

## APPENDICES

### The First Observation on the Teaching - Learning Activities of Expatriate Teacher "A"

#### Teaching - Learning Activities

Teacher	Students
1. Greeted the students	1. Responded and greeted the teacher
2. Introduced himself	2. Listened to the teacher
3. Explained the objectives of the teaching	3. Listened to the teacher's explanation
4. Asked them to speak up in English	4. Paid attention to the teacher
5. Raised some questions about the previous exam	5. Answered the questions about the previous exam
6. Asked the students, one by one, to answer some questions of the topic about the activities during Galungan Holiday	6. Answered the teacher's questions about their activities during Galungan Holiday
7. Gave some corrections for the students in answering the questions	7. Listened to the teacher carefully
8. Explained to the students about the members of the family	8. Listened to the teacher's explanation
9. Drilled the days of the week	9. Followed the drilling activity
10. Explained the difference between a village and a town	10. Listened to the teacher's explanation

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|---|--|
| 11. Listened to the student's questions that were not related to the topic  | 11. Raised some questions that were not related to the topic |
| 12. Translated orally his statements into Indonesian                        | 12. Listened to the teacher's statements                     |
| 13. Answered the student's questions  | 13. Listened carefully to the answers                        |
| 14. Explained the kinds of tenses   | 14. Listened to the teacher's explanation                    |
| 15. Gave a brief summary about the use of sentences for answering questions | 15. Listened carefully to the teacher                        |
| 16. Let the students raise some questions                                   | 16. Kept silent / None of the students raised a question     |
| 17. Closed the class and said good bye                                      | 17. Said goodbye   |

**Media :** -

The Second Observation on the Teaching - Learning Activities of  
Expatriate Teacher "A"

### Teaching - Learning Activities

#### Teacher

#### Students

- |  |  |
|--|--|
| 1. Greeted the students  | 1. Responded and greeted the teacher   |
| 2. Exposed something about climates  | 2. Listened to the teacher   |
| 3. Asked some triggering questions about a restaurant  | 3. Answered the triggering questions about the restaurant                        |
| 4. Explained the topic of the lesson   | 4. Listened to the teacher's explanation   |
| 5. Demonstrated a role-play between a waiter or waitress and a customer with one of the students in front of the class | 5. Paid attention to the demonstration of the role-play in front of the class    |
| 6. Created jokes during the demonstration of the role-play   | 6. Watched the demonstration of the role-play and sometimes laughed              |
| 7. Invited the student to come in front of the class to present the role-play in pairs and in turns                    | 7. Came in front of the class and presented the role-play in pairs and in turns  |
| 8. Reviewed the previous lesson about the four skills in learning English  | 8. Listened and shared their knowledge about the four skills in learning English |
| 9. Gave a brief summary about the purpose of doing the role-play in the  | 9. Listened carefully to the teacher's explanation                               |

### English learning process

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|---|--|
| 10. Explained about a game called 'words association'                                       | 10. Paid attention to the teacher explaining the game                  |
| 11. Asked the students to play the word association game                                    | 11. Played the words association game                                  |
| 12. Defined a word, a phrase and a sentence on the whiteboard                               | 12. Listened and jot down the teacher's explanation on their notebooks |
| 13. Asked the students to change the words association game into sentences association game | 13. Changed the words association game into sentences association game |
| 14. Summarized the lesson   | 14. Listened to the teacher  |
| 15. Ended the class and said goodbye  | 15. Said goodbye   |

**Media :** Whiteboard, Board marker, and Realia (chair and notebooks)

The Third Observation on the Teaching - Learning Activities of  
Expatriate Teacher "A"

**Teaching - Learning Activities**

<b>Teacher</b>	<b>Students</b>
1. Greeted the students	1. Responded and greeted the teacher
2. Explained the topic of the lesson	2. Listened to the teacher's explanation
3. Asked some triggering questions of the topics about music and film	3. Answered the triggering questions of the topics about music and film
4. Raised some questions related to the topics given	4. Answered some questions related to the topics given
5. Drilled the word "film"	5. Repeated the word together
6. Reviewed the previous lesson	6. Listened to the teacher
7. Discussed a new topic about a job interview	7. Joined the discussion
8. Asked the students to mention some skills required in some jobs	8. Answered the questions by mentioning some skills required in some jobs
9. Gave a review about some important things in the learning process	9. Listened to the teacher's review about some important things in the learning process
10. Defined what and who a journalist is	10. Listened and jot down the teacher's explanation

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|--|---|
| 11. Gave an example of a journalist from a newspaper                               | 11. Paid attention to the teacher   |
| 12. Showed a picture of an actress from the newspaper and discussed it             | 12. Looked at the picture and discussed it for a few time                     |
| 13. Gave the students a homework to make a job interview                           | 13. Agreed to do the homework   |
| 14. Read aloud an article about a new hotel from the newspaper                     | 14. Listened to the teacher to get the content of the article                 |
| 15. Asked and exposed the main ideas of the articles from the newspaper            | 15. Answered the questions about the articles from the newspaper              |
| 16. Asked the students to read some different articles from the newspaper in turns | 16. Read some different articles from the newspaper in turns                  |
| 17. Asked some questions of each article   | 17. Answered the questions of each article                                    |
| 18. Explained the difficult words on the whiteboard                                | 18. Jot down the teacher's explanation on their notebooks                     |
| 19. Gave some reinforcements for the students                                      | 19. Took some reinforcement for them who were always be active and initiative |
| 20. Said goodbye   | 20. Said goodbye  |

**Media :** Whiteboard and Board marker, Pictures and Newspaper

The First Observation on the Teaching - Learning Activities of  
Expatriate Teacher "B"

**Teaching - Learning Activities**

**Teacher**

**Students**

- |  |   |
|--|---|
| 1. Greeted the students  | 1. Responded and greeted the teacher                |
| 2. Introduced herself to the students  | 2. Listened to the teacher                          |
| 3. Asked some students to introduce themselves                                   | 3. Introduced themselves to the teacher             |
| 4. Created jokes when a student introduced himself                               | 4. Laughed  |
| 5. Raised some referential questions to the students                             | 5. Answered the referential questions               |
| 6. Explained the topic of the lesson that is about traffic                       | 6. Listened to the teacher's explanation            |
| 7. Asked some triggering questions   | 7. Answered the questions orally                    |
| 8. Defined what a traffic is   | 8. Listened to the teacher's explanation            |
| 9. Asked some display questions about the topic                                  | 9. Answered the teacher's questions about the topic |
| 10. Shared her experience when asked for a driving license in the police station | 10. Listened to the teacher carefully               |
| 11. Explained the traffic rules on the whiteboard                                | 11. Paid attention to the teacher's explanation     |

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|--|--|
| 12. Asked some display questions to the students one by one            | 12. Answered the questions one by one                              |
| 13. Raised some opposite questions to be answered together             | 13. Answered the questions together                                |
| 14. Dictated some words  | 14. Listened to the teacher carefully                              |
| 15. Asked the students to write down the dictated words on their books | 15. Wrote down the dictated words on their books                   |
| 16. Asked the meaning of the dictated words in Indonesia               | 16. Told the meaning of the dictated words in Indonesia            |
| 17. Drilled the spelling of a word                                     | 17. Spelled the word together                                      |
| 18. Gave a description of the lesson for the next session              | 18. Listened to the description of the lesson for the next session |
| 19. Ended the lesson and said goodbye                                  | 19. Said goodbye   |

**Media :** Whiteboard and Board marker

The Second Observation on the Teaching - Learning Activities of  
Expatriate Teacher "B"

**Teaching - Learning Activities**

<b>Teacher</b>	<b>Students</b>
1. Greeted the students	1. Responded and greeted the teacher
2. Raised some questions to review the previous lesson	2. Answered the questions about the previous lesson
3. Explained the lesson topic	3. Listened to the teacher's explanation
4. Distributed the maps of roads for the students in pairs	4. Got the maps of roads in pairs
5. Exemplified the class activities	5. Listened to the teacher carefully
6. Asked the students to do the question-answer about maps of roads	6. Did the question-answer about maps of roads
7. Checked the students' works one by one	7. Paid attention to the correction of their works
8. Drilled the word "catch"	8. Drilled together
9. Gave the students different maps of roads	9. Got the different maps of roads
10. Asked the students to do the same activities as before	10. Did the same activities as before
11. Explained the objective of the lesson	11. Listened to the teacher's explanation
12. Did a conversation out of the topic	12. Joined the conversation

- |  |   |
|--|---|
| 13. Checked and gave marks to the students' works one by one                                     | 13. Paid attention to the results of their works    |
| 14. Made some columns on the whiteboard for the students' homework                               | 14. Paid attention to the whiteboard                |
| 15. Asked the students to copy the columns from the whiteboard on their books for their homework | 15. Copied the columns from the whiteboard          |
| 16. Dictated some words for the students' homework   | 16. Wrote down the dictated words as their homework |
| 17. Played a game in guessing the correct number   | 17. Guessed the correct number                      |
| 18. Gave some presents for two winners of the game   | 18. Got the presents                                |
| 19. Said goodbye   | 19. Said goodbye                                    |

**Media :** Maps of roads, Whiteboard and Board marker

The Third Observation on the Teaching - Learning Activities of  
Expatriate Teacher "B"

**Teaching - Learning Activities**

**Teacher**

**Students**

- |   |  |
|---|--|
| 1. Greeted the students   | 1. Responded and greeted the teacher                     |
| 2. Stimulated the students to be active by giving some presents at the end of the lesson    | 2. Prepared themselves to follow the lesson actively     |
| 3. Asked the students to check their homework by writing down the answers on the whiteboard | 3. Checked their homework                                |
| 4. Dictated some new words on the students' homework books                                  | 4. Wrote down the dictated words on their homework books |
| 5. Asked the students to submit their homework's books                                      | 5. Submitted their homework's books                      |
| 6. Raised some display questions to the students one by one                                 | 6. Answered the questions one by one                     |
| 7. Raised some referential questions to some students                                       | 7. Answered the teacher's questions                      |
| 8. Reviewed the previous lesson   | 8. Listened to the teacher                               |
| 9. Distributed some pictures related to the previous lesson                                 | 9. Got some pictures related to the previous lesson      |

- |  |  |
|--|--|
| 10. Explained and exemplify the students' activities                               | 10. Listened to the teacher's explanation                    |
| 11. Asked the students one by one to make some stories based on the pictures given | 11. Made some stories based on the pictures given one by one |
| 12. Distributed the students' worksheet to do in pairs                             | 12. Got the students worksheet to do in pairs                |
| 13. Asked the students to do and check the worksheet together                      | 13. Checked the worksheet together                           |
| 14. Gave some presents for some students as a form of reinforcement                | 14. Accepted the presents as a form of reinforcement         |
| 15. Said goodbye   | 15. Said goodbye   |

**Media :** Pictures of some activities, Whiteboard and Board marker

**Observation Table of  
Teaching Techniques by Expatriate English Teacher “A”**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	OBSERVATION		
		1	2	3
	<b><u>Controlled Techniques</u></b>			
1.	Warm-up	√	√	√
2.	Setting	-	√	√
3.	Organizational	√	√	-
4.	Content explanation	√	-	√
5.	Role-play demonstration	-	√	-
6.	Dialogue/Narrative presentation	-	-	-
7.	Dialogue/Narrative recitation	-	-	-
8.	Reading aloud	-	-	√
9.	Checking	√	-	-
10.	Question-answer, display	√	-	√
11.	Drill	√	-	√
12.	Translation	√	-	-
13.	Dictation	-	-	-
14.	Copying	-	-	√
15.	Identification	-	√	√
16.	Recognition	-	-	√
17.	Review	-	√	√
18.	Testing	-	-	-
19.	Meaningful drill	-	-	-
	<b><u>Semiconrolled Techniques</u></b>			
20.	Brainstorming	-	√	√
21.	Story-telling	-	√	-
22.	Question-answer, referential	√	-	√
23.	Cued narrative/Dialog	-	-	-
24.	Information transfer	√	√	√
25.	Information exchange	-	-	-

26.	Wrap-up	√	√	-
27.	Narration/exposition	-	-	√
28.	Preparation	-	-	-
	<b><u>Free Techniques</u></b>			
29.	Role-play	-	√	-
30.	Games	-	√	-
31.	Report	-	-	√
32.	Problem Solving.	-	-	-
33.	Drama	-	-	-
34.	Stimulation	-	-	√
35.	Interview	-	-	-
36.	Discussion	-	-	-
37.	Composition	-	-	-
38.	A propos	-	-	-
<b><i>Total Teaching Techniques applied</i></b>		<b>10</b>	<b>12</b>	<b>16</b>

Notes : “ √ ” means : **Yes**  
“ - ” means : **No**

**Observation Table of  
Teaching Techniques by Expatriate English Teacher “B”**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	OBSERVATION		
		1	2	3
	<b><u>Controlled Techniques</u></b>			
1.	Warm-up	√	√	√
2.	Setting	√	√	√
3.	Organizational	-	√	-
4.	Content explanation	-	-	-
5.	Role-play demonstration	-	-	-
6.	Dialogue/Narrative presentation	-	-	-
7.	Dialogue/Narrative recitation	-	-	-
8.	Reading aloud	-	-	-
9.	Checking	-	√	√
10.	Question-answer, display	√	√	√
11.	Drill	√	√	-
12.	Translation	√	-	-
13.	Dictation	√	√	√
14.	Copying	√	√	-
15.	Identification	√	-	-
16.	Recognition	-	-	√
17.	Review	-	√	√
18.	Testing	-	-	-
19.	Meaningful drill	-	-	-
	<b><u>Semiconrolled Techniques</u></b>			
20.	Brainstorming	√	-	-
21.	Story-telling	√	-	-
22.	Question-answer, referential	√	-	√
23.	Cued narrative/Dialog	-	-	√
24.	Information transfer	√	√	√

25.	Information exchange	-	-	-
26.	Wrap-up	-	-	-
27.	Narration/exposition	-	-	-
28.	Preparation	√	√	√
	<b><u>Free Techniques</u></b>			
29.	Role-play	-	-	-
30.	Games	-	√	-
31.	Report	-	√	-
32.	Problem Solving.	-	-	-
33.	Drama	-	-	-
34.	Stimulation	-	√	√
35.	Interview	-	-	-
36.	Discussion	-	-	-
37.	Composition	-	-	-
38.	A propos	-	√	-
<b><i>Total Teaching Techniques applied</i></b>		<b>13</b>	<b>15</b>	<b>12</b>

Notes : “ √ ” means : **Yes**  
“ - ” means : **No**

## Observation Table of Teaching Techniques by Expatriate English Teachers

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	Expatriate English Teachers					
		“A”			“B”		
		*1	2	3	*1	2	3
	<b><u>Controlled Techniques</u></b>						
1.	Warm-up	√	√	√	√	√	√
2.	Setting	-	√	√	√	√	√
3.	Organizational	√	√	-	-	√	-
4.	Content explanation	√	-	√	-	-	-
5.	Role-play demonstration	-	√	-	-	-	-
6.	Dialogue/Narrative presentation	-	-	-	-	-	-
7.	Dialogue/Narrative recitation	-	-	-	-	-	-
8.	Reading aloud	-	-	√	-	-	-
9.	Checking	√	-	-	-	√	√
10.	Question-answer, display	√	-	√	√	√	√
11.	Drill	√	-	√	√	√	-
12.	Translation	√	-	-	√	-	-
13.	Dictation	-	-	-	√	√	√
14.	Copying	-	-	√	√	√	-
15.	Identification	-	√	√	√	-	-
16.	Recognition	-	-	√	-	-	√
17.	Review	-	√	√	-	√	√
18.	Testing	-	-	-	-	-	-
19.	Meaningful drill	-	-	-	-	-	-
	<b><u>Semiconrolled Techniques</u></b>						
20.	Brainstorming	-	√	√	√	-	-
21.	Story-telling	-	√	-	√	-	-
22.	Question-answer, referential	√	-	√	√	-	√
23.	Cued narrative/Dialog	-	-	-	-	-	√
24.	Information transfer	√	√	√	√	√	√

25.	Information exchange	-	-	-	-	-	-
26.	Wrap-up	√	√	-	-	-	-
27.	Narration/exposition	-	-	√	-	-	-
28.	Preparation	-	-	-	√	√	√
	<b><u>Free Techniques</u></b>						
29.	Role-play	-	√	-	-	-	-
30.	Games	-	√	-	-	√	-
31.	Report	-	-	√	-	√	-
32.	Problem Solving.	-	-	-	-	-	-
33.	Drama	-	-	-	-	-	-
34.	Stimulation	-	-	√	-	√	√
35.	Interview	-	-	-	-	-	-
36.	Discussion	-	-	-	-	-	-
37.	Composition	-	-	-	-	-	-
38.	A propos	-	-	-	-	√	-
	<b><i>Total Teaching Techniques applied</i></b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>13</b>	<b>15</b>	<b>12</b>

Notes : \* means : **Observations 1, 2, and 3**  
 “√” means : **Yes**  
 “-” means : **No**

## Time Tables of Teaching Techniques by Expatriate English Teacher “A”

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	Time Allocation				Total Time
		Observation				
		1	2	3		
	<b><u>Controlled Techniques</u></b>					
1.	Warm-up	5”	10”	10”	25”	
2.	Setting	-	50”	30”	1’20”	
3.	Organizational	25”	1’	-	1’25”	
4.	Content explanation	40”	-	1’	1’40”	
5.	Role-play demonstration	-	10’	-	10’	
6.	Dialogue/Narrative presentation	-	-	-	-	
7.	Dialogue/Narrative recitation	-	-	-	-	
8.	Reading aloud	-	-	8’	8’	
9.	Checking	3’	-	-	3’	
10.	Question-answer, display	5’	-	15’	20’	
11.	Drill	20”	-	30”	50”	
12.	Translation	15”	-	-	15”	
13.	Dictation	-	-	-	-	
14.	Copying	-	-	30”	30”	
15.	Identification	-	40”	3’	3’40”	
16.	Recognition	-	-	30”	30”	
17.	Review	-	40”	20”	1’	
18.	Testing	-	-	-	-	
19.	Meaningful drill	-	-	-	-	
	<b><u>Semiconrolled Techniques</u></b>					
20.	Brainstorming	-	30”	40”	1’10”	
21.	Story-telling	-	1’	-	1’	
22.	Question-answer, referential	25’	-	2’	27’	
23.	Cued narrative/Dialog	-	-	-	-	
24.	Information transfer	6’	3’	6’	15’	
25.	Information exchange	-	-	-	-	

26.	Wrap-up	30''	40''	-	1'10''
27.	Narration/exposition	-	-	4'	4'
28.	Preparation	-	-	-	-
	<b><u>Free Techniques</u></b>				
29.	Role-play	-	21'	-	21'
30.	Games	-	5'	-	5'
31.	Report	-	-	40''	40''
32.	Problem Solving.	-	-	-	-
33.	Drama	-	-	-	-
34.	Stimulation	-	-	2'	2'
35.	Interview	-	-	-	-
36.	Discussion	-	-	-	-
37.	Composition	-	-	-	-
38.	A propos	-	-	-	-

**Average Duration of Teaching Techniques  
TEACHER "A"**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	TOTAL	
		Time	Percentage (100%)
<b><u>Controlled Techniques</u></b>			
1.	Warm-up	25"	0,30
2.	Setting	1'20"	0,98
3.	Organizational	1'25"	1,04
4.	Content explanation	1'40"	1,23
5.	Role-play demonstration	10'	7,40
6.	Dialogue/Narrative presentation	-	-
7.	Dialogue/Narrative recitation	-	-
8.	Reading aloud	8'	5,92
9.	Checking	3'	2,23
10.	Question-answer, display	20'	14,81
11.	Drill	50"	0,61
12.	Translation	15"	0,18
13.	Dictation	-	-
14.	Copying	30"	0,37
15.	Identification	3'40"	2,71
16.	Recognition	30"	0,37
17.	Review	1'	0,74
18.	Testing	-	-
19.	Meaningful drill	-	-
<b><u>Semiconrolled Techniques</u></b>			
20.	Brainstorming	1'10"	0,86
21.	Story-telling	1'	0,74
22.	Question-answer, referential	27'	20,01
23.	Cued narrative/Dialog	-	-

24.	Information transfer	15'	11,10
25.	Information exchange	-	-
26.	Wrap-up	1'10"	0,86
27.	Narration/exposition	4'	2,96
28.	Preparation	-	-
	<b><u>Free Techniques</u></b>		
29.	Role-play	21'	15,55
30.	Games	5'	3,70
31.	Report	40"	0,49
32.	Problem Solving	-	-
33.	Drama	-	-
34.	Stimulation	2'	1,48
35.	Interview	-	-
36.	Discussion	-	-
37.	Composition	-	-
38.	A propos	-	-

**Notes :**

$$\begin{aligned} \text{Time (\%)} &= \frac{\text{.....}}{45} \times 100\% = \text{.....}' \text{ (minutes)} \\ &= \frac{\text{.....}}{2700} \times 100\% = \text{.....}" \text{ (seconds)} \end{aligned}$$

**TIME TABLES OF TEACHING TECHNIQUES  
APPLIED BY THE EXPATRIATE ENGLISH TEACHER “B”**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	Time Allocation			
		Observation			Total Time
		1	2	3	
<b><u>Controlled Techniques</u></b>					
1.	Warm-up	5''	5''	10''	20''
2.	Setting	20''	30''	30''	1'20''
3.	Organizational	-	20''	-	20''
4.	Content explanation	-	-	-	-
5.	Role-play demonstration	-	-	-	-
6.	Dialogue/Narrative presentation	-	-	-	-
7.	Dialogue/Narrative recitation	-	-	-	-
8.	Reading aloud	-	-	-	-
9.	Checking	-	4'	3'	7'
10.	Question-answer, display	15'	30'	7'	52'
11.	Drill	10''	20''	-	30''
12.	Translation	1'	-	-	1'
13.	Dictation	4'	1'	1'	6'
14.	Copying	2'	30''	-	2'30''
15.	Identification	30''	-	-	30''
16.	Recognition	-	-	4'	4'
17.	Review	-	30''	15''	45''
18.	Testing	-	-	-	-
19.	Meaningful drill	-	-	-	-
<b><u>Semiconrolled Techniques</u></b>					
20.	Brainstorming	1'	-	-	1'
21.	Story-telling	4'	-	-	4'
22.	Question-answer, referential	10'	-	6'	16'
23.	Cued narrative/Dialog	-	-	20'	20'

24.	Information transfer	2'	40''	1'	3'40''
25.	Information exchange	-	-	-	-
26.	Wrap-up	-	-	-	-
27.	Narration/exposition	-	-	-	-
28.	Preparation	1'	30''	1'	2'30''
	<b><u>Free Techniques</u></b>				
29.	Role-play	-	-	-	-
30.	Games	-	2'	-	2'
31.	Report	-	1'	-	1'
32.	Problem Solving.	-	-	-	-
33.	Drama	-	-	-	-
34.	Stimulation	-	30''	1'	1'30''
35.	Interview	-	-	-	-
36.	Discussion	-	-	-	-
37.	Composition	-	-	-	-
38.	A propos	-	3'	-	3'

**Average Duration of Teaching Techniques  
TEACHER “B”**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	TOTAL	
		Time	Percentage (100%)
<b><u>Controlled Techniques</u></b>			
1.	Warm-up	20”	0,24
2.	Setting	1’20”	0,98
3.	Organizational	20”	0,24
4.	Content explanation	-	-
5.	Role-play demonstration	-	-
6.	Dialogue/Narrative presentation	-	-
7.	Dialogue/Narrative recitation	-	-
8.	Reading aloud	-	-
9.	Checking	7’	5,18
10.	Question-answer, display	52’	38,51
11.	Drill	30”	0,37
12.	Translation	1’	0,74
13.	Dictation	6’	4,44
14.	Copying	2’30”	1,85
15.	Identification	30”	0,37
16.	Recognition	4’	2,96
17.	Review	45”	0,55
18.	Testing	-	-
19.	Meaningful drill	-	-
<b><u>Semiconrolled Techniques</u></b>			
20.	Brainstorming	1’	0,74
21.	Story-telling	4’	2,96
22.	Question-answer, referential	16’	11,85
23.	Cued narrative/Dialog	20’	14,81
24.	Information transfer	3’40”	2,71

25.	Information exchange	-	-
26.	Wrap-up	-	-
27.	Narration/exposition	-	-
28.	Preparation	2'30"	1,85
	<b><u>Free Techniques</u></b>		
29.	Role-play	-	-
30.	Games	2'	1,48
31.	Report	1'	0,74
32.	Problem Solving	-	-
33.	Drama	-	-
34.	Stimulation	1'30"	1,11
35.	Interview	-	-
36.	Discussion	-	-
37.	Composition	-	-
38.	A propos	3'	2,22

**Notes :**

$$\begin{aligned} \text{Time (\%)} &= \frac{\dots}{45} \times 100\% = \dots \text{ ' (minutes)} \\ &= \frac{\dots}{2700} \times 100\% = \dots \text{ " (seconds)} \end{aligned}$$

**Average Duration of Teaching Techniques  
By the Expatriate English Teachers**

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	Expatriate English Teachers			
		"A"		"B"	
		Time	%	Time	%
<b><u>Controlled Techniques</u></b>					
1.	Warm-up	25"	0,30	20"	0,24
2.	Setting	1'20"	0,98	1'20"	0,98
3.	Organizational	1'25"	1,04	20"	0,24
4.	Content explanation	1'40"	1,23	-	-
5.	Role-play demonstration	10'	7,40	-	-
6.	Dialogue/Narrative presentation	-	-	-	-
7.	Dialogue/Narrative recitation	-	-	-	-
8.	Reading aloud	8'	5,92	-	-
9.	Checking	3'	2,23	7'	5,18
10.	Question-answer, display	20'	14,81	52'	38,51
11.	Drill	50"	0,61	30"	0,37
12.	Translation	15"	0,18	1'	0,74
13.	Dictation	-	-	6'	4,44
14.	Copying	30"	0,37	2'30"	1,85
15.	Identification	3'40"	2,71	30"	0,37
16.	Recognition	30"	0,37	4'	2,96
17.	Review	1'	0,74	45"	0,55
18.	Testing	-	-	-	-
19.	Meaningful drill	-	-	-	-
<b><u>Semiconrolled Techniques</u></b>					
20.	Brainstorming	1'10"	0,86	1'	0,74
21.	Story-telling	1'	0,74	4'	2,96
22.	Question-answer, referential	27'	20,01	16'	11,85
23.	Cued narrative/Dialog	-	-	20'	14,81

24.	Information transfer	15'	11,10	3'40''	2,71
25.	Information exchange	-	-	-	-
26.	Wrap-up	1'10''	0,86	-	-
27.	Narration/exposition	4'	2,96	-	-
28.	Preparation	-	-	2'30''	1,85
29.	<b><u>Free Techniques</u></b>				
	Role-play	21'	15,55	-	-
30.	Games	5'	3,70	2'	1,48
31.	Report	40''	0,49	1'	0,74
32.	Problem Solving.	-	-	-	-
33.	Drama	-	-	-	-
34.	Stimulation	2'	1,48	1'30''	1,11
35.	Interview	-	-	-	-
36.	Discussion	-	-	-	-
37.	Composition	-	-	-	-
38.	A propos	-	-	3'	2,22

**Notes :**

' = minute

" = second

$$\text{Time (\%)} = \frac{\text{.....}}{45} \times 100\% = \text{..... ' (minutes)}$$

$$= \frac{\text{.....}}{2700} \times 100\% = \text{..... " (seconds)}$$

## Language Teaching Techniques

No.	Taxonomy of Language Teaching Techniques ( adapted from Crookes & Chaudron )	Writing Codes of Teaching Techniques
<b><u>Controlled Techniques</u></b>		
1.	Warm-up	Wa-up
2.	Setting	Set
3.	Organizational	Or
4.	Content explanation	Co-ex
5.	Role-play demonstration	RP-d
6.	Dialogue/Narrative presentation	-
7.	Dialogue/Narrative recitation	-
8.	Reading aloud	R-a
9.	Checking	Ch
10.	Question-answer, display	Q-a, d
11.	Drill	Dr
12.	Translation	Trans
13.	Dictation	Dic
14.	Copying	Cop
15.	Identification	Id
16.	Recognition	Rec
17.	Review	Rev
18.	Testing	-
19.	Meaningful drill	-
<b><u>Semiconrolled Techniques</u></b>		
20.	Brainstorming	Br
21.	Story-telling	S-t
22.	Question-answer, referential	Q-a, r
23.	Cued narrative/Dialog	Cu-n

24.	Information transfer	I-t
25.	Information exchange	-
26.	Wrap-up	Wr-up
27.	Narration/exposition	Nar
28.	Preparation	Prep
	<b><u>Free Techniques</u></b>	
29.	Role-play	RP
30.	Games	G
31.	Report	Rep
32.	Problem Solving	-
33.	Drama	-
34.	Stimulation	Sti
35.	Interview	-
36.	Discussion	-
37.	Composition	-
38.	A propos	A-p

## Transcription of the teaching - learning Activities

Teacher : Mr. Munawar Ali  
Meeting : 1<sup>st</sup> meeting

Teacher : *Good afternoon (Wa-up).*

Students: Good afternoon.

Teacher : My name is Munawar Ali, I come from Australia. I've been living here in Bali for about one a half years. I hope if I do something wrong you can tell me. *My part of teaching you down here is to help you to speak English. So, I will not try to speak to fast, I'll try to speak slowly, so you will understand me. And if you want to ask a question and talk, we can talk together (Or).*

Today we would like to speak anything, everything you want to talk about. Have you had any idea what you would like to do here, ho do you improve yourselves, you can tell me, we will speak about it. So, if you already have an idea what you have to do is not to write but to speak about it. Today, the idea is not to write but to speak, so don't worry about writing. When you write things up, you don't listen well. I have heard you have done an exam recently. How did you go on the exam? It's all about the grammar, right? Would you like to tell me about it?

Students: (keep silent)

Teacher : What do you think about that? Don't be scared, tell me, talk to me! How was it, was it easy?

Student : It's difficult

Teacher : Oh, quite difficult. How long did you take the exam? One hour?

Student : yes

Teacher : Don't be scared to speak, OK. I'd like you all to talk as much as I talk. The important thing is if you want to be able to talk in English, you have to talk a lot. If you don't talk then you will be still scared. So, *can you tell me, are there Hindustan here? (Q-a, d).*

I have a question to you. *How did you spend Galungan holiday? What did you do in Galungan? (Q-a, r).*

Student : praying in my temple

Teacher : What did you do after that?

Student : traveling

Teacher : Ok, *when you talk in English, what I want you to dio is that try to not talking in just one syllable. For example you say, 'traveling.' You should say, 'I went traveling, I prayed in the morning' (Ch)*

And what did you do after that? Oh, I went traveling. So, what we are going to do is create sentences, using sentences. Of course, I understand even you just say only one word, but it's not good for you. Now would

you like to elaborate on that, on your answer, tell me more what did you do..

Student : I prayed in my temple in the morning and after that I went traveling

Teacher : That's good. Did you visit your relatives? Did you go out visiting your friends or relatives?

Student : yes, of course.

Teacher : What about you, what did you do in Galungan Holiday?

Student : the same. I prayed in the temple

Teacher : Where is your temple? Near your house?

Student : (nod his head)

Teacher : Where you went to pray in the morning? Was it near your house or in your house?

Student : in my house

Teacher : in your house. So, you just prayed together with your family. Did you go out and pray in Pura near your house?

Student : yes, near my house

Teacher : tell me a little bit, how many family went to pray with you?

Student : with my father, my mother and my brother

Teacher : What about you, did you pray ?

Student : I prayed in my house

Teacher : and after that.....?

Student : yes.

Teacher : tell me! You said yes, yes what? You have to tell me...

Students: (laugh)

Teacher : What other things did you do? What else did you do?

Student : I went to Pura with my mother and my brother

Teacher : You don't have uncle or grandmother together? *You know that immediate family is father, mother, brother and sister. You say extended family included grandmother, grandfather (I-t).*

What about you?

Student : I'm Moslem. So, I don't celebrate Galungan

Teacher : Oh... you are Moslem. So, what did you do then on holiday? You just stay one week at home? No school from Tuesday, Wednesday?

Student : yes

Teacher : You all understand the days of the week, you do? Like *Monday....., (Dr)*

Students: *Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Teacher : So, what did you do on Monday?

Student : I went to my friend's house

Teacher : Where do you live?

Student : in Sati Negara

Teacher ; Is it far from here? from this school.....?

Student : yes

Teacher : how far?

Student : maybe about 3 kilometers

Teacher : You say you live in the village with your friend. *Denpasar is a town or a city. Big town is a city. A small city is a town. Desa is a village. When you live in a village near Denpasar, it's still a town (I-t).*  
Be careful with the words.

Student : may I ask something to you?

Teacher : yes

Student : Many people have difficulties to speak English. What do you think about it?

Teacher : Can I ask you then, what do you think about it? You have a good question. What do you think?

Student : I think no

Teacher : yeah...you think no. one of the reasons why you say it's hard to speak English is that you are scared to say the wrong things. See, you like to say one word, one word, one word because you're scared to speak in a sentence. It might not be right, because English is some times the opposite of Indonesian. Indonesian, you speak first the subject, and then, you come with the others, the verb and the noun, all differentially. In English, noun first, subject and then object. For example, I am doing homework. *Saya pulang ke rumah, in English, I am going home (Trans)* not I am home. So, it's not hard if you aren't scared to make mistakes.

Student : I have one more question. What's the way to master English?

Teacher : how's the way to master English or how do I go about, so that I can speak well. The idea is to speak whatever, however but don't speak in one syllable. Pray, Travel. I can understand what you say but you are not speaking in a sentence, so that I try to speak in the sentence. Ngomong dalam bahasa Indonesia, kita tidak ngomong dalam satu kata saja kan? you also can speak in front of the mirror, so you will not be scared anymore and next time you can speak with your friends. That's it the first and almost is how you learn English; you listen so that you can hear the words. How did you talk and then you talk, right? What about you, what did you do during the holiday?

Student : I went to temple near my house, then I just prayed

Teacher : how long did you pray?

Student : only for 30 minutes

Teacher : What's the special food that your mother prepared?

Student : many foods, Banten.

Teacher : How many relatives prayed with you/

Student : my father, my mother, my brother and aunt.

Teacher : aunty. Aunt is the short form of aunty. ei – yu – en – ti : AUNT. Tell me what's the most important part of Galungan

Student : We went to Pura and saw Barong dance. So, all of you danced or saw barong dance in Pura?

Students: Yes..

Teacher : Is Barong dance the main part in Galungan?

Student : Yes, but not really in Galungan. In Galungan, we danced Secang dance, Puspajali dance. In other ceremony we have Barong dance but not in Galungan.

Teacher : Listen. *We have simple present, present continuous, simple past, simple future. And now please use simple past (Co-ex).*  
What did you do after Galungan?

Student : Wednesday, we had Galungan. Thursday, we had manis Galungan.

Student : We call it manis Galungan. People usually go refreshing.

Teacher : so, what did you do on manis Galungan?

Student : I go shopping

Teacher : oh, you went Shopping  
( the teacher walks around to the back rows of the class)

Teacher : We still have five minutes to go. So, tell me what did you do?

Student : first, I prayed in the temple in my house then I went to the temple in my region.

Teacher : How far is the temple from your house?

Student : three kilometers.

Teacher : It's about three kilometers. *Don't forget to use a sentence. Learn how to speak in a sentence. So, don't just say three kilometers because three kilometers is not a sentence (Wr-up).*

(the teacher gets back to his table in front of the class)

Teacher : Is there anything that you want to ask me? is there anything else that you would like to know?

Student : (keep silent and shook their heads)

Teacher : Thank you very much. Next time hopefully you do better. Ok, Good bye

Students: Good bye...

## Transcription of the teaching - learning Activities

Teacher : Mr. Munawar Ali  
Meeting : 2<sup>nd</sup> meeting

Teacher : *Hello, how are you today? (Wa-up)*

Students: fine

Teacher: Today is very hot, isn't it? In Indonesia the climate is hot now. *But in the South Melbourne, South Australia, Tasmania is cold. Not very cold right now, because it's still summer. So, it can be really hot right now. But during winter the temperature is about, maybe, 6° Fahrenheit. I come from Melbourne, Melbourne is down town, and it's very cold in winter. Use a big tuna to make you warm (S-t).*

So, what else do you want to know about Australia? The economy, the industry, .....

Students:(Keep silent)

Teacher: Sorry, do you say something? No? Ok, what I've thought you have to do today is had a play, like do a trial of talking. Ok. How do we do a trial of talking? *Had many of you gone into a restaurant? (Br)*

Students:Yes

Teacher: When you go there, do you order food? *What we are going to do today is you have a play, acting that I want some of you, 2 of you, one to be the person in the restaurant. (Set)*

What is the person in the restaurant called? The person who waits at the table, what do the person be called?

Students:Waiter

Teacher: Waiter, or waitress for a girl. Waiter is for a man. So 1 person to be the waiter and ask you what do you want to eat, what do you like to order. And then you have the customer, right. The customer who comes in the restaurant, wants to eat. So, what I want you to do is if I can do the demonstration. Who like to volunteer with me? Who like to volunteer? Do you like to volunteer?

Student :Yes

Teacher :I am the customer. Bring the chair forward. Bring the chair forward. You can be the waiter, alright. And then you bring your book, your note. So.....

*(The teacher acted as the customer using his gestures and one student as the waitress)*

Teacher :*I come to the restaurant and after that I meet you and you say ,”Please, please, at this table” and I say, ”thank you”. So, I say, “Give me a menu”. The food’s list is called a menu. All of you know the word, menu? Then,*

*you give me a menu and I look at the menu. So, I ask you, "What is some of good food here?" (RP-d)*

Student : We have meatball, we have salad.

Teacher: Yes, salad. What else do you have? I see omelet.

Student : Omelet? Yes, of course

Teacher : Oh, fried chicken

Students: (laugh)

Student : We serve with French fries

Teacher : You have it with the French fries

Student : Yes

Teacher : That's nice. What is sambal goreng?

Student : Sorry?

Teacher : What is sambal goreng?

Students: (laugh)

Student : That's a traditional sauce

Teacher : Traditional?

Student : Traditional sauce in Indonesia

Teacher : Oh.... So, is it nice?

Student : Yes, of course

Teacher : Can I eat that with kangkung pecing?

Students: (laugh)

Student : Pecing kangkung

Teacher : Pecing kangkung. Oh, I see. Is it very good?

Student : Yeah

Teacher : Enak?

Student : Do you want it?

Teacher : So, can I have pecing kangkung and then what did you say? You have ...

Student : Sambal goreng

Teacher : Is it hot?

Student : ya

Teacher : very hot?

Student : ya

Teacher : Oh, I cannot eat any hot food. So, I must not order. Do you have tomato sauce?

Student : yes

Teacher : Ok, tomato sauce and then what is it? chicken?

Student : Chicken, with French fries or not?

Teacher : yes, with French fries. I like French fries.

Student : For drinks, what do you want?

Teacher : For drinks, let me see the drinks' menu. Whisky

Students: (Laugh) Whisky?

Teacher : Nanti Mabuk

Students: (Laugh)

Student : Do you want some juice?

Teacher : I like juice. What kind of juice do you have?

Student : Orange juice, avocado juice

Teacher : What?  
 Student : Avocado juice  
 Teacher :Avocado juice, ya...  
 Student: Ice tea.  
 Teacher : Ice tea.  
 Student : or water.  
 Teacher : what else do you have? You don't have tomato juice?  
 Student : Yes.  
 Teacher :Yes, tomato juice  
 Student : Many juice.  
 Teacher : No, I don't want tomato juice. I just ask, but I read Jeruk.  
 Student : jeruk? Orange juice?  
 Teacher :Orange juice, yes. Sweet or sour?  
 Student : sweet  
 Teacher : I like that one  
 Student : I write it  
 Teacher : alright  
 Student : Do you want some dessert?  
 Teacher : some dessert, what do you have?  
 Student : Ice cream, apple cake.  
 Teacher : So, do you have apple cake, what else?  
 Student : banana squeeze  
 Teacher :Banana Squeeze, that sounds nice. Do you know what banana squeeze is?  
 Students:Yes..  
 Teacher: very nice. One banana that is coked row with long of cream. I think I like  
                   banana squeeze.  
 Student : that's it?  
 Teacher: Yes. Thank you very much. **(RP-d)**  
 ( the student went back to her chair)  
 Teacher: Alright. So, can I ask you to do something like that? So that, I can watch  
                   and see how you do. The idea is like what she did, very nice waitress, so,  
                   you talk about like what we have done, alright? So, you are in the pair,  
                   pair, pair, and so on. You two in the pairs. Would you like to sit in front  
                   here? So, can we do that for few minutes? And yo come forward two of  
                   you and I sit down. You can become the customer, and you can become the  
                   waitress. Come in front, come forward. Don't be scared.  
 ( The students worked in pairs and the first pair came forward)  
 Teacher : so, you become the customer and she becomes the waitress. And now I  
                   will listen alright. The customer came and the waitress come forward,  
                   please speak clearly ya...

***The First pair (RP)***

Student 1: Good morning,  
 Student 2: Good morning, What's your special menu today?  
 Student 1: The special menu today is fried rice with cream, fried chicken, mmm....  
 Student 2: Fried rice, omelet. Do you have any drinks?

Student 1: mmm... Orange juice.

Teacher : Don't forget that you have the menu. So, the drinks should all be listed there. So, you can ask what kinds of drink she recommence. How about would you recommence? Because you can see the list of the drink. But you think many that don't know what is good, so you will say, 'what do you recommend that I should have?' so I said. 'what, from the list, what do you recommend to guest?' So talk..

Student 2: What you.....

Teacher : ... that I should have?

Student 1: Many drinks like juice or ice tea.

Teacher : No whisky?

Students: (Laugh)

Student 2: I want a glass of orange juice and .. what do you recommend?

Student 1: Ice cream

Student 2: What kind of ice cream?

Student 1: Ice cream chocolate, strawberry, ice cream.....

Student 2: Do you have chocolate cake ice cream?

Student 1: Yes, I have

Student 2: Ok, that's all. Thank you

Teacher : Well done (Clapped his hands)

Students : (Clapped hands)

Teacher : That's nice. You can copy the same thing or you can change a little bit. Ok. Don't worry about it. Come forward. You can be as the customer or the waiter and speak up loud. Don't be scared to speak up loud!

### ***The Second Pair (RP)***

Teacher : Good morning, welcome to my restaurant

Student 1: Good morning, welcome to my restaurant

Teacher : And then you say, "this is the menu"

Student 1: Excuse me, this is the menu

Student 2: What food do you have?

Student 1: Fried rice, fried chicken and meat

Student 2: I want fried rice

Student 1: What drinks do you like, Sir?

Student 2: Teh panas (laugh)

Student 1: Anything else?

Teacher : What dessert do you like?

Student 1: What dessert do you like?

Student 2: Ice cream. Thank you.

Teacher : Well done (clapped his hands). I want you to think something different if you can.

### ***The Third Pair (RP)***

Teacher : Welcome to this restaurant

Student 1: Welcome. This is our menu.

Student 2: What are special food here?

Student 1: We have semur jengkol, lalapan, plecing kangkung, sambel lalapan

Student 2: Sambel lalap?

Student 1: Yes

Student 2: Is it very hot?

Student 1: Yes, it's very hot.

Student 2: I want semur jengkol

Student 1: How about the drinks?

Student 2: Do you have juice?

Student 1: Yes, we have orange juice, avocado juice, fruity, and...ice tea.

Student 2: I want ice tea.

Student 1: Ice tea, ok.

Teacher : very well (clap his hands) The next pair!

### ***The Fourth Pair (RP)***

Student 1: Good morning, Sir. Welcome to my restaurant. Eee...

Teacher : Kasikan menunya.

Students : (laugh and keep silent)

Teacher : Say...what is the best meal you have? You ask him, not me.

Student 2: What is the best meal you have?

Student 1: I have meat, fried chicken

Student 2: Ok and what are special drinks you have?

Student 1: Special drink is orange juice

Student 2: Ok.

Teacher : Well (clap his hands), then you can ask the dessert. Do you know dessert?

Don't be scared to act. Next time, you can be an artist. This is the start.

### ***The Fifth Pair (RP)***

Student 1: Good morning, welcome to my restaurant. This is the menu.

Student 2: What is the special food?

Student 1: The special food are fried chicken or spaghetti, soup, ... (keep silent)

Teacher : Superman

Student 1: (laugh) What do you want to drink?

Student 2: Ice tea.

Student 1: Do you like any dessert? Ice cream and banana squeeze?

Student 2: Ice cream

Teacher : Thank you (clap his hands). That's nice

### ***The Sixth Pair (RP)***

Teacher : OK, next pair come forward. See, the idea is intuition in English and talk a lot when you out there. Talk, talk to each other but when I ask you to come forward but you are so scared to talk. Don't be scared to talk. Talk just like what you did outside.

Student 1: Good morning, welcome to my restaurant

Student 2: Good morning, what are the special menu?

Student 1: Fried chicken, pizza hut, fried rice and.....that's it

Student 2: Have you noodle?

Student 1: Yes, I have.

Student 2: I want to eat that

Student 1: What do you like to drink?

Student 2: I want orange just. As the dessert, do you have muffin?

Teacher : Muffin, well done.

Student 1: Yes

Teacher : is there anything else? So, you say, thank you, thank you

Student 1: Thank you

Teacher : you're better go, get the meal, well done(clap his hands) you know what the muffin is?

Student 2: Yes

Teacher : Very good. What is the muffin?

Student 2: a small cake

Teacher : a small cake, very nice. So, the idea today is try you all don't be scared to talk, to converse and be able to speak because you all can speak fluently. You all know how to speak, right? But you all are scared to say. So don't be scared to say. *Yesterday, I was asked a question. The question yesterday was what things that I can suggest for you to be able to learn English. Well the things you need to do to learn English and then the other thing is you ask me, how can you go about mastering English. So, the first thing in any learning process, what is the most important thing that you have to do. One, the first an the most important thing that you have to do is to listen, because if you don't listen, you do not learn (Rev).*

So, in English, speaking in learning English what is the next important thing after you listen?

Students: Speak

Teacher: to speak. Well done, to speak, right? So, first of all, next you speak. So, what would be the third thing that you need to do?

Students: (thinking)

Teacher: After you have listened, you speak and then all of you have your book opened. What is the next thing that you do?

Student : talk.

Teacher : Sorry?

Student : Talking

Teacher : Talking, speaking is the same thing. And the next thing, what you do?, you have your books opened.

Student : try

Students: write

Teacher: write, alright. So, you write

Student : always try

Teacher : Try? You try to speak. After you have tried to speak, then the next thing is to write. To read and write. So that, these are the four qualities of learning process. First and almost that is very important, you have to listen. If you don't listen you think how can the teacher say that word. That's not very good, some of you to cut what I say. So, you have to listen to me. That's important to listen. The next important thing is to speak. After listening,

you don't speak you will not learn because you need to speak. *The communication process between two persons, one is listening, the other one talk. Then, one listen, then one talk and then you can communicate. That's exactly what the waiter, waitress and the client did, alright? The waitress listened to the client while the client wanted to order then the waiter, waitress said or talk, I recommend this, I recommend that while I listened (Or).*

They are having a conversation, they are communicating and after the communication process, the next step in learning process is to read and write. And at the end of the all, what do you do? The whole focus of learning language is to be able to comprehend, to understand. What is the person says and to think about it. Do you understand what I'm saying?

Students: Yes

Teacher: So, if you are listening and getting shocked, it means you are comprehending what the person is telling you, alright? Now, what else can we do? Do you get any other things that you suggest that might good to talk. How do I get you all to converse?

Students: (Keep silent)

Teacher : OK, we have in English, word, a phrase, and then after the phrase we have sentence. *So, can we have words association because you all are scared to talk. What we do is we have a word association. If I say in the school, and you have to think of what ever in the school and say that. Students, tables, chairs, teachers, pens, blackboard, cupboard. (I-t)*  
OK, can we do that?

Students: Yes

Teacher : So if I suggest, first of all we talk about the school, you think up of anything that is in the school. So, you only have to say one word, OK. *We talk about the school. In the school, what would you say about things in the school? (G)*

(The teacher asks the students one by one)

Student : teachers, chairs, tables, blackboard, windows, pictures, doors, bass, pens, paper, field, erasers.

Teacher : so, we have one word association. What about phrase? You know what a phrase is? Pi – eich – ar – ei – es – ii. So, we have a word, a phrase and a sentence.

(The teacher writes down his explanation on the whiteboard)

Teacher : So, what is a sentence?

Students: (Thinking)

Teacher : *A sentence is when you are making a statement that has a noun, a verb and then subject, object (Id).*

So I'm going to school. I is a noun, am going is a present participle which is the verb, school is a noun. So, that is a sentence. The difference between a sentence and a phrase, a phrase is the shorter like a phrase is my chair. My chair is not a sentence. It's a phrase, consists of two words. So, that's called a phrase. So, now, what I want you to do after every body mentioned one word, one word, now make it into sentence. See, for example, you

want to talk about your house, you can describe something about your house. Yes, say something about your house.

Students: ( thinking)

Student : I have six rooms in my home.

Teacher : So, next...

Student : I have a lot of trees in front of my house

Student : I have a radio in my room.

Student : I have a dog in my house.

Teacher : Very good

Student : I have a cat in my house

Student : I have one kitchen in my house

Teacher : Who cooks in the kitchen?

Student : Mother

Teacher : Your mother. What about you?

Student : I have a nice garden in my house.

Teacher :OK. You've done very well in making sentence. Tomorrow, we'll talk about another thing more. *And remember what is the important thing that I've taught you today. The first thing is to listen, to talk, to read and write and then comprehend, to understand English. So, that is comprehension. So, you have listen, speak, read and write. (Wr-up)*

Is there anything that you want to ask me? no? if not, we close the day.

Thank you very much. Good bye.

Students: You're welcome.

Students: Good bye

## Transcription of the teaching - learning Activities

Teacher : Mr. Munawar Ali  
Meeting : 3<sup>rd</sup> meeting

Teacher : *Hello, How are you doing? Fine? (Wa-up)*

Students: fine

Teacher : *For the lesson today, the topic is about music and film. (Set)*

In Indonesia there are many actress and actors. I'd like to tell you that when I watched TV, I don't know who is the actor or the actress. *Now I have a question, can you tell me who is the popular singer in Indonesia?*

**(Br)**

Student : Kris Dayanti

Teacher: Who?

Students:Kris Dayanti

Teacher : I don't know popular artist in Indonesia. I love the music, but I don't know who are the singer. I know that there's another music down here that Indonesian sings and translate the Hindustan music. *You know that the Bollywood music, so, they do like the Bollywood style but with Indonesian words. How do you call that? (Q-a, r)*

Students: Dangdut.

Teacher : Oh, I see. I've thought Dangdut. So, dangdut is popular here?

Students: Yes

Teacher : So, they copy the style and the dance. So, who is the best western singer? Can you give some names?

Student : Madonna

Teacher : Who?

Student : Britney Spears...

Student : Mariah Carrey...

Student : Paris Hilton, Eric Clapton

Teacher : How about you? Do you like music?

Student : Yes.

Teacher : Who?

Student : Britney

Teacher : How about the other, tell me who are some popular singers that you know

Student : (Thinking)

Teacher : Who?

Student : Jessica Simpson

Teacher : Which singer do you think makes the most money?

Students:Madonna

Teacher : OK, Madonna maybe. Does anyone down here like to sing?

Students: (Keep silent)

Teacher : No? OK, What about the movie. What's the popular movie down here?  
I've seen on TV movie with snakes? What is it? With snakes, Ular

Students: Nyi Blorong

Teacher : OK, Do you go to the cinema or watch VCD, DVD

Student : Sometimes go to cinema

Student : Watch DVD

Student : We go to see movie in Kuta Gallery and Wisata

Teacher : Is there a big screen and how much does it cost, the ticket?

Student : It's Rp. 25.000,-

Teacher : So, do you see Indonesia or western movies?

Student : I like western and Indonesian movie

Teacher : What are some of the movies which are popular now?

Students: Hantu Jeruk Purut (Laugh)

Teacher : What does it mean?

Student : It's the place name

Teacher : So, what's the other movie?

Students: Kuntilanak

Teacher : So, who are some of famous Indonesian actor and actresses?

Student : Tora Sudiro

Teacher : How about the actress?

Student : Dian Sastro

Teacher : So, what are some of the movies you have seen recently. Have you seen any movies?

Students: (Keep silent)

Teacher : No? you know a film, in English is very funny. The spelling of it, ef-ai-el-em, alright? But when you pronounce it you don't pronounce L. ( gives the correct pronunciation of film)

Students: (imitate the teacher drills)

Teacher : So, *ef-ai then...el*, you... ( uses his body language to keep L sound) don't say 'filem' say 'film' (**Dr**)

Students: (Drilling the word ; FILM)

Teacher : The other day we did a role play about the waiter and customer in the restaurant. Can we do something like that again? Because by doing that, I can ask everybody to come forward and you listen and speak. *Today, I've thought if we can do that we'll do a job interview. So, one person is going to find a job, the other person will be the interviewer. So some body will say and interview the person who wait and try for a job. (Co-ex)*

Can you do that? Is it interesting? It's good for you to go through the exam and then you go through to look a job, you now what to do. *What are some of the requirements in the job? Any job, let's say kitchen nun to help in the kitchen. What are some of the skills that the kitchen nun needs to help? Do you know what the skill is? (Q-a, d)*

Students: cook

Teacher: To cook, wash the dishes, collect the dishes, set the table, know some dishes. Say, you look for a work as a reception. What are some of the skills that you need?

Student : can operation the computer

Teacher : So, have the computer, have done schooling, isn't it? You need to know a lot more about what are good, alright? And you can talk, perhaps you can speak English than zero. It's better. We need people who can talk Indonesian, Balinese and English. So language is important, skill is important. How to write perhaps you have some computer skill and then be able to follow his subject. *Remember what I said yesterday about some of the learning process? Do you all remember what are the things that we need to do the learning of language? (Rev)*

Students: Listen, speak, write and read

Teacher : So, in looking for a job, it's very important for you to listen to your boss. If your boss says that you have to wait here, then you say, yes sir. Alright, to follow instruction and then you talk to the boss, what happened to that yesterday or this is the plan that you asked me to do yesterday. You have to talk to your boss and show what you did. So, in the learn of composition, some of the skills that you need to have is education for start. What are some other profession?, See, to become a journalist. Do you know what a journalist is?

Students: Yes

Teacher : *A journalist is somebody who writes articles in the newspaper. (Id)*  
(uses a newspaper entitled The Bali Times as the media in his teaching).  
*Here, like the news about Bush written by Winsta. So, that means, the person over there is the journalist or reporter. (I-t)*  
Reporter is a person who goes out and finds the news, writes the news and then you give to the newspaper. So, if I want to become a journalist, what are some of the skills that you need to have?

Students: (Thinking)

Teacher : Same thing like the receptionist but with the little bit more. What are some other things that you need to have? You need to have the skills at writing, reporting, writing stories. Like in school, when you write a story in a hundred words essay, so, you have to write everything that you think up. So, the reporters from this newspaper, they write many different things, different writers, different subject. So, what are the things that we need to be able to write a report is sometimes to write short hand. Nowadays, we have microphone. You show the microphone to the person who talked and then you go back and translate the words. But long time ago when they don't have microphone, usually people write in short hands. So, you write quickly in every created form of what the person talked. And the other thing is one to be important, you have a good listening skill and remember. You have to remember what the person says. So, that's a journalist. Reporting skill, good at looking for a news. If you hear or see something, you think that it can be a good news. So, that skill is called aptitude. Have ever heard that word?

Students: No..

Teacher : Aptitude means that you have a certain skills in knowing what is going to happened. You have a very good ability to know may be that one can be a good story better than that one. So, that's a good aptitude. Now, let's find news about song (Looks at the newspaper to get articles to be read in the class) have any of you read an english newspaper? The Bali Times?

Students: No

Teacher: No? it's good for you. *See, she is a famous singer? What's her name? Pamela Anderson? (shows pictures and articles from the newspaper).* **(Rec)**

Students: No, she's an actress

Teacher : I think she is a sexy actress with big breast that she like to showing and become famous. OK, so can you do an interview? Would you be able to do an interview today or not? Too difficult? We only have 35 minutes left. Interview section will take a long time. Alright then, *I want you to write a dialogue about the interview between an interviewer and an employee on a piece of paper as your homework.* **(Rep)**  
Do you understand?

Students: Yes

Teacher : Is there any question? No? Alright, now, what I like you to do is from this newspaper, there're some learning process. (opens the newspaper in front of the class). Some articles in here that I've read are quite interesting. When you've read, then you can discuss about it. This is a good article about a new hotel that's coming up in Jimbaran, called Bulgari. So, let's read some articles and then we talk about it. Can you read this? (asks the students to read the articles from the newspaper in turns). You listen to me first, alright?

*(The teacher reads the article entitled Bulgari Hotel. Then, he gives the newspaper to a student and asks him to continue reading the article)* **(Re-a)**

Teacher : Read it aloud

Student : (on his desk, he continues reading the article given)

Teacher : Can you all hear what he read?

Students: No

Teacher : Maybe, I have to ask you to go in front. Never mind. What I want you to do is we want to try and see whether you have listening skill. So, you all listen and then can you understand what is it about because that's part of the learning process. To listen, then I'll ask you some questions.

Teacher : (asks the next student to continue reading the same article about Bulgari Hotel). If you don't understand, ask him to repeat it.

Student : (reads the article in front of the class)

Teacher : Thank you. *So, what is the question that they want to ask is clearly about the management in Bali. Where do you see it go in? So, the answer will make us understand what are some of the qualities in Bali that make them go to Biro Hotel. They talked about Balinese culture, right? And the next thing, they talked about Bali spirit.* **(Nar)**

What makes Bali interesting?

Students: Unique

Teacher : Ok, unique, beautiful arts and view.

(Next student reads another article about Bali Tourism)

Teacher : So, what is the article about?

Students: Bali

Teacher : So, Bali is in the list in the top list in Asia destination and one of the most exiting destination on the world.

(next student reads the article about reality shows program)

Teacher : what is the main idea of the article?

Student : About people

Student : Actor and actress

Student : Nicole Kidman

Teacher : Yeah, Oprah Winfrey. Do you know her?

Student : Yes, talk show, Oprah

Teacher : She is the host of talk show and she is very-very rich.

(next student reads the article about the preparation of Galungan)

Teacher : So, it's interesting, right? Because people like me don't know about Galungan. So, this newspaper is very useful for outside people who come to Bali.

(another student reads the article about a temple)

Teacher : What happened with the temple? The temple's shrine. At the temple, you have a shrine. Shrine is a place where you are down there and pray ( Writes down the word; shrine on the whiteboard).

Students: (*Write down the word 'shrine' and the definition on the notebook*) **(Cop)**

(next student reads the article about spicy food in Bali called Lawar)

Teacher : What is the food called?

Students: Lawar

Student : Lawar, It's delicious

(Other student reads the different article about Banjo, Bamboo decoration)

Teacher : So, You know Banjo, right? It's important for many ceremonies in Bali

(Next student reads the article about Indonesian currency)

Teacher : So, they ask about Political improvement in that country. What does it mean when you say that the currency stronger?

Students: Thinking

Teacher : Who can tell me? when you say now the Indonesian currency is stronger than before. What does it mean, do you know?

Students: No,

Teacher :Currency is money. So, it means that you get less money to buy something. Before you bought a shirt Rp.50.000,-, but now when the money is stronger the same shirt is Rp.20.000,-

(Next student reads the last article about democracy)

Teacher : So, Indonesia becomes democratic, and is it better or not?

Students: Better

Teacher :What are some of the things that are becoming better in Indonesia? In Bali?

Students: (keep silent)

Teacher : It has opened up investment, business opportunity and many people can do business or other things freely before they are told what to do. OK, that's all because my time is up. Thank you very much I'll see you next year. *I have 2 things as New Year gifts. The first is for a young lady who does a good thing in trying to be active, then for one who has an initiative to try to do something to come forward. So, think what else that I can do to stimulate myself in learning. So, improve yourself, OK. (Sti)*

Good bye

Students: Bye...

## Transcription of the teaching - learning Activities

Teacher : Mrs. Anna Metselaar  
Meeting : 1<sup>st</sup> meeting

Teacher: *Good afternoon (Wa-up)* I'm Mrs. Anna. I'm from Holland. That means English is not my first language and my English is not perfect, but I'm not afraid to talk. Then, I also want to tell you – just talk, no need to be afraid, OK. Now, let's start the lesson. I'm married, I live in Ubud for almost 3 years now. I don't speak the Indonesian language. It's because everybody wants to speak English to me. so, I've never learned about Indonesian. Just a few years like; before-sebelum, malu. That's all. Is there anything you want to know about me. you can ask, don't be afraid to talk. I still don't know you, could you please tell me your name is, where are you from....

Student : My name is Wayan Yudiasa. You can call me Yudi. I'm from Klungkung.

Teacher: from Klungkung. Does it mean you come everyday to school from Klungkung?

Student : I'm from Klungkuhng but I stay in Jimbaran.

Teacher: you live in Jimbaran, yeahh... I see. And how do you come here everyday?

Student : by motorcycle.

Teacher: by motorcycle. Do you have your motorcycle yourself?

Student : yes....

Teacher : that's good. When were you born?

Student : 3<sup>rd</sup> of September, 1991.

Teacher : that means that you are....

Student : 15 years old.

Teacher : yes, 15 years old. Are you married?

Students : (laugh)

Student : (shake his head) No, I'm single.

Teacher: oh, I see. And now, who is next to you? Can you please introduce yourself?

Student : yes. My name is Eka Putra. You can call me Eka. I come from Gianyar and I live in Sidakarya.

Teacher : Sidakarya. Is it a part of Denpasar?

Student : Yes.

Teacher : Or, is it a village?

Student : It's on Sesetan street. I like playing basketball.

Teacher : Ok. How old are you?

Student : I'm now 15 years old

Teacher : what do you study in this school?

Student : mmm ....mmmm.....

Teacher: What do you study in this school. I mean somebody is house keeping and....what about you?

Student : Laundry and computer.

Teacher : and laundry,... what did they teach you?

Student : washing clothes, ironing.

Teacher : you said you also study computer, when?

Student : every Tuesday we study computer.

Teacher: what do you study or learn?

Student ; Microsoft word and make folders.

Teacher : Ok, do they also teach you how to use internet?

Student : No, only 3<sup>rd</sup> class.

Teacher: Ohh. I understand. OK, thank you very much.

Student : same-same

Students: ( laugh )

Teacher: sounds good. OK, I've already asked before. But *why are you, most of you are beautiful? Well, you all are good but some of you are looking special. Why's that? Who can tell me? (Q-a, r)*

Student : We have a special ceremony.

Teacher : Ok, then you have special ceremony.

Student ; Yes, We have a demonstration. We have to celebrate full-moon day every one month.

Teacher : you have full-moon every month.

Student ; yes every month

Teacher : Ok, now you understand what I meant and how I taught. *Today, I want to talk about 'traffic' (Set)*  
*What kind of traffic is there? We all know what traffic is? (Br)*

Student : Traffic light.

Teacher: yes, traffic light. What's traffic light?

Student : Traffic Jam

Student : It's like a.....

Teacher : What kinds of colors in the traffic light?

Students: Red.. Green, Yellow.

Teacher: It's strange, because here it's be yellow in Europe it's orange. I don't know why. What does red mean?

Students : Stop....

Teacher : Green?

Students : Go..

Teacher : Yellow?

Students: be careful

Teacher : Ok, be careful. You can go on but watch out. But *what I mean is what kind of traffic is there. You have a car. A car is a traffic. (Id)*  
I don't need the brand.

Student : A bus

Teacher : Ok, a bus

Student : A taxi

Teacher : Yeah, very good

Student : A bicycle  
Student : A motorcycle  
Teacher : A motorcycle, motorbike. Yeah...How about a truck? and a van? Do you know what a van is? It's a small truck  
Student : Pick up  
Teacher : Yeah, pick up (Laugh). Can you tell me more about what's special about pick up?  
Student : In front, it's just a car. At the back, it's open. There's no room.  
Teacher : Anything else about traffic? How about train?  
Student : Train  
Student : Plane  
Student : Ship  
Student : Becak  
Teacher : I don't know becak because I'm from Holland  
Student : Becak is a traditional transportation from Java  
Student : It's like a bicycle, have three wheels. In front of two wheels, and at the back one wheel.  
Teacher: Well, I've seen becak once in Jogja...karta? And I taught there was one wheel in front and two wheels at the back, but sometimes I see a horse with...you know what?  
Student : It's different. It's dokar and becak is different with that  
Teacher : Okay. How about emergency vehicles? What kind of emergency vehicles do you know?  
Student : Ambulance  
Teacher : Very good  
Student : Fire truck  
Teacher : Or fire engine. Anything else?  
Student : Toy car?  
Teacher : Sorry?  
Student : A car to take another car  
Teacher : Yeah, yeah. I know. They lift a car that doesn't work anymore and nobody can not help you. They put a car into another car. Is that what you mean?  
Student : (Nod his head)  
Teacher : I don't know the word in English. I only know the word in Dutch 'Taku'. Tomorrow, I'll tell you. Now, who can tell me what a zebra cross is?  
Student : It's to cross the street  
Teacher : What is the other word for zebra cross? There's an English word. 'The destrian crossing'.  
Students: Destrian crossing  
Teacher: The destrian is the person you are and...what happen when I cross the street by a zebra cross?  
Student : Safety, we didn't risk ourselves  
Teacher : Why should I cross by zebra cross? Why?  
Student : I think because usually zebra cross must be placed near the traffic light, so when it's red, we can get to other side

Teacher: Yah, what I want to know is the traffic has to stop or is there a rule here in Indonesia?

Students: No...

Teacher : How does a zebra cross look?

Students: (keep silent)

Teacher : How do I know it's a zebra cross?

Student : It's across the street. Black, white, black, white.

Students: (laugh)

Teacher: Ok. Do you agree that when somebody is crossing the destrian crossing, the traffic has to stop? Do you agree?

Student : Not at all, but when the traffic light for vehicles is red, the traffic light for people to crossing the street is green.

Teacher : But not always

Student : Sometimes, in some places, in the traffic light it has a button, so we press the button and it's going red.

Teacher : Yes, but sometimes there's just a traffic light  
(Students argue or debate each other using Indonesian)

Teacher : I know, I know. There's a zebra cross near here and there is ...

Student : Near zebra cross, we have a moak that tell the people to be careful. Near the zebra cross. So, zebra cross is safety.

Teacher: Ok, be always use zebra cross, always be careful. Now, what do you need to drive a motorbike?

Students: Helmet

Teacher: Helm. Helmet, Helmet. What's else? The most important thing. I know this is very important and you must have it

Student : Driving license

Teacher : The driving license. *What would happen when you don't have the driving license? (Q-a, d)*

Student : Ketilang

Students: (laugh)

Student : Give police duit

Students: (laugh)

Student : The police stops the driver and gives some...

Student : Ticket (laugh)

Teacher : Mmm...because I do not have a driving license

Students: What?

Teacher : I had before but for tourists, there's a different rule. I think your driving license is for five years or three years. Is that right?

Students: Yes

Teacher : Ok. *A tourist can only get a driving license for three months and we have to pay Rp. 250.000 every three months, but ok, no problems. So, last week I came at the police office at Sam... Samsit...Sam...*

Students: Samsat (laugh)

Teacher: *And I asked for a driving license and then they said, "Ok,that's possible but just for one month". I said,"ya but before was three months and no different rule, different commandant". So, I said,"then I have to come back*

*every month?”, and you know how long we have to wait there because you want it. Then, I said, “Ok, but what will it cost before one month?” I asked, “Can I get for a year and pay for one year?” because not possible. So, I said, “How much do I have to pay for one month?”. “Same, as for 3 months” so it means you rode for 1 month Rp. 250.000,- so I said, ‘well, my husband and I, we need to go somewhere and we will think about it. The police said, ‘well, you can better not buy SIM and if police stop you, you just give some money.’ That’s what police told me. so, now I don’t have license but I think that’s not good. (S-t)*

OK, I ask myself, are there any traffic rules here? Traffic rules..... so, what do I have to do?

Student : In Indonesia, there are many traffic rules like be careful, stop, cannot park here, mark to pass zebra-cross .....and.....

Teacher : but I’m driving my motorbike and then there’s an motorbike from the right. What do I have to do? Do I have to stopped? Or can I go on? Is there a rule for it?

Students: (keep silent)

Teacher : Do you understand what I mean?

(The teacher went to the whiteboard and tried to explain what she meant on the whiteboard)

Teacher : I drive at left side. That’s difficult even it’s not difficult anymore, but I was used to drive at right side. Sometimes I make mistake when I free, when I go out from my house and then I think something else, and then I started the wrong side of the street, very dangerous.

Students: (laugh)

Teacher : But *there’s not so many traffics in the house way. (the teacher drew a map and explain while drawing). OK, this is me. now, here’s someone coming. He want to go this way. (I-t)*

Now, what do I have to do?

Student : see the traffic light.

Teacher : No traffic light

Student : Dangerous

Student : It’s our thinking to be careful another driver to be careful, so...

Teacher: yeah, be careful. But, do you get lesson before you drive a motorbike? Do you go to school, to learn to drive?

Students: No...

Student : No, In Indonesia we get driving license only 17 years old

Teacher : Ok, so everybody can get even if you cannot drive?

Student : yes. Yang penting.....

Teacher : Do you have a test before you get your driving license?

Students: (discuss each others) sometimes

Teacher : sometimes. Did some body ever had a test? Some body here?

Student : No, we can join the test to get driving license when we 17 years old

Teacher : You can do the test. Where’re you going to do that test?

Students : (discuss)

Teacher : Is there a special school where they teach you how to drive?

Student : yes, there is a drive private  
Teacher : I see, but none of you have ever taken that. I understand  
Student : No  
Teacher : and you all have your driving license  
Student : We don't have because.....  
Teacher : Oh ya, you are not 17. That's right. Hey ya.... How about you? You said you are 15 and you come here everyday by motorbike  
Students : (Laugh)  
Teacher : What's all this? I think nobody here is allowed to, but how do you get your license?  
Student: We the license not yet, but not every boy is come and not have driving license  
Teacher: Oh, I see. So, no body in this class..... well, all I can say is please be careful. That's all about traffic. But I understand that there are no traffic abuse, just to be careful and look every where, look here and look in the back and every where.  
Students :(Laugh)  
Student : waspada  
Teacher : Now. *I'm going to ask you some questions person by person. I want you to answer. How do I call a person I study with? (Q-a, d)*  
Student : classmate  
Teacher : a classmate. Now in the left one, How do you call my father's brother?  
Student : Uncle  
Teacher: Uncle, OK. You're right. Now this is difficult one for you. How do I suppose to call a person I live beside?  
Student : neighbor?  
Teacher: neighbor. Ya.. tetangga. OK, Alan. How is my husband's mother called?  
My husband's mother. How do you call?  
Student : mmmm..... mother ..... mother.... Grandmother. Mother law.  
Teacher: Mother in law. Very good. Next one. A person I am engaged to marry. Do you understand what I'm saying?  
Students: (Keep silent)  
Teacher : Ok. I want to marry some body and I've already said I want to marry you, then what is he?  
Students : (discuss with the classmate)  
Teacher : Make an engagement then you are a fiancée. Fiancée.  
Students : fiancée  
Teacher : It's a phrase word. In English it's also used. Now, my sister's son.  
Student : nephew.  
Teacher : That's right. Simple. A person I share my apartment with?  
Student : roommate  
Teacher : yeah, Do you know? A partner when you share an apartment, a room then you have a roommate.....mmm.. my father's sister..  
Student : aunt  
Teacher : aunt? Yes, very good. My brother's daughter?  
Student : niece

Teacher : No. Cousin. My husband's father?  
Student : Father in law  
Teacher: very good. OK. I don't have more. Let's start again. A person I study with..  
a person I study with..  
Student : classmate  
Teacher : a person I engage to marry  
Students : fiancée  
Teacher : my uncle's daughter  
Student : niece  
Teacher : now, I want to hear you all together, the opposite. Do you know what  
opposite is?  
Students : Lawan kata.  
Teacher : Ok. Young, what's the opposite of young?  
Students : Old  
Teacher : What's the opposite of weak?  
Students : Strong  
Teacher : What's the opposite of thin?  
Students : Fat  
Teacher : fat or big? The opposite of rich?  
Students : Poor  
Teacher : the opposite of short?  
Students : Tall  
Teacher : the opposite of calm?  
Students : Nervous, angry  
(teacher writes down the words 'calm' and 'nervous' on the white board)  
Teacher : Energetic ?  
Students : lazy  
Teacher : neat. This is very neat. Do you understand? Neat  
Students : Rapi  
Teacher : the opposite is messy. Serious?  
Students : funny  
Teacher : healthy?  
Students : sick  
Teacher : fat?  
Students : thin  
Teacher : dirty?  
Students : clean  
Teacher : worry?  
Students : nice  
Teacher : very good. Slow?  
Students : fast  
Teacher : dangerous?  
Students : safety  
Teacher : worse?  
Students : better  
Teacher : small?

Students : big  
Teacher : good. Weak?  
Students : strong  
Teacher : low?  
Students : high  
Teacher : Ok. Tomorrow, I'll tell you about a car which can lift another car. Now, it's good for you to write something down.  
Students : (prepare their books and pens)  
Teacher : Could you please come in front? *Write down 'between' (Dic)*  
Student : ( *a student writes down the word dictated on the white board while the other students write down the words on their books*) **(Cop)**  
Teacher : that's right. What does 'between' mean? Can you tell me?  
Students : di antara  
Teacher : between 1 and 2. next to. What does that mean? You are sitting next to her  
Students : di sebelah  
Teacher : on the corner. Write down. Ok, what's on the corner?  
Students : di pojok  
Teacher : ya. So, when you don't behave yourself I send you into the corner. Next word is... on Jalan..... give a name of the street here.  
Students : Tirtanadi  
Teacher : Ok, write down on Tirtanadi road. What's the difference between road and street?  
Student : Road is big.  
Teacher : you can also say this is nevertheless. You have a name of a street and you have to go down the street. Opposite, *what's opposite?*  
Students : *Lawan kata (Trans)*  
Teacher : Ok, very good. Tomorrow, you'll need these words because I'll give you picture of streets and I'm going to ask you where can I find and so on, and so on. So bring these tomorrow with you. That's it, don't forget. Thank you. But may be you can already give me answers. Where can I buy shoes?  
Students : shoes store  
Teacher : where can I park my car?  
Students : Parking area  
Teacher : car park, Garage, garasi. Where can I eat Chinese meal?  
Students : Chinese restaurant.  
Teacher : where can I buy some medicine?  
Students : in drugstore  
Teacher : Or Chemist.  
Students : Chemist  
Teacher : Do you know *how to spell it?*  
Students : *si - eijh - i - em - ai - es - ti (Dr)*  
Teacher : very good. Where can I see a film?  
Students : in cinema, theatre.  
Teacher : in cinema or theatre. And give me your favorite film.  
Student : Harry Potter  
Student : Titanic

Teacher : There are a lot of good movies. Where can I see a doctor?  
 Students : in the hospital  
 Teacher : yeah... where ca I buy a newspaper?  
 Students : news store  
 Teacher : news agent. Where can I book a holiday, where can I book a holiday?  
 Students : travel agent  
 Teacher : yeah... where can I go swimming?  
 Students : in swimming pool.  
 Teacher : Ohh,, that's so easy. I have a dog and I want to walk with my dog  
 Student : in dog shop?  
 Students : (Laugh)  
 Teacher : I want to walk with my dog. *Walk – jalan-jalan.* **(Trans)**  
 Where can I do that?  
 Students : in the garden, in park.  
 Teacher : yes, better not in the street. OK. Where can I get some petrol?  
 Students : gas station  
 Teacher : gas station, petrol station. Where can catch the train?  
 Students : train station.  
 Teacher : do you agree?  
 Student : railway station  
 Teacher :Ok, I think this is enough for today. *Tomorrow, we are going to find a way in all kinds of street. That's why you need these words and I also want to talk tomorrow about why is tourism important for Bali and why you can say what is not so good for Bali. So, why it is good and why it is not good. Think about it and tomorrow we are going to talk.* **(Prep)**  
 Thank you very much and see you tomorrow.  
 Students: See you, Bye

## Transcription of the teaching - learning Activities

Teacher : Mrs. Anna Metselaar  
Meeting : 2<sup>nd</sup> meeting

Teacher : *Hello, good afternoon (Wa-up)*

Students: Good afternoon.

Teacher : *Tell me, what did we talk yesterday? (Rev)*

Students: traffic,

Teacher : about traffic, what else

Students: opposite words, transportation

Teacher : I'm looking for a word. Remember that we were talking about the car which taking a car lift up. It's a Troll-truck. Ok, *what are we going to do today is, yesterday you wrote something on between, next to, on the corner, remember? Now, prepare your pencil and your book (Set)*

Students: ( take their books and pencils out of the bag)

Teacher : *I'm going to give you a map ( give the students map of roads in pairs). (Prep) Ok, you all have a map, Map A. Now I want you, one by one asks questions. For example, you ask where do you buy shoes, then you answer in shoes shop. Then you ask where the shoes shop is because he knows where the shoes shop is. (I-t) Do you understand?*

Students: Yes

( the students start the role-play )

Student : Where can I go to buy shoes?

Student : You can go to the shoes shop

Teacher : *Where is the shoes shop? (Q-a, d)*

If you think you can find where the shoes shop is in the map, you can write it down. OK, next question, please.

Student : Where can I go to park my car?

Teacher : (repeat the question stated)

Student : You can park your car next to the library in car park.

Teacher : See, you can ask him a question if you don't understand. OK, do you all know where the car park is? Next question, please.

Student : Where can I go to the Chinese food?

Teacher : No, try again

Student : Where can I go to eat Chinese meal?

Teacher : That's right

Student : It's in the corner of oak avenue.

Teacher : next question, please.

Student : where can we go to buy some medicine?  
 Student : Drug store, chemist  
 Teacher : Now, tell where the chemist is?  
 Student : In front of shoes shop  
 Student : Where can I go to see a film?  
 Student : It's on oak avenue, behind the library.  
 Teacher : OK, How do we call it?  
 Student : A cinema  
 Teacher : Next question, please  
 Student : Where can I go to watch a football match?  
 Teacher : (repeat the question). Would you please answer the first question?  
 Student : It's on pitch road  
 Teacher : No, No, because she's asking where can I go to see, to watch a football match. Where can she go?  
 Student : She can go to football stadium.  
 Teacher : OK. And then she's asking you where can I find the stadium?  
 Student : It's on pitch road, in the corner of pitch road.  
 Teacher : If you don't understand, you can ask a question. He asks it's behind the swimming pool, probably he doesn't know where the swimming pool is  
 Student : In the corner of pitch road.  
 Students: (Argue about the place and the direction)  
 Teacher : Ok, next please.  
 Student : Where can I go to send a letter?  
 Teacher : (repeat the question)  
 Student : It's on apple three road  
 Teacher : No,  
 Student : you can go to the post office and it's on apple three road, in front of the flower shop.  
 Student : Next,  
 Student : Where can I go to see a doctor?  
 Student : It's on apple three road.  
 Teacher : No, where?  
 Student : Eh, sorry. We can go to help center and it's on apple three road, the first square  
 Teacher : OK, that's good  
 Student : Beside the flower shop  
 Student : Next.  
 Student : Where can I go to buy a newspaper?  
 Student : You can go to news agent. And news agent is on apple three road beside the post office  
 Teacher : You haven't known the post office yet ( Laugh)  
 Student : It's the two square. It's in front of the flower shop, but it's beside.....  
 begitulah  
 Teacher : Ok, Opposite of the barber shop, where three square and in the middle there's a news agent. Everything is clear now?  
 Students: yes...

Teacher: *Let me see your works, (Check the students' maps and the directions) most of you made a mistake in the Chinese restaurant. (Ch)*  
 Would you please telling him/her where the Chinese restaurant is?

Student : Chinese restaurant is in the corner of oak avenue street then there are three of the build, park and the blank and the Chinese restaurant in the third of the build

Teacher : Yes, OK. Now, we are going to the next one. (takes the student's map and direction then gives a new map as Map B). So, you can start the first question.

Student : Where can I go to book a holiday?

Teacher : Book a holiday. Do you know the answer?

Student : Travel agency

Teacher : So, how can he come to the travel agency? Where is the travel agency?

Student : You can go to am road and the travel agency is in front of the library.

Teacher : Ya. If you don't understand, ask her again. Would you repeat, please.

Student : You can go to am road and the travel agency is in front of library.

Teacher: You can also said, 'it's in the corner of am road and church, opposite if library.' Next question please

Student : Where can I go to buy sandwich?

Teacher: (Repeat the question) you can go to.....first, he want to know the shop

Student : Go to sandwich shop and .....

Teacher : Where we can find the shop?

Student : We can find it on oak avenue and the sandwich shop is beside the park and may be it's in front of supermarket.

Teacher : Yes, do you understand? Could you repeat?

Student : (Repeat the direction)

Teacher : Not may be. Next question, please. 'you'

Student : Where can I go swimming?

Student : You can go to swimming pool

Teacher : Ok, swimming pool. Can you tell him where can he find swimming pool

Student : You can find swimming pool in pitch road, in front of school.

Teacher : Next question, please.

Student : Where can I go to get travel cheque?

Teacher : (repeat the question) Does any body know where can I find it?

Student : at the bank

Student : You can find a bank in cheese nut terrace in front of travel agency,

Teacher : Next, please.

Student : Where can I go to buy some clothes?

Student : In clothes shop

Student :You can find clothes shop on apple three road, eh pitch road..... In front of hotel.

Teacher : OK. So, in corner of pitch road, opposite of hotel. More question, go ahead

Student : Where can I take my dog for a walk?

Teacher : ( repeat )

Student : Park

Teacher : You have to go to a park. Where can you find the park?

Student : You can go to .....cheese nut. It's between cheese nut terrace and apple three road.

Student : where can I go to catch train ( *misread the word 'catch', and the teacher drills the word catch and ask the students to say properly*) **(Dr)**

Student : We can go to train station,

Teacher : Where can I find it?

Student : beside the barber shop

Teacher : Ok,

Student : Where can I go to get some petrol?

Teacher : ( Repeat )

Student : You can go to a petrol station, and you can find it opposite of supermarket

Teacher : the opposite of supermarket. Yeah, clear for every body? Next question?

Student : Where can I go to internet café?

Student : You can go to pitch road and the internet café is opposite of swimming pool.

Teacher : Yap, OK, do you think it is easy or difficult?

Students: Middle

Teacher: *Do you know why do I teach these? to know these? Because every body asks where can I go to, where can I find.* **(Or)**

*In a few weeks, we'll do again. By the way, next week you have no class because of exams. Then you will have a holiday. I'll go to Java for few days for a holiday. So I wouldn't be here.* **(A-p)**

Student : to see Lumpur Lapindo?

Teacher : to see what? Can you tell me?

Student : there's mud

Teacher : What happened?

Students: (Discuss about the situation of Lumpur Lapindo in Sidoarjo and Laugh)

Student : There are a lot of Mud and very hot.

Student : And the people there, must go to other place because Mud is very hot and it can disturb the respiration process.

Teacher : I think it's poison. Do you poison?

Students: Racun..

Teacher : And it's very very terrible because people lose houses, lands. I heard they will get money, but I mean it happened already this year, now is December, but people are still live in, I don't know where, the don't have houses, lands, no works. But I don't know there. I'll go to Yogyakarta,

Student : See Malioboro?

Teacher : I think I go there to see, first Borobudur, and then I will go to Solo ....

Student : To buy Batik?

Teacher : No, Does somebody come from Java?

Students: No..

Teacher : Nevermind.

(The teacher checks and gives mark on the students' works of the maps and directions)

Teacher : This time is much better than the first time. Ok, before we end the lesson today, I want you to make some columns with some words. *Could you*

*please write down (asks one student to draw the columns on the whiteboard and asks the class to write on their books) (Co)*

*Now, listen very carefully. This is for your homework. I will dictate you some words then you have to put the words into the right column. (Rep)*

*Write down all the words first not in the column. The words are:*

*The cleaning, cooking, ironing, washing up, homework, cold, dressed, angry, tired, clubbing, running, shopping, swimming, to bed, up stairs, drink, milk, party, phone-call, friends, exams, photo, the bus. (Dic)*

*Ok, that's all for today, thank you very much and tomorrow take the columns with you. Oh ya.... How many of you..... ( counts the students) A number under 15, just name a number. I have a number in my head and if you know what number it is, then you will get one of these. (showing snacks for the winner) (G)*

Student : One

Teacher : No

Student : Six

Teacher : No

Student : Eight

Teacher : No

Students: two, seven, thirteen, fifteen, five, nine, eleven,

Teacher : No,

Student : three

Teacher: *Yes, Three, That's it ( The teacher gives the student one of the snacks) (Sti)*  
OK, we do again

Student : One

Teacher : No,

Student : Five

Teacher: *Yes, Five. Who said five? (The teacher gives the present) See you tomorrow ya , Bye.*

Students: See you, Bye

## Transcription of the teaching - learning Activities

Teacher : Mrs. Anna Metselaar  
Meeting : 3<sup>rd</sup> meeting

Teacher : *Hi, Everybody? (Wa-up)*

Students: Hi, How are you?

Teacher: Fine. Here we are and I'm glad you're all present (counts the number of the students). *At the end of the class, I'll give you some presents especially for the students who always be active, participate in the class. So, you need to work hard, Ok. (Sti)*

*Now let's check your homework. Change your work! (Rec)*

Do	Get	Go	Have	Make	Take
your home work	tired angry dressed cold	swimming shopping running up stairs	a party a drink	friends a phone call	an exam a rest a photo your coat off

Teacher: *Ok, add these words in you columns. Do the cleaning, the cooking, ironing, the washing up. Go clubbing, go to bed. For have, have a meal, have a shower. You all have. Make a mess, make a noise and make the bed. You all have? If not, please write. Take the bus, the train. ((Dic) OK, please submit your homework. Just to start, I have a question and try to answer. Can you tell me what an alarm clock is? (Q-a, d)*

(the teacher points to the student randomly to answer the questions)

Student : (Thinking)

Teacher : What's the function of alarm clock, what can alarm clock do?

Student : It can make some one get up from sleep.

Teacher : ya. Alarm clock is the thing that can raise you up in the morning, OK. Can you tell me what the blanket is? Where do you use the blanket?

Student : Blanket can give you warm

Teacher : Where do you put a blanket?

Student : on the bed.

Teacher : Stamp. What can you do with stamp?

Student : May be is to sending a letter, we need stamp

Teacher : Where do you put the stamp on?

Student : In the post office

Teacher : Where do you put the stamp on?

Student : On the letter, no, in front of the envelope

Teacher : Which one?  
Student : Right one.  
Teacher : Good, What can I do with the mirror, you know what the mirror is?  
Student : Look our face.  
Teacher : You want to see your face. Why should I use shampoo?  
Student : To wash my hair  
Teacher : What will happened if you don't use shampoo?  
Student : My hair is going to be dirty  
Teacher : What is a purse? ( writes down the word on the whiteboard )  
Student : A wallet  
Teacher : A wallet or a purse is the same  
Teacher : What is a comb? (Writes down the words on the whiteboard) What can I do with the comb?  
Student : It's to comb my hair.  
Teacher : I need something to clean my teeth. What do I need?  
Student : Tooth paste  
Teacher : I want to open the door. What do I need?  
Student : Key  
Teacher : I Want to see in the dark  
Student : A candle.....  
Teacher : .. or you can use a Loach (writes down the words on the whiteboard) *can you tell me what's your favorite seasons? What kinds of seasons are there?*  
Student : Rainy season and dry season  
Teacher : *Which one do you like most? (Q-a, r)*  
Student : Rainy season  
Teacher : Why?  
Student : Because it's cold  
Teacher : Well, it's rainy season now. But I don't think it's so cold. Did anybody ever get wet because a lot of rain?  
Students: Yes  
Teacher : You think it's cold in the rainy season? Who of you like the rainy season? (three students raise their hands) What would you do if you have a lot of money?  
Student : I'd like to go abroad  
Teacher : Where?  
Student : Around Europe  
Teacher : Why Europe?  
Student : because in that country, there are a lot of places where I can go.  
Teacher :Well, in America there area also a lot of places where you can go. Why is special, Europe?  
Student : because in that country, there are Eiffel tower in Paris.  
Teacher : In what country?  
Student : In France.  
Teacher : Do you know where the big ben?  
Student : London  
Teacher : And, in which country is London?

Student : England

Teacher : So, in Europe you want to visit a lot of countries

Student : Yes

Teacher : What would you do if you have a lot of money?

Student : I'd go to Singapore for shopping

Teacher : Wow, on January, I'll go to Singapore, but not for shopping. What would you buy?

Student : Clothes, shoes and whatever that I can find in that place.

Teacher : How do you bring that, a lot of shopping?

Student : I don't know

Teacher : How do you go to Singapore?

Student : By plane, of course. After I go there, I'd buy a car and go around the country.

Teacher : OK, would you repeat.

Student : I'd go there by plane and after I arrived in that country, I have a car and go around Singapore.

Teacher : OK, but you still with a lot of shopping. How do you go back to drive?

Student : By plane of course, because I had a lot of money

Students: ( Laugh )

Teacher : Ya,ya,,, I see. But you're not allowed to bring more than 20 kilograms

Student : So, I'll think before I buy

Teacher : Ohh, I see. So, first you want to fell how much kilo and then you decide to buy or not

Student : I'll buy what I need and what that I can bring back to Indonesia

Teacher :Ok. *Yesterday, we have studied some words and now I'll give you some pictures (Gives the students a piece of paper in pairs which include pictures). (Rev)*  
 Would you listen? *I want you, one by one, tell a story about the pictures you see.(Set)*  
*I want to give one example. Number 1, I can say about the picture: Make friends. But I want to hear a story, so I can say, yesterday I went clubbing and there I make new friends. (I-t)*  
 Number 2, can you *make a story about what you see? (Cu-n)*

Student : Have a shower

Teacher :Ya.. but who is having a shower and why? I want to hear, you have to make a story of it

Student : He had a shower to start the day

Teacher :Ok, the man I see in the picture, have a shower everyday after he wakes up. Ya, you understand what I mean? Now you have to make a story. OK, number 3,

Students: (Thinking)

Teacher : What do you think? Which word belongs with the picture?

Student : Get angry

Teacher :So now, I want you to make a story about what you see. Can you speak louder so everybody can hear you.

Student : My father gets angry when I ask him some money.

Teacher : Ya, I can understand. He doesn't have enough money. OK, number 4

Student : Yesterday, I go swimming.

Teacher : Do you agree about this?

Students: No....

Student : Yesterday, I see Akbar go swimming.

Teacher : Ok, You can say..... I agree what you say. Yesterday, I went swimming.  
Where did he swim? make a story

Student : In the swimming pool.

Teacher :Thank you, number 5.

Student : Take the bus. Yesterday, I take the bus to go to the cinema

Teacher : Ok, but if yesterday you took the bus. What kind of movie did you see?

Student : action movie.

Student : James Bond

Teacher : Ok, what's the other name of James Bond.

Students: 007

Teacher : Ok, number 6 (stands up next to the students in the back row)

Student : take a rest. Today, I need to take a rest

Teacher : Why?

Student : because I have a lot of activities.

Teacher : Ok, number 7, what do you see?

Student : I make a noise because I like

Teacher : (Laugh) Why do you like a noise?

Student : because it can make people fun.

Teacher : Ya, but I think it can also make people angry. Don't do the things that can disturb. When my neighbor makes a lot of noise, then I get angry but to be honest, when I see the good things to play it makes me happy. Number 8

Student : do the cleaning.

Teacher : Ya

Student : Yesterday, I do the cleaning in my home because my home is very dirty

Teacher : Ok, yesterday you did some cleaning, because you said yesterday.

Student : yes, I did the cleaning yesterday because at that time my house was so dirty.

Teacher : Ok, it was a mess in your house, I understand,

Student : yes.

Teacher : How come....?

Student : because my mother's sick and there's no one cleaning my house, so I did that.

Teacher : You had to do yourself

Student : ya

Teacher : And how do your mother feel now?

Student : better than yesterday

Teacher : Good to you, number 9

Student : Go to bed

Teacher : the story about it?

Student : Yesterday, I wore pajamas and go to bed.

Teacher : Yesterday, I wore a pajamas and went to bed, because you said yesterday. So you have trouble with past. So, why don't you say in the present. Say, I see from the picture that Mr. Yamon, he goes to bed for example. Number 10.

Student : Get tired. I have a lot of jobs so I get tired

Teacher : what kinds of job.

Student : in my house.

Teacher : What do you do in your house?

Student : I sweep the floor

Teacher : What's on the floor? May be the dust?

Student : Yes

Teacher : Number 15, oh wrong number, number 11

Student : This morning I make a phone call with my friends,

Teacher : She said this morning I make a phone call. Is it correct?

Students: No, made

Teacher : Made. You made a phone call this morning because it is past. You can say, "later, I'm going to make a phone call to my friends because I don't know what kind of lesson I have to learn." Number 12,

Student : next Monday, I will take an exam because it's the time to do the exam.

Teacher : Ya, because everybody does. OK, number 13

Student : Go shopping. My mother go shopping because he will cook the fried rice.

Teacher : Ok, what he said, is it correct? What did you say? He or She?

Students: She

Teacher : For you, Indonesian people are very difficult to say he and she. Because in bahasa Indonesia you just mention..... I don't know what it is in bahasa Indonesia.

Students: Dia...

Teacher : Number 14

Student : Have a meal. Now, it's time to have a meal with my friends.

Teacher : Ok, is it the time? I don't think so. Next number,

Student : Today, my father's washing up the plate and the glass

Teacher : Ok, and do you ever do the washing up

Student : Yes.

Teacher : Do you like?

Student : Yes

Teacher : Why do you like washing up?

Student : because his mother do the cooking (A friend helps him)

Teacher : Number 16,

Student : Get dressed

Teacher : Ya,,

Student : Yesterday, I got dress to go to a mall

Teacher : What did you buy yesterday in the mall?

Student : Shoes.

Teacher : Next number

Student : Yesterday, they took a photo.

Teacher : Ok, number 17

Student : Have a party. Yesterday, I had a party in my house  
Teacher : Why?  
Student : Maybe I had a birthday  
Teacher : Maybe or sure?  
Student:: Maybe  
Teacher: Not sure? You said maybe that means mungkin. Yesterday you had a party because it was your birthday. Next one.....mmm 20, you please  
Student : My father do the cooking  
Teacher : Is it his profession?  
Student : No  
Teacher : What's your father doing?  
Student : He's a businessman  
Teacher : Does he have his own business?  
Student : Yes  
Teacher : Number 24,  
Student : Do the iron. He do the ironing because he will wear his shirt  
Teacher : Ok, very good, number 29  
Student : Go clubbing,  
Teacher : Ok, can you make a story about it  
Student : Last night he didn't go clubbing because he bored.  
Teacher : Ok, try to say, last night he went clubbing because he was bored in his house. This is the last work.  
*(The teacher gives the students work-sheet to do in pairs. They have to choose the correct statement to continue the statement before or they can make their own sentences)*  
Teacher: *I'll give you 2 minutes to think and make your own statements or sentences.*  
**(Prep)**  
Ok. Number 1, tell me first your own sentence.  
Student : If you spend money from you earn, you had more money.  
Teacher : *OK, That's right. Do you all agree? (Ch)*  
Students: Yes  
Teacher : Ok, next one please  
Student : If you play with fire, you get burned  
Student : If you speak 2 languages, you can get in with more people  
Teacher : Number 4  
Student : If you don't wash your hand, A, you get sick more often  
Teacher : Next one, number 5  
Student : If you care of your health, B, You don't smoke  
Teacher : I care of my health. Better not to smoke. Number 6  
Student : If you eat to much, A, You get weight  
Student : If you respect people, C, People respect you.  
Teacher : That's right. Next one please  
Student : If you work hard, you succeed  
Teacher : very good. Now it's your turn. Number 10  
Student : If you speak well, C, people listen to you  
Teacher : very good, next one.

Student : If you study hard, A, You'll get good grade

Teacher : Ok, I think that's it for today. You did good job. This is the last lesson for this year because you will get some exams. So, I think we'll start the lesson again on January.

Student : Have a nice holiday

Teacher : Thank you very much

Student : Merry Christmas and happy new year

Teacher: Thank you. I wish you a lot of successful. *As I said at the beginning, you'll get some presents for person who did the most conversation: Virgin, You get Oxford Dictionary (Students clap their hands) some people are very enthusiastic: Wisnu, and somebody who always think very successfully, Kadek. (Sti)*

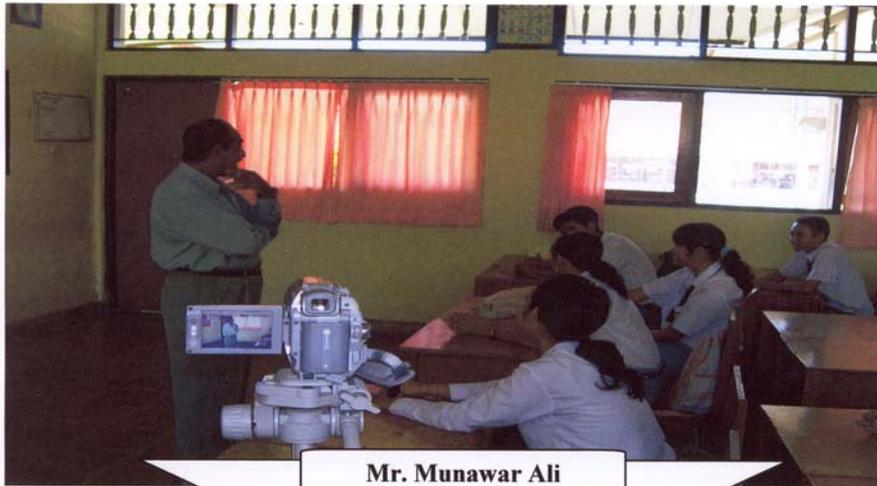
Ok, good bye and see you again.

Students: Bye.

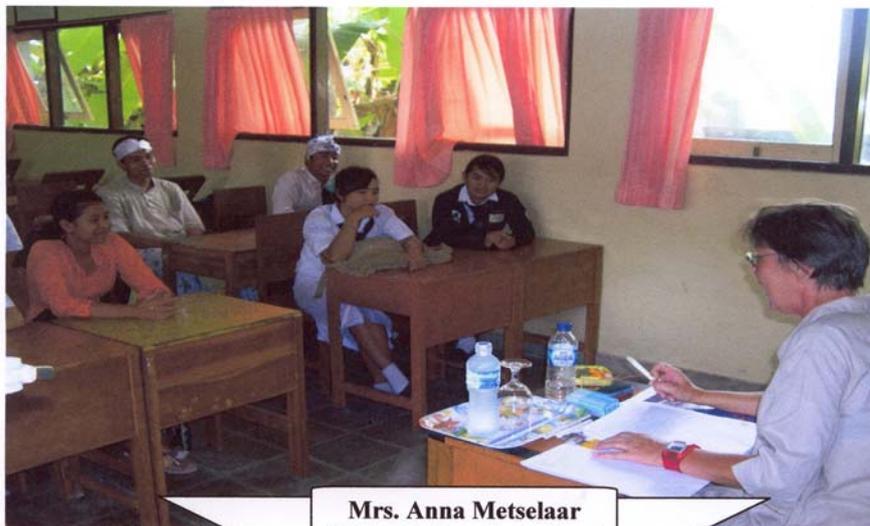
## THE PICTURES OF "SMKN 3" DENPASAR, BALI



**THE PICTURES OF  
TEACHING - LEARNING ACTIVITIES OF ENGLISH  
IN THE 1<sup>ST</sup> GRADE OF "SMKN 3" DENPASAR, BALI**



**Mr. Munawar Ali  
( Restaurant Class )**



**Mrs. Anna Metselaar  
( Hotel & Tourism Class )**