STUDENT TALK IN INTENSIVE COURSE CLASSROOM 2010/2011

A THESIS

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

by

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ABSTRACT


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

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

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

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

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

It is suggested that the students’ initiate and students’ response are balance in IC classes. The teachers should provide more comprehensible input which enrich the students’ initiate takes place in the classroom.
Student 2 : #1 Been. # [S13a]
Student 6 : #2 Been. # [S13a]
Student 5 : Been verb one, verb two. [S13a]
Teacher : Ya. [T10]
Student 5 : Ya. [S13a]
Teacher : Because you refer to the pattern. [T4]
Student 5 : Ya. [S13a]
Teacher : Yaa... how could you ee... when will you use the present perfect continuous? [T1Aa]
     When will you use present perfect continuous? [T1C]
     What's the difference function of present perfect continuous with present perfect simple? [T1Aa]
Student 5 : If present perfect simple ee... ehm... ehm... heh... I can not explain. [S14]
Teacher : Can not explain? [T1Ab]
Student 5 : Iya. [S13a]
Teacher : Why can’t you? [T1Aa]
Why can’t you? [T1C]

Student 5  : Don’t know. [S14]
Teacher   : Okay, discuss it with your table group and you will be chosen to explain again because we love you, okay. [T2]

Students  : (laughter). [-]
Teacher   : So, which people table do you belong then Joe, Angelina, Stephen, and Irene you belong to Joe, table one, table two, table three, how many? [T3]
           : One, two, three, four, five? [T1Aa]
Student 4 : Five ae mam. [S13a]
Teacher   : And then table four, five, two, three, four, six, and then table five and then table six, okay. [T4]
           : Discuss in your table group, okay discuss in your table group how is present perfect continuous different from present perfect simple. [T4]
Then, you already have the patterns and you already have the time signals for "for and since." [T4]
How will you use them in your real life? [T1Ac]
And we are going to have Joe as the first assistant of today to share in front. [T3]
How many minutes? [T1Aa]
How long do you need to prepare it? [T1Aa]
Ten minutes? [T1Ab]
Yaa okay, up to seven twenty five here ya, seven twenty five. [T4]

Students : (inaudible) (discussing). [-]
Teacher : (play a music in the computer). [-]
Student 5 : Can you explain about present… [S13a]
Students : Inaudible (discussing). [-]
Student 5 : Krunguku sisir. [S13a]
Students : (discussing). [-]
Student 1 : Ini cerita e pake present perfect sek ini menunjukan
bahwa ini past tense kayak "aku sudah mencuci mobil ini" jadi sekarang itu kayak apa ya... jadi kayak nunjukno hasil dari tindakan kita, kita mari ngapain, kita nulis ternyata sekarang apa nama e. Nek present perfect continuous itu apa de’e kegiatan e itu nyambung e pada sekarang.

Student 5 : Leh! yo opo se di delok le. [S13a]
Student 1 : Sek sek sek... [S13a]
Student 5 : Lho tell me lo... explain me... explain to me. [S13a]
Students : Inaudible (discussing). [-]
Teacher : Any problems? [T1Ab]
Student 5 : Yea. [S13a]
Teacher : Ready? [T8]
Student 5 : Not yet. [S13a]
Teacher : So what is... what is the idea of all this? [T1Aa]
Student 5 : Apa? [S16]
Teacher : What is the idea of your group? [T1Aa]
Eee… about present perfect simple… [T12]

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

Teacher : Some… [T12]

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

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

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

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

Sedangkan nek present perfect continuous iki how long. [S13b]

Student 1 : Nngg? So… so… so… [S13a]
Student 5 : Berarti sing ini present continuous itu belum tau kita ini sampe kapan gitu ta? [S16]

Student 1 : Iyo jek lanjot. [S13a]

Student 5 : Terus result e dari resultnya dari sini? [S16]

Student 1 : He eh. [S3a]

Students : (inaudible) (discussing). [-] Oooo… [S13a]

Student 1 : Nek present perfect itu sing… [S13a]

Kayak misale, nek ndek sini kan kita ada… kayak ndek sini kan kita ada… tapi nek continuous ini de’e kerja tapi ga tau mari ato ndak e… during mari nggak … jadi kayak de’e dalam prosess… jadi ini we mari ri, ini mboh mari mboh gak… tapi de’e wes ngecek. [S13b]

Student 5 : Tapi ini how to say. [S13a]

Aduuh, bingung njelasno e cak… [S14]

Student 7 : Nah, ya tooohh… [S13a]

