

**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



by

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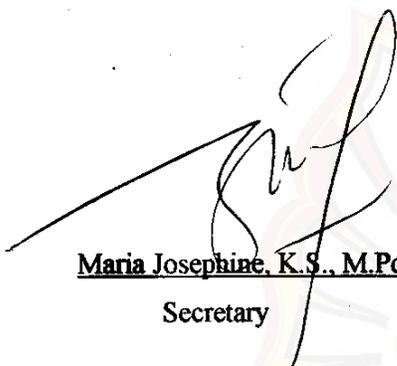
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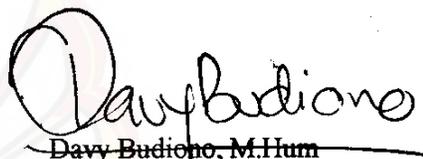
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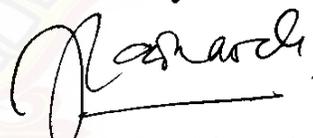
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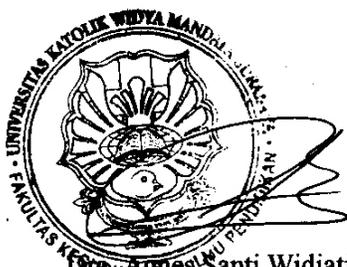
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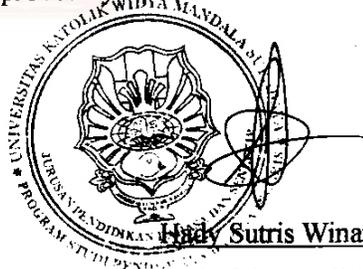
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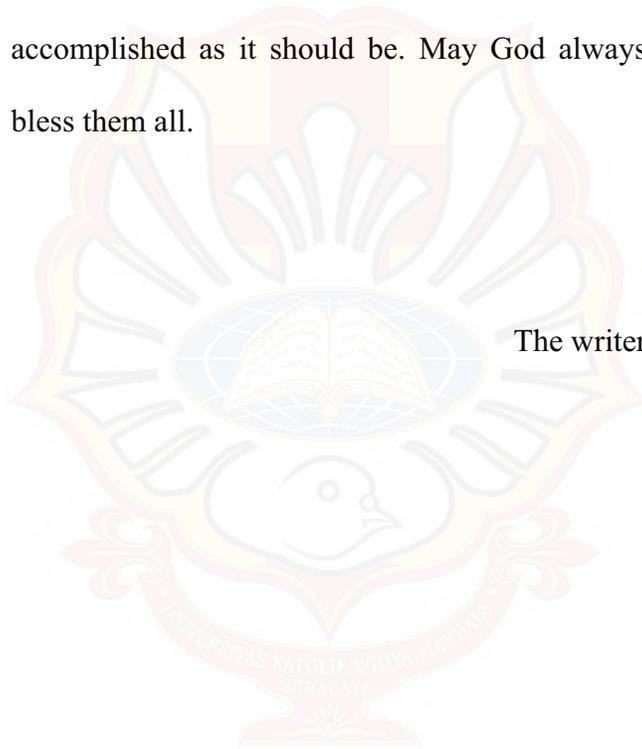


