple past because in you final test all included ya okay. [T2]

Close your yellow book! [T2]

Just close of all and starts your listening. [T6]

Students : Don't touch it. [S13a]

Teacher : (the teacher is preparing for listening section from the computer, but she plays the wrong data that is a song from Bon Jovi)

Oh, Bon Jovi. [T4]

Wait, wait....where should I play it media player or winamp? [T1Aa]

Students : Winamp. [S13a]

Teacher : Maybe this one. [T4]

Teacher : Ahh... this is listening two eee... intermediate twelve

maybe... how should I usually  
input it? [T1Ac]  
CD's two right? [T1Ab]  
Intermediate... I think  
intermediate yes...  
intermediate and CD's two and  
track four, correct? [T1Ab]  
Student 6 : Don't know mam... [S14]  
Maka e gak onok koq.  
[S13a]  
Student 5 : Not mam. [S13a]  
Teacher : So, everybody please help  
me to check it eee... this is  
Lewis Hamilton possibly  
track four and its  
intermediate... [T4]  
I want you to check the  
whiteboard or it is in the  
desktop. [T2]  
No intermediate right? [T1Ab]  
Students : Ya. [S13a]  
Teacher : CD's two correct? [T1Ab]  
#1 Ya. # [T4]  
Students : #2 Ya. # [S13a]  
Teacher : CD's two and look at the...  
and then it's suppose to fact

word, correct? [T1Ab]

Students : Ya. [S13a]

AV : "My Barbara is won a million lottery". [-]

Teacher : Okay, we just read it! [T2]

Student 6 : Yo marine iki to. [S13a]

Student 5 : CD two. [S13a]

Teacher : Ya okay, forget about it maybe its practically slip. [T4]

Lewis Hamilton free time formula, Alan could you please maybe a first half of the paragraph yaa you can talk about it Lewis Hamilton. [T3]

Student 14 : Lewis Hamilton free time formula. [S13b]

Lewis Hamilton has been a professional racing driver since the Formula One team McLaren signed him to their Youth Programme. [S13b]

He has won on average four Formula One races each season and has travelled the world. [S13b]

Teacher : Thank you. [T9a]

Next, Christine okay. [T3]

Student 17 : When he is in a hotel or on the move, his favourite way to pass the time is to pick up his electric guitar and play his favourite songs. [S13b]

Teacher : Yes thanks. [T9a]  
Next! [T2]

Student 18 : The British driver has been playing the guitar for ten years. [S13b]  
'You have a lot of time to kill when you're travelling,' Lewis said. [S13b]  
'Like everyone else, I watch DVDs, read books and surf the net but I soon get bored with all that so I always take my guitar with me. [S13b]  
It's the only way I can really relax.' [S13b]

Teacher : Okay next. [T2]

Student 18 : Dita. [S13a]

Teacher : Dita. [T3]  
He practises tunes... [T12]

Student 19 : He practises tunes by Tracy Chapman, Oasis, Bob Dylan, Lenny

Kravitz and Jimi Hendrix, but his favourite is Bob Marley's No Woman No Cry. [S13b]

'I like rock, funk, hip-hop, R & B, soul and jazz but I was basically brought up on reggae. [S13b]

I've been listening to Bob Marley ever since I was a child.' [S13b]

Teacher : Next. [T2]

Student 20 : So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. [S13b]

'I'll never be that good. I had a few guitar lessons when I started but I haven't had any lessons for years now. [S13b]

Anyway, if I had the choice, I'd be a rapper not a rock star'. [S13b]

Teacher : Okay repeat please because

the first sentence is a question.  
[T2]

So, does he have the ambition,  
does he have ambitions to be a  
rock star? [T1Ab]

Student 20 : Does he have ambitions to  
be a rock star after a career in  
Formula One? 'No,' he said  
with a laugh. [S13b]  
'I'll never be that good. I had a  
few guitar lesson when I  
started but I haven't had any  
lessons (Indonesia pronounce)  
for years now... [S13b]

Teacher : Lessons. (English  
pronounce) [T4]

Student 20 : Lessons. (English  
pronounce) [S13a]