Joe, ayo… [S13a]
Students : (inaudible) (discussing). [-]

Student 7 : Kene discuss ae... ya toh! [S13a]

Sebagian discuss. [S13a]

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

Student 1 : Ok class now we will discuss about the differences of present perfect and present perfect continuous. [S13b]

First, let we see the pattern of the present perfect in the present perfect use S (subject)+ has or have + Verb 3. But in the present perfect continuous we use Subject + has or have + been verb 3 or be + verb -ing and ... [S13b]

Student 5 : And we use present perfect continuous if we doing now and we don't know until when they doing the action...the action... [S13b]

Students : (laughter) [-]

Student 5 : And for the present perfect is the results of present perfect
continuous so is it's been...

Student 1: #1 Done. # [S13a]
Student 5: #2 Done. # [S13a]
Student 1: Okay, so what's the different is we use present perfect if we doing something and the... the... our job is finish right for example I... have... (the student writing on the whiteboard). [S13b]

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

In Indonesia? [S13a]

Teacher: He eh. [T10]
Student 1: Jadi kayak kita itu lagi... [S13a]
Students : #1 (laughter). # [-]
Teacher : #2 No no English. # [T9b]
Student 1 : So like we doing something but we in the middle of doing that. [S13b]
          : #1 In process ya. # [S13a]
Student 5 : #2 Still in process. # [S13a]
Student 1 : So let’s see your book on page thirty seven eee… [S13a]
Grammar: I haven't had any lesson for years now. [S13b]
So, see in this sentence the subject I haven't had any lesson and haven't any lesson for years and I... I... [S13b]
Student 5 : Haven't had any lesson. [S13a]
Student 1 : Yaa... so… [S13a]
So, it means now I really really haven't had any lesson and I will not continue it. [S13b]
Student 5 : #1 Yaa. # [S13a]
Student 1: #2 Yaa. # [S13a]

In the present perfect continuous "He’s been playing the guitar for ten years. [S13b]

"It’s mean the subject is he has been playing the guitar for ten years and he maybe continue it into the eleven years, twelve years, and... and next and in the next years. [S13b]

So any questions? [S16]

Teacher: Any questions? [T1Ab]

Student 7: May I ask a question? [S15]

Teacher: Sure. [T10]

So while we waiting for Selvin to finish the drawing any questions? [T1Ab]

Students: Drawing... [S13a]

Drawing? [S16]

Teacher: Yoana, yaa... [T3]

Student 3: Actually, is not really a question. [S13a]
Teacher : Is not really a question? [T1Ab]
          No problem... [T9a]

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

Student 5 : #1 Ya. # [S13a]

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

Student 3 : Has been finished. [S13a]

Student 1 : Ya. [S13a]

Student 3 : What about this I have typed twelve pages? [S16]
          I just still have... like, you have to type a hundred pages and then I have type twelve pages because I think present perfect ee... apa ya... when... this one, when we want to say how much or how many things you done use present perfect that's what I think... so... [S13b]

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

Student 5 : #2 (discussing) # [-]
Student 3 : For present perfect continuous I think I have been typing for how long? [S16]

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

Students : #1 Silence (discussing). # [-]
Teacher : #2 No, type of conditional it is still present perfect. [T9b]
Ee... Joe, explain about the different focus present perfect and present perfect continuous they have different focuses right? [T1Ab]

Present perfect focuses on certain area, present perfect continuous
focuses on another area, you know it? [T1Ab]

Joe? # [T3]

Student 5 : I can not explain. [S14]
Students : #1 (silent) (discussing). # [-]
Teacher : #2 Heee... final days only a week ahead bring your speaking free. # [T4]
Students : (discussing) [-]
Student 4 : Mam, mam may I try to help him? [S15]
Teacher : Sure of course, you belong to the same group. [T4]
Students : (discussing) [-]
Teacher : By the way ee... have you started writing your written report for your Project? [T1Ab]
That will be on this Wednesday the last time. [T4]
Unfortunately, unfortunately we still have classes next week six Monday and eight Wednesday yeah seven is a holiday, seven is a holiday. [T4]
Six Monday before the holiday you still have classes, eight you also still have classes. [T4]
Check the inside because it is scheduled. [T2]

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

Teacher : So to those who want to go out hometown please decide only one of those two days to be absent, the others please come here because we probably have quick review on the previous material. [T4]
Yes please, Lina. [T3]

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

Students : (laughter) [-]