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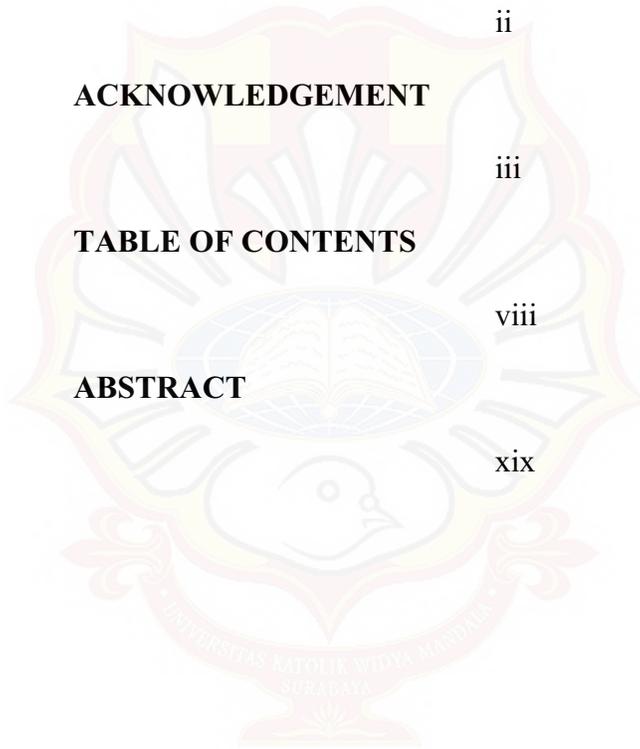
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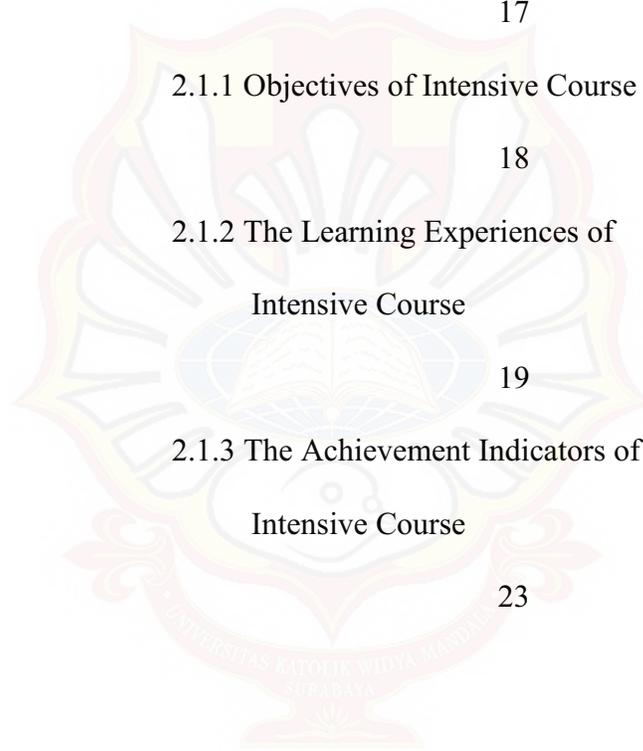
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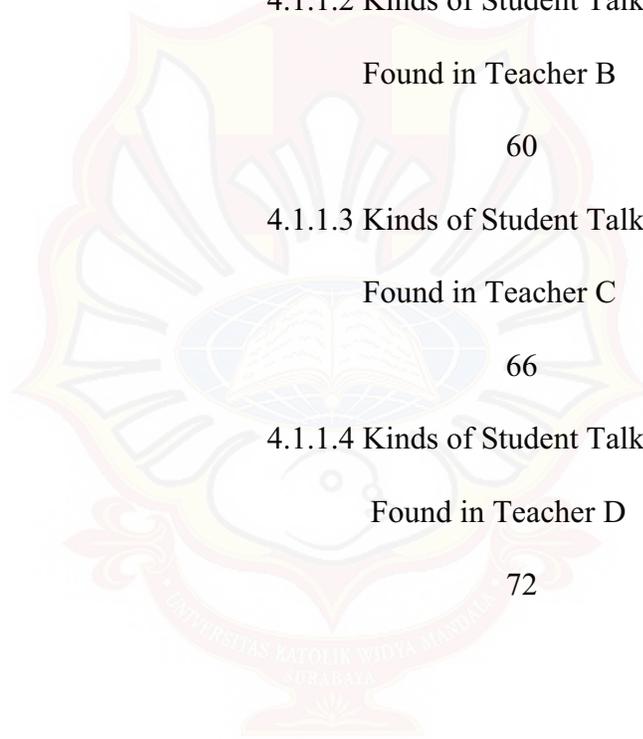
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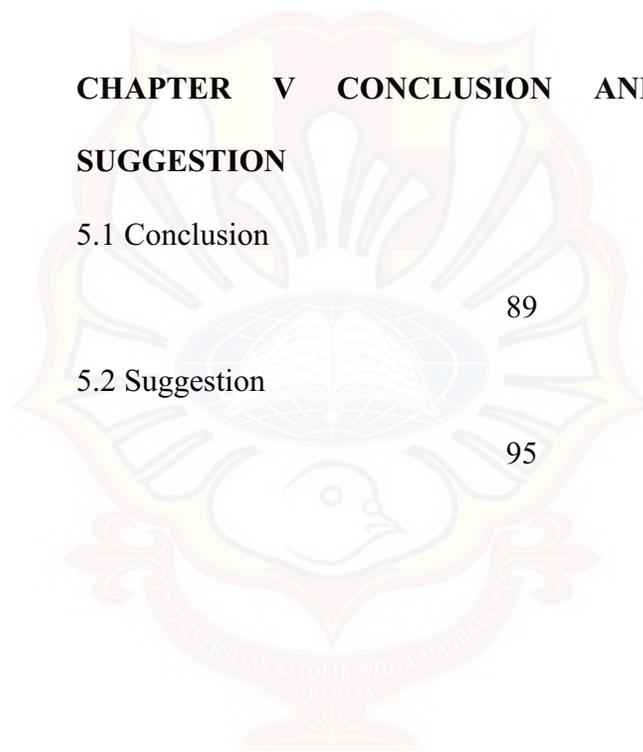
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ABSTRACT

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 process ya. # [S13a]
Student 5 : #2 Still in process. # [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 continuous

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 process 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]

Teacher : 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 ojek 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 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 twen... 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]

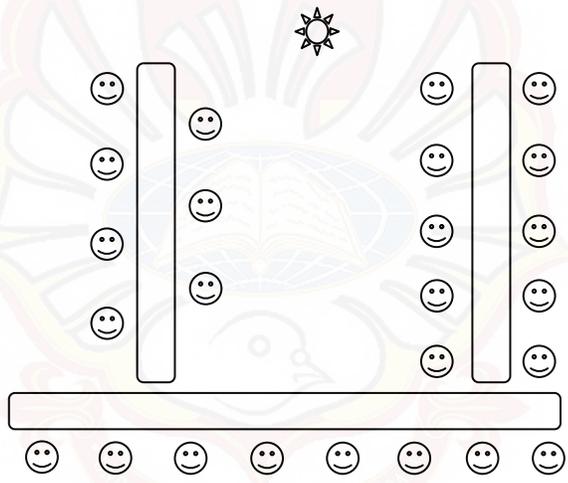
Students : Yo... yo... yo... [S13a]

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 – 2nd 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 – 2nd observation

Date : November 29, 2010

Session/Time : 2 / 08.50-10.30

Lecturer : T 2

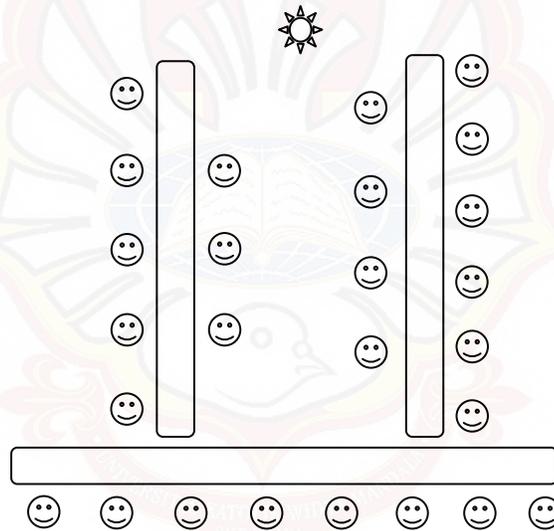
#SS : 26 students

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.

Possesive 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.

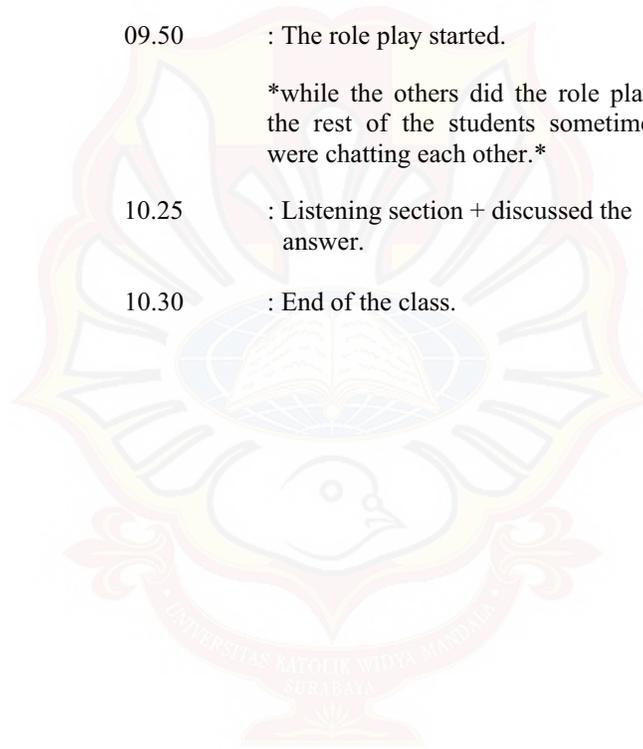
the students were very enthusiastic in doing the role play

09.50 : The role play started.

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

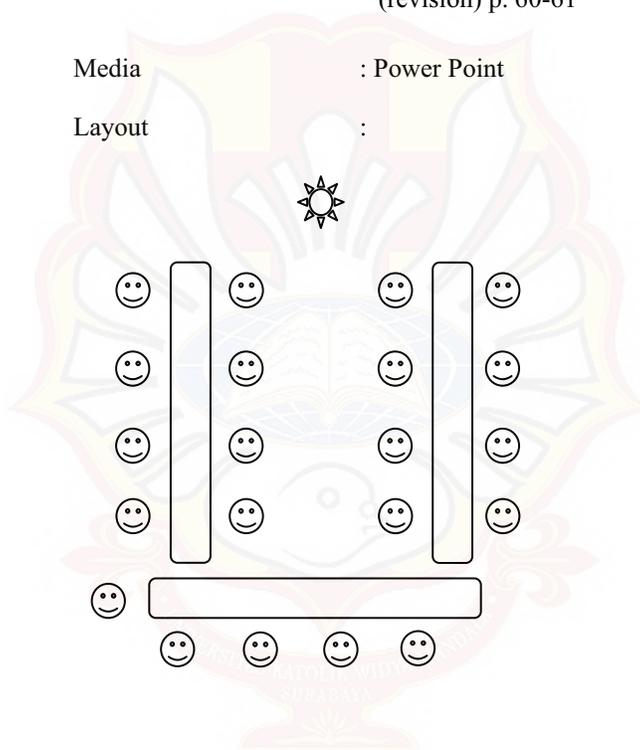
10.25 : Listening section + discussed the answer.

10.30 : End of the class.



OBSERVATION SHEET OF TEACHER C

Class : IC B – 1st 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 – 2nd observation

Date : November 29, 2010

Session/Time : 1 / 07.00-08.40

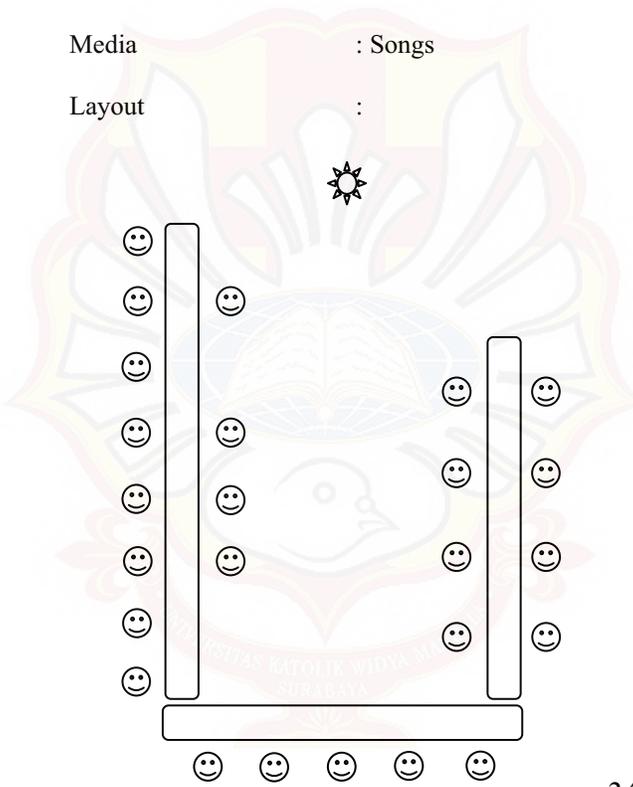
Lecturer : T 4

#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 :

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

* 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

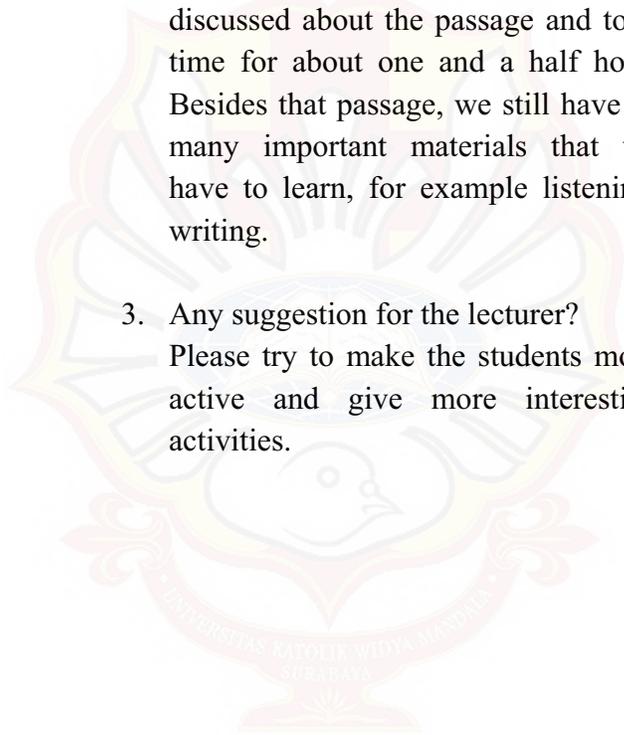
previous teacher who could bring the fun atmosphere. He was too monotonous, maybe it because he has already gotten his master degree, so his language is too difficult to understand and maybe because he is old.

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

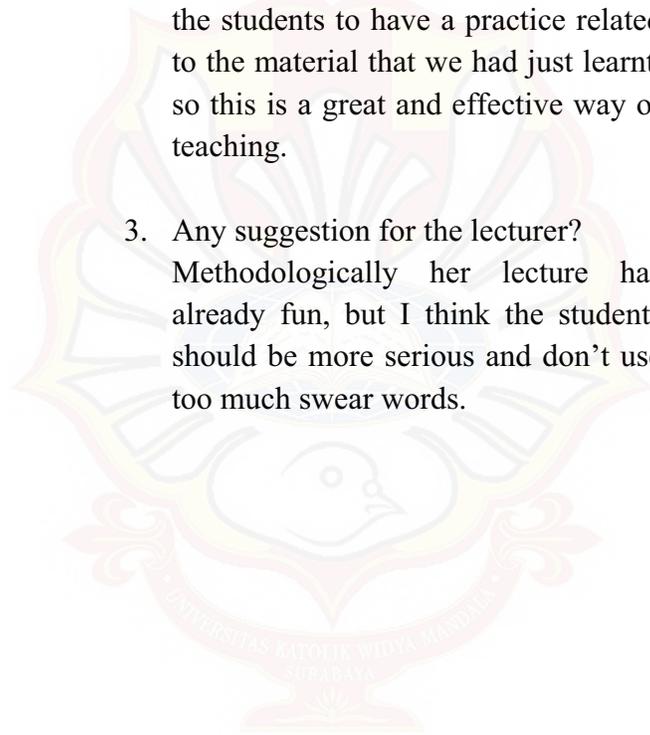
made the students creativity grows. Even sometimes they say so many swear words, but it still fun. The teacher was not wicked, too discipline, or behave like a dictator, but she could send all of the materials well.

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?

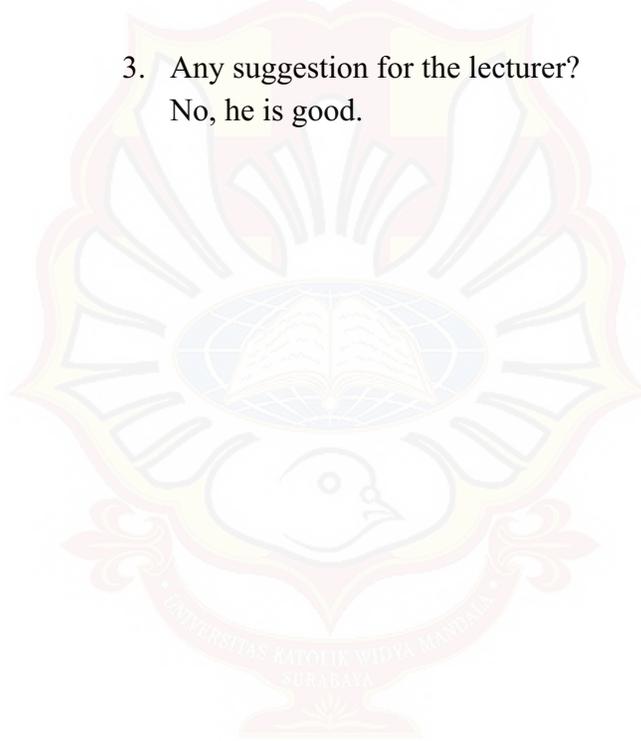
Yes, I did because it was fun, there was a lot of laughter, and he is a patient lecturer.

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.