Teacher : Rappers. (English  
pronounce) [T4]

Student 20 : Rappers. (English  
pronounce) [S13a]

Teacher : Okay could you repeat again  
the last paragraph? [T1Ab]  
Repeat please! [T2]



Student 20 : So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. (Indonesia pronounce) [S13b]

Teacher : Laugh. (English pronounce) [T4]

Student 20 : Laugh. (English pronounce) [S13a]

Teacher : Ya, go on! [T2]

Student 20 : 'I'll never be that good. I had a few guitar lessons... (Indonesia pronounce) [S13b]

Teacher : Lessons (English pronounce), okay, tell lessons. [T5]  
From the beginning "I'll never be that good." [T4]

Student 20 : 'I'll never be that good. I had a few guitar lessons... (Indonesia pronounce) [S13b]

Teacher : Lessons... look at me say lessons five times "Lessons, lessons..." (English pronounce) [T5]

Student 20 : Lessons, lessons, lessons,  
lessons, lessons (English  
pronounce) [S13a]

Teacher : Good time lessons (English  
pronounce). [T4]

Student 20 : Good time lessons, good  
time lessons, good time  
lessons. (English pronounce)  
[S13a]

Teacher : Okay, repeat "I'll never be  
that good." [T5]

Student 20 : 'I'll never be that good. I had  
a few guitar lessons... (English  
pronounce) [S13b]

Teacher : Ya. [T9a]  
Continue, go on! [T2]

Student 20 : I'll never be that good. I had  
a few guitar lessons. [S13b]

Teacher : Lessons... lessons. [T5]  
Okay start from the  
beginning. [T5]

Student 20 : I'll never be that good. I had  
a few guitar lessons when... I  
started but I haven't had any  
lessons for years now. [S13b]

Teacher : Okay, good. [T9a]

Joe number two eh number  
 one was Lewis Hamilton is a  
 famous car driver or guitarist?  
 [T1Aa]

Student 6 : Guitarist. [S13a]

Student 5 : Lewis Hamilton is a famous  
 racing car driver. [S13b]

Teacher : Racing car driver. [T10]  
 Are you sure? [T1Ab]

Student 5 : Ya. [S13a]

Teacher : Because he said he was take  
 his guitar whenever he goes.  
 [T4]

Student 5 : Just for free time. [S13a]

Teacher : Just for killing the... killing  
 the... [T12]

Student 6 : Time, time. [S13a]

Teacher : Killing what? [T1C]

Students : The time. [S13a]

Teacher : Killing the... [T12]

Student 5 : Bored. [S13a]

Teacher : Killing the... [T12]  
 Mengisi waktu luang. [T4]  
 What do you say? [T1Aa]

Student 6 : Sparing time, sparing time.  
 [S13a]

Teacher : Killing the... [T12]  
 Killing the... [T12]  
 Killing the time... ya you  
 have the phrases there. [T4]  
 Ya next perhaps Angel  
 please now quiet. [T3]  
 Two... [T2]

Student 21 : His favourite way of  
 relaxing is to play the guitar.  
 [S13b]

Teacher : Ya, thank you. [T9a]  
 Putri please... [T3]

Student 22 : He likes only singers from  
 the sixties and seventies.  
 [S13b]

Teacher : Are you sure? [T1Ab]

Students : No. [S13a]

Teacher : Did you get it the  
 information about three A?  
 [T1Ab]  
 Is it mention here that  
 Hamilton likes old eee...  
 singers from the sixties and  
 seventies? [T1Ab]

Students : No. [S13a]

Teacher : Which one only reggae or all

sorts of music? [T1Aa]  
 Students : All sorts of music. [S13a]  
 Teacher : How can you know that?  
 [T1Ac]  
 Students : #1 Rock, funk, hip hop, R &  
 B. # [S13a]  
 Students : #2 Rock, funk, hip hop, R &  
 B. # [S13a]  
 Teacher : And then what is the most  
 favourite music? [T1Aa]  
 #1 Reggae. # [T4]  
 Students : #2 Reggae. # [S13a]  
 Teacher : Just for three goes to A or B  
 or C? [T1Aa]  
 #1 C. # [T4]  
 Students : #2 C. # [S13a]  
 Teacher : Four please Zaskia. [T3]  
 Student 23 : He has had a small number...  
 oh, C. [S13b]  
 Teacher : Okay, what about four?  
 [T1Aa]  
 It's a bit tricky. [T4]  
 He's had a lots number a  
 guitar lessons, a small number  
 of guitar lessons or an average  
 number of guitar lessons. [T4]

Students : I have a few. [S13a]  
Teacher : How do you know that?  
[T1Ac]  
Students : I have a few guitar lessons.  
[S13b]  
Teacher : I have a few... [T10]  
What does a few means?  
[T1Aa]  
Okay, just silent it! [T2]  
What does a few means?  
[T1C]  
Students : Sedikit. [S13a]  
Teacher : Yaaa, okay. [T10]  
Why don't you use a little  
guitar lessons? [T1Aa]  
A little is for... [T12]  
Students : Uncountable. [S13a]  
Teacher : So do you say have a little  
money or a few money?  
[T1Aa]  
Students : #1 A few money. # [S13a]  
Teacher : #2 A few money. # [T4]  
Does Angel now has a few  
rice boxes or a little rice  
boxes? [T1Aa]  
Students : A few. [S13a]

Teacher : What about, does Angel  
have a few eh, sorry a little  
rice or a few rice? [T1Aa]

Students : A little rice. [S13a]

Teacher : A little. [T10]  
So when I talk about the  
boxes, I use... [T12]

Students : A few. [S13a]

Teacher : Because I focus on the...  
[T12]

Students : Boxes. [S13a]

Teacher : Boxes something countable,  
but when I say rice, rice  
something uncountable so you  
don't use a few with  
uncountable. [T4]  
The last for Christ. [T3]  
Are you sick? [T1Ab]

Student 24 : He would like to be a rapper.  
[S13b]

Teacher : He would like to be a rapper  
not a rock star? [T1Ab]

Students : No. [S13a]

Teacher : What is a rapper? [T1Aa]  
A rapper is like singing. [T4]

Students : Yo... yo... yo... [S13a]

Teacher : Okay then, I think is the end of four B and you will go with pak Davy four C. [T4]  
Please pay attention, next Monday and next Wednesday part of wall will be clean because the room will be use for other tests, best for you if you keep your precious photos with you. [T4]  
You guys sticks the photo with the our pictures, isn't that? [T1Ab]  
Ya, and then for the drama I can not confirm yet whether we are going to meet in the auditorium or in 403 just get you inform with miss Ing Ing later, okay? [T1Ab]  
Ya, okay that's all for today enjoy your free time okay then see you. [T4]  
Students : See you. [S13a]



### OBSERVATION SHEET OF TEACHER A

Class : IC A – 2<sup>nd</sup> observation

Date : December 1, 2010

Session/Time : 3 / 10.40-12.20

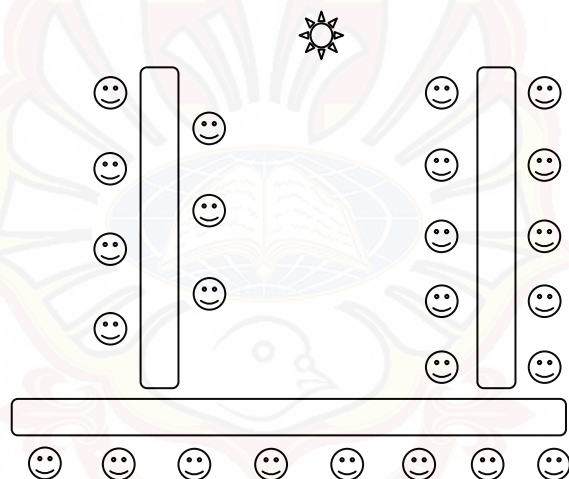
Lecturer : T 1

#SS : 25 students

Material : Workbook 5A and 5B  
“Plans for rock festival”

Media : Power Point

Layout :



Teaching Strategies : Teacher centered.

Notes :

10.55 : Review unit 5A → the teacher asked a student to write the answer on the board.

- |    |   |
|----|---|
| 7. | - I will lend you my camera provided that you give it back tomorrow.                |
|    | - Provided that you give <u>my camera</u> back tomorrow, <u>I will lend you it.</u> |
|    | It I will lend it to  |

11.10 : The teacher asked the students to look at the pictures, analyze, imagine that they are in the pictures, and see the value of it. He was leading the discussion related to the pictures.

11.21 : Exercise.

11.23 : Reading the passage.

11.27 : Reading the passage (2nd round).

11.32 : Grammar Focus.

12.00 : Listening Section.

12.12 : The end of listening section → discuss the answer.

\*one of the students was sleeping\*

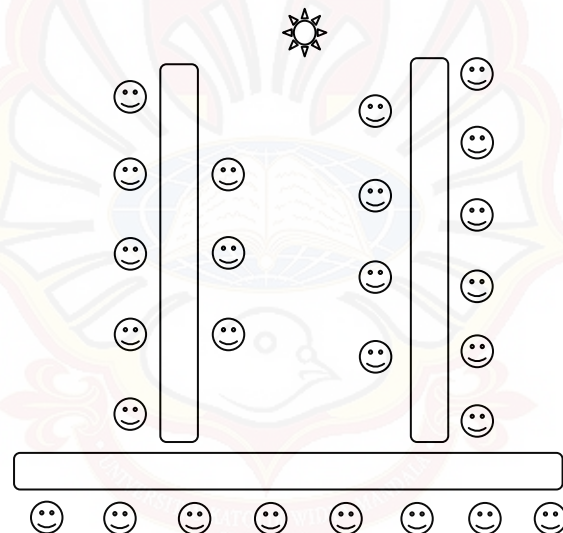
12.20 : Gave announcement and end the lesson.

## OBSERVATION SHEET OF TEACHER B

Class : IC A – 2<sup>nd</sup> observation  
Date : November 29, 2010  
Session/Time : 2 / 08.50-10.30  
Lecturer : T 2  
#SS : 26 students  
Material : Workbook 3C and 3D p.  
32-33

Media : -

Layout :



Teaching Strategies : Teacher centered.

Notes :

09.04 : The class was started late.

The observer also came late because she and her partners were still in a discussion with her lecturer.

Possessive Pronoun		
My (N)	Mine	
Her (N)	Hers	
His (N)	His	
Your (N)		Yours
Their (N)		Theirs
Our (N)	Ours	
Its (N)		Its

09.00 : The students were asked to read the questions first.

09.05 : Review (make, let, allowed to).

Discussed the next material (teacher read the exercise and students answered it)

09.15 : Listening section (a story entitled 'Koor Dang') + discussed the answers.

09.32 : Role Play.

Teacher asked students to discuss which one is best for the Koor Dang based on the students' mind.

Groups consist of 4 and they were given 15' to discuss.

\*while the students were making dialogue in their groups, Ms. Trianawati circled the classroom.\*

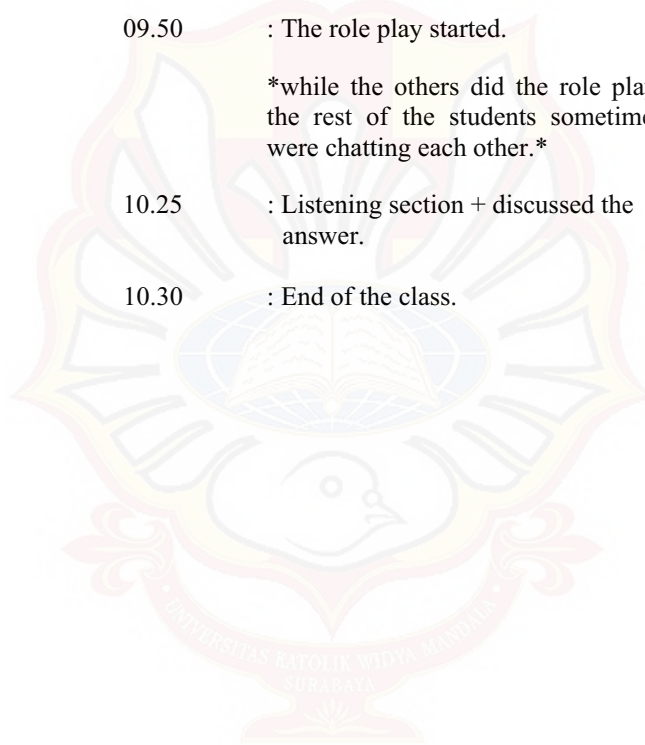
\*the students were very enthusiastic in doing the role play\*

09.50 : The role play started.

\*while the others did the role play, the rest of the students sometimes were chatting each other.\*

10.25 : Listening section + discussed the answer.

10.30 : End of the class.



### OBSERVATION SHEET OF TEACHER C

Class : IC B – 1<sup>st</sup> observation

Date : November 30, 2010

Session/Time : 1 / 07.00-08.40

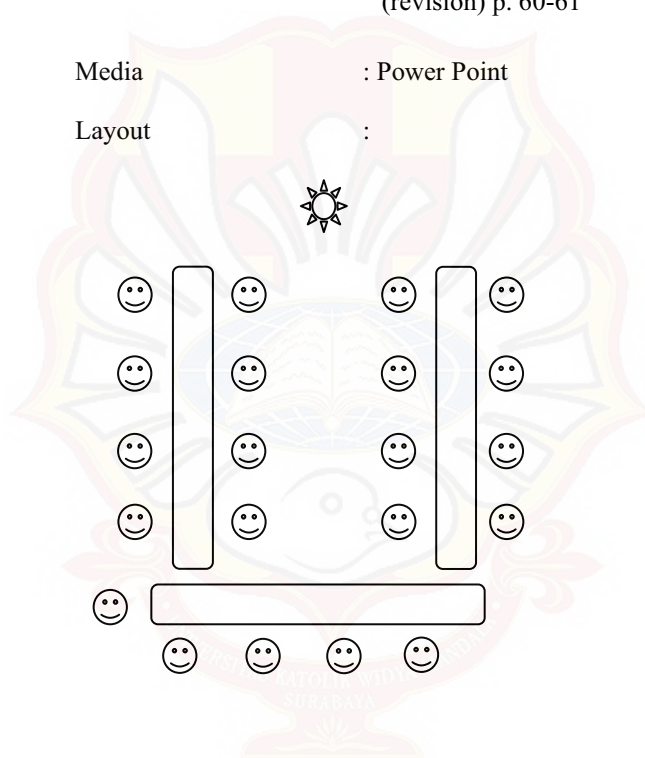
Lecturer : T 3

#SS : 21 students

Material : Animal Kingdom Puzzle  
(Game), workbook  
(revision) p. 60-61

Media : Power Point

Layout :



Teaching Strategies : Pair work.

Shoulder partner →  
Individual work →  
Discussion → Smiling  
partner

Notes :

07.15 : The class was started a bit late because many students were coming late.

07.17 : Game → to increase the students' vocabulary in terms of animal.

07.27 : Discussed the answer.

07.35 : Drilled the vocab.

07.37 : Workbook (individual).

07.40 : Discussed the exercise together.

07.42 : Did the exercise (w/ smiling partner)

07.50 : Discussed the work.

07.53 : Some students came in front and wrote on the board.

\*while some students came in front, the teacher helped a student who had difficulties\*

1. If you didn't have a TV, would you miss it?
2. If he lied to me, I might not trust him again.
3. If I won the prize, I could treat you all to a prize.
4. Would you scream if you saw a spider in your room?

08.03 :

1. I wish I liked parties.
2. If only my ears didn't stick out.
3. If only I could dance.
4. I wish I didn't hate red hair.  
*liked my red hair.*
5. If only I was very confident.
6. I wish I knew how to talk to girls.

*\*Italic* = the teacher's  
handwriting.

08.10 : The end of the grammar section.

08.15 : Exercise.

08.30 : The teacher asked the students to add up the  
correct numbers.

08.31 : Discussed another discussion further.

1. Decision.
2. Difficulties.
3. Imagination.
4. Entertainment.
5. Accuracy.



09.45 : The end of the 1st session.

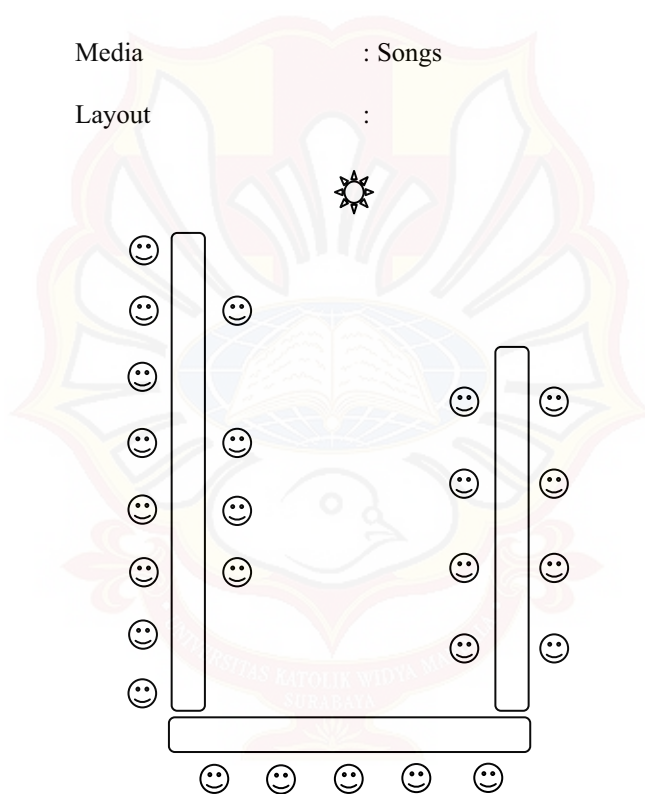


### OBSERVATION SHEET OF TEACHER D

Class : IC C – 2<sup>nd</sup> observation  
Date : November 29, 2010  
Session/Time : 1 / 07.00-08.40  
Lecturer : T 4  
#SS : 25 students  
Material : Workbook 4B p. 36-37  
and p. 119

Media : Songs

Layout :



Teaching Strategies : Group work.

Notes :

07.15 : Discussed present continuous and present perfect simple.

Students were asked to discuss about the difference between present perfect and perfect continuous for about 10 minutes.

07.20 : Music played (entitled ‘If we hold on together’)

\*the teacher circulated, asked whether the students had questions or not.\*

07.29 :

Present Perfect	Present Perfect Continuous
<div>S + Have/Has + V3</div>	<div>S + Have/Has + been + V ing</div>
Ex : I’ve painted the wall.	Ex : I’ve been painting the wall.

\* when “the teachers” explained the material, their friends tend to ignore and underestimate them. Only some students listen to “the teachers”\*

07.34 : A student asked a question to “the teachers”:

- I've typed twelve pages.  
(PP)

- I've been typing for four hours.  
(PPC)

07.45 : "The teachers" were busy discussing to answer another student's question (about the difference between past and perfect perfect)

07.46 : T 4 helped "the teachers" in answering the questions.

07.55 : Did the exercise 5 and 6 → page 119 4B

Another "teachers" were pointed to teach.

08.11 : "the teachers" led the discussion (exercise 5 and 6 on p. 37 and lesson 4B on p. 119)

08.15 : T 4 left the classroom.

08.20 : T 4 back to the classroom.

08.22 : The students corrected "the teachers" mistakes.

08.23 : Another "teacher" led the discussion.

08.25 : T 4 reviewed p.119

08.30 : Listening section.

Got stuck with the listening, the teacher (T 4) decided to ask a student to read it by turns.

When a student could not pronounce a sentence well, the teacher drilled her and asked her to repeat five times.

08.41 : End of the class.



## INTERVIEW SHEET OF TEACHER A

### Teacher

1. What technique did you use in your lecture just now?

First I used triggering question to bring them into the material, then showing the picture and asked to give comments.

2. Why did you use that technique?

I used it to make them involve in the topic and it would be easier to take them into the main topic.

3. When did you use this technique (in certain skill/material) ?

-

### Students

1. Did you enjoy T 1 class just now?  
Why?

No, we didn't. His way of teaching was very boring and not same as the

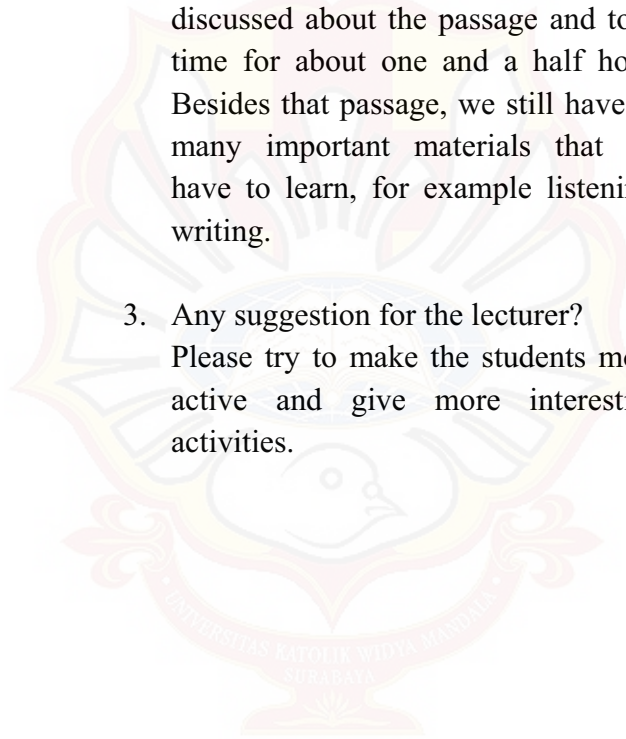
previous teacher who could bring the fun atmosphere. He was too monotonous, maybe it because he has already gotten his master degree, so his language is too difficult to understand and maybe because he is old.

2. Was his/her way effective in teaching? Why?

No, it wasn't. In one topic, he just discussed about the passage and took time for about one and a half hour. Besides that passage, we still have so many important materials that we have to learn, for example listening, writing.

3. Any suggestion for the lecturer?

Please try to make the students more active and give more interesting activities.



## INTERVIEW SHEET OF TEACHER B

### Teacher

1. What technique did you use in your lecture just now?

I used teacher centered and sometimes combined it with student centered.

2. Why did you use that technique?

Because I wanted to make the students really understand with the material and wanted them to directly apply the lesson that they had just learnt.

3. When did you use this technique (in certain skill/material) ?

-

### Students

1. Did you enjoy T 1 class just now?  
Why?

Yes, I did. The class was very interesting with fun activities and it



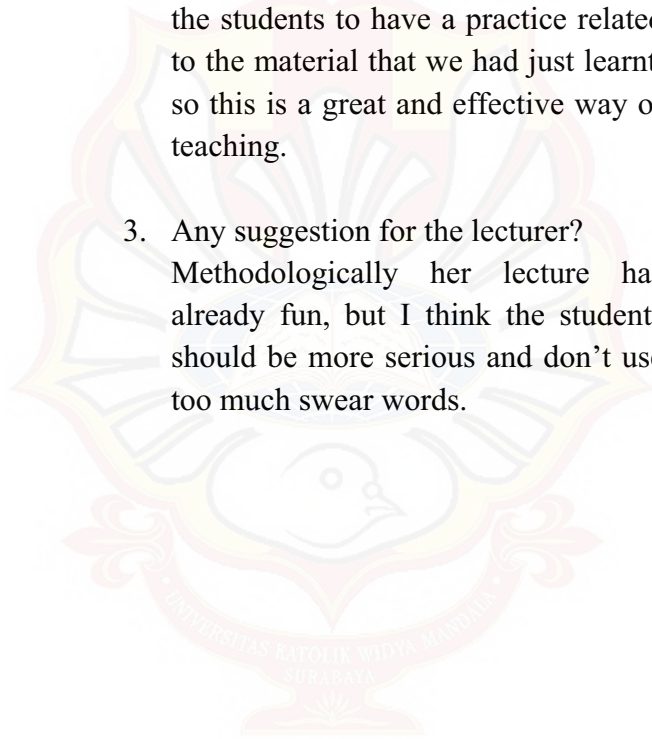
made the students creativity grows. Even sometimes they say so many swear words, but it still fun. The teacher was not wicked, too discipline, or behave like a dictator, but she could send all of the materials well.

2. Was his/her way effective in teaching? Why?

Yes, it was because she directly asked the students to have a practice related to the material that we had just learnt, so this is a great and effective way of teaching.

3. Any suggestion for the lecturer?

Methodologically her lecture has already fun, but I think the students should be more serious and don't use too much swear words.



## INTERVIEW SHEET OF TEACHER C

### Teacher

1. What technique did you use in your lecture just now?

I used pair work and classroom discussion.

2. Why did you use that technique?

Because the material was about the review, so we need to sharpen and recall their previous memory about those materials by sharing and discussing with their friends.

3. When did you use this technique (in certain skill/material) ?

-

### Students

1. Did you enjoy T 1 class just now?  
Why?

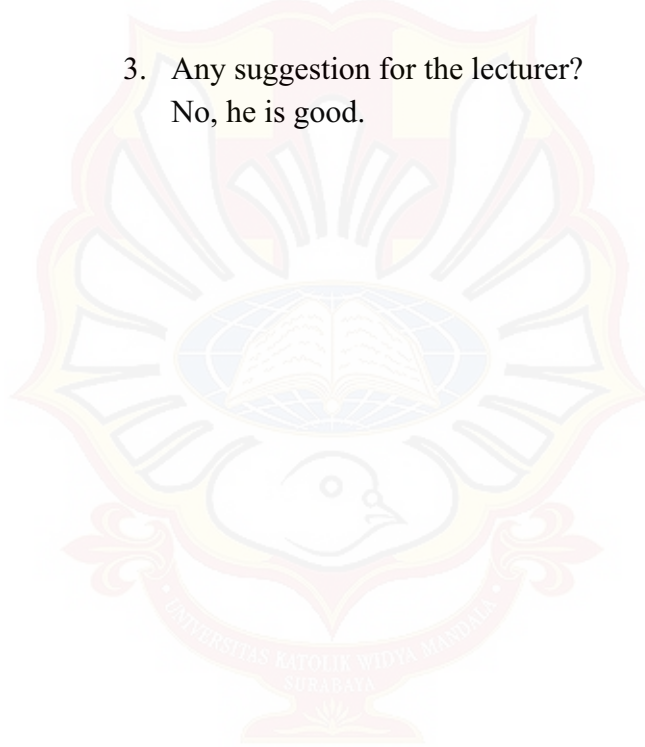
Yes, I did because it was fun, there was a lot of laughter, and he is a patient lecturer.

2. Was his/her way effective in teaching? Why?

Yes, it was. It was a fun way of teaching so that we could take all the materials easily. Sometimes he gives us feed back after doing work, then show us a movie at the end.

3. Any suggestion for the lecturer?

No, he is good.



## INTERVIEW SHEET OF TEACHER D

### Teacher

1. What technique did you use in your lecture just now?

In the grammar section, I used collaborating and sometimes I change it into competition.

2. Why did you use that technique?

I used it because it could make the students active and really involve in that materials.

3. When did you use this technique (in certain skill/material) ?

-

### Students

1. Did you enjoy T 1 class just now? Why?

Yes, we did because she gave us a chance to be a “teacher” for our friends and it made us become very

active and really involve in that lesson. We also could understand the material well.

2. Was his/her way effective in teaching? Why?

Yes, it was. She brought so much fun in this class. Sometimes she makes a serious atmosphere, sometimes a fun one. We quite enjoy the class.

3. Any suggestion for the lecturer?

She is good, we think.