Student 1 : What has completed now so, in this sentence I have typed twelve pages means you have
finished type the twelve pages but its now and its completed but in this condition I must typed twelve pages it will happen later after this. (the student pointing the words on the whiteboard) [S13b]

Students : Oooo… [S13a]
Student 1 : It’s… so… so, its not completed yet and it will happen later so it do not, do not really, so not really important to write this and why we said this is a present perfect because it shows how many and how much the pages that you have been typed. [S13b]

Teacher : Still confused? [T1Ab]
Student 3 : Still disagree. [S13a]
Teacher : Do you disagree or agree? [T1Aa]
Student 3 : Still disagree. [S13a]
Teacher : Still disagree? [T1Ab]
Ow, what’s the problem then.? [T1Aa]
Student 3 : No, I’ve got the wrong idea.

So you mean present perfect shows result? [S16]

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

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

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

Students : Selvi’s question… (laughter) selfish question. [S13a]

Student 7 : First, they said the present perfect is something happened in the past and... and it... noo... they said that present perfect happen in the past and now its finish. [S13b]
But someone said to me, had said to me that present perfect happened in the past and still continue until now and will be finish soon which one is true both of them or its. [S13b]

Student 5 : #1 (inaudible) (discussing).
# [-]
Student 1 : #2 (inaudible) (discussing).
# [-]
Student 6 : #1 (inaudible) (discussing).
# [-]
Student 4 : #2 (inaudible) (discussing).
# [-]

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

Students : (laughter) [-]
Sorry. [S14]

And present perfect, eee... something that happened in the past that we... we can... we can get the result. [S13b]
Student 7: So it has finish or still happen but will be finish soon? [S16]

Students: (discussing) [-]

Student 6: Present perfect, it is related with the past tense if you eee... have done something and its... it seems like I have graduated from senior high school then you still eee... you are finish your studied in High School. [S13b]

Have you seen the effect? [S16]

You are a graduate, eee... a graduate student. [S13b]

Student 7: So, my... my notes is wrong? [S16]

Student 6: Not wrong but... [S13a]

Student 7: Happened until now and it’s will be finished soon is it wrong? [S16]

Student 6: Ya, some many types of present perfect. [S13b]

Student 7: Oww, so...there is also the function of the present
Students: No… no… [S13a]

(inaudible) (discussing). [-]

(silent) (discussing). [-]

(laughter). [-]

#1 Silence (discussing). # [-]

Teacher: #2 Ee... Irene for the

continuous you focus on…

focus on the Problem. [T3]

And present perfect you

Focus on the result, result,

result. [T4]

How many have you done?

[T1Aa]

How many correct? [T1Aa]

Talk about the focus in here,

how long you take the

winter and for the past

perfect the action only talk

about when the action is

done in the past, if you

focus on the relation with

your present life now. [T4]

Got the idea? # [T1Ab]

Student 1: He eh. [S13a]

Teacher: Okay, you got three minutes
Students: (discussing) [-] 

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

Students: Inaudible (discussing). [-] 

Student 1: Okay, stop it stop it. [S13a] I will check it out. [S13a]

Teacher: Okay. [-] 

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

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

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

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

Ya can not use past
participle. [T4]
Yes, the marker please! [T2]

Student 1 : So, it base on focus so, the
question is why…? [S16]

Student 7 : When is this... apa ya...
when is this... aku ngomong
apa waktu itu? [S16]

Students : (laughter) [-]
Teacher : Yes? [T1Ad]
Student 7 : When the moment is finish?
[S16]

In the past or it happen but it
will be finished? [S16]
Yes, finish in the past or it
will be finish soon. [S13b]

Teacher : So, you are asking when the
action finish? [T1Ab]

Whether it finish in the past or
still continue and going to
finish in the future? [T1Ab]

Student 7 : Eee... still continue and will
be finished soon. [S13b]

Teacher : Anyone want to help them
too? [T1Ab]

When you are making present
perfect sentences if you can
get the idea about the time when your action finishes. [S13b]
When you know whether the action finishes in the past? [T1Aa]
When you know it finishes later? [T1Aa]
When you know for the sentence like for example I have sentence "I have typed twelve pages." [T4]
Do you know when you finish those typing? [T1Ab]
Actually, the idea when you finish those typing? [T1C]

Students : No. [S13a]
Teacher : Ya, do you know whether it will finish later? [T1Ab]
Students : No. [S13a]
Teacher : No? Maybe yes? Maybe no? [T1C]
Students : No. [S13a]
Teacher : Okay... you are still to say something? [T1Ab]
Because our time is over.
Do you want to say something Ethan? [T3]

Student 6: No. [S13a]
Teacher: No. [T10]

Iya, thank you for table two you did great work. [T9a]
You have pract very well. [T9a]

Ya, okay... don't worry you will get another chance to be a real teacher when you were in seventh semester during you have your PPL Teaching Practice. [T4]

Okay, what about the question from Yoana? [T3]

Yoana's question was asking about the difference between... ya... [T4]

Okay let's go back to Selvi's question first. [T4]

In Selvin's question then I went also try to explain about the differences of these three ya, good example for "I lost
my key" and “I’ve lost my key.” This is past tense and this is… [T12]

Student 6 : #1 Present perfect. # [S13a]
Students : #2 Present perfect. # [S13a]
Teacher : Let’s we compare these two if you say past tense "I lost my key" so what is your focus actually? [T1Aa]
Saying in the sentence. [T2]
Students : The fact in the past. [S13a]
Teacher : Ya that's part, the accident of you or losing the key happened in the past whether you found the key right now? [T1Ab]
Do you know? [T1Ab]
Students : No. [S13a]
Teacher : Do you know? [T1C]
Do you know whether you have the key or not? [T1C]
Students : No, no, eh... yes... yes. [S13a]
Teacher : Yes perhaps, now you have your key or perhaps you still don't have the key but you just
said "I lost my key" that's all. [T4]
But, if you said "I have lost my key", is the key missing now? [T1Ab]
Students : Yes. [S13a]
Teacher : Ya, is the accident of your losing your the key happenned in the past? [T1C]
Did you know it? [T1Ab]
That happenned in the past? [T1Ab]
Students : Ya. [S13a]
Teacher : Ya, that's happening in the past? [T1C]
Students : Ya. [S13a]
Teacher : Okay, how is it related to your present life now? [T1Ac]
How is it related to your present life now? [T1Ac]
And you still don't have the key now. [T4]
So, if you use present perfect what happened in the past affects you today. [T4]
Okay, for present perfect what happened in the past affects you today, that's why it's called present perfect because it is related to your present life. [T4]
What if you talk about past tense what happened in the past, stay in the past whether it is related to your present life or not you are no so sure about it. [T4]
Ya, okay... those two... what about this one present perfect continuous "I have been painting the wall" if you have your grammar in use you actually have rich examples about present perfect tense and present perfect continuous examples of "painting the wall". [T4]
Examples of "Going under the rain" this one ya... actually, a rich explanation what's the focus. [T4]
First, if you say continuous, continuous is always focuses on the process that you been painting the wall probably for two hours maybe and so on. [T4]
Emh... did you know whether the wall has been totally painted or not? [T1Ab]

Students : No. [S13a]
Teacher : Do you know? [T1Ab]
Students : No. [S13a]
Teacher : Are you still in the process of painting? [T1Ab]
Students : Yes. [S13a]
Teacher : Have you finished the painting? [T1Ab]
Students : No, not yet. [S13a]
Teacher : Have you finished the painting? [T1C]
Students : Nooo. [S13a]
Teacher : No, not yet. [T10]
So, is the wall already painted totally? [T1C]
Students : No. [S13a]
Teacher: No, but if you say "I’ve painted the wall" is the wall already totally painted?

#1 Yes. # [T4]

Students: #2 Yes. # [S13a]

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

Students: Result. [S13a]

Teacher: Result... [T10]
You didn't eee... you didn't focus on how long you been painting the wall a day, two days, but you focus on the result I painted the wall whether you want to express it into few a week to finish the wall you didn't want to say this idea. [T4]

Okay, what about for and since are for and since applicable in both two tenses? [T1Ab]
Or maybe for and since only belong here but do not belong there? [T1Ab]
Students : No. [S13a]
Teacher : No, they belong to… [T12]
Students : Both of them. [S13a]
Teacher : Okay, so like the example "Saya lulus dari SMA" is it I graduated from high school or I’ve graduated from high school? [T1Aa]
Students : I’ve graduated from high school. [S13b]
Teacher : I have, you want to say I have graduated from high school. [T10]
Students : Ya. [S13a]
Teacher : So, you will have to you want to emphasize certain focus because I’ve graduated from high school I know something about the basic tenses and so on and so on and so on. [T4]
That's what you actually want to say because I’ve graduated from senior high school I know something I know a little about English I know a
little about this I know a little about that. [T4]
But, when you said I graduated from senior high school full stop. [T4]
So you mention that you already passed your senior high school time whether it has effects on your present life it is not mention in the sentence. [T4]
Okay, still any confusing about present perfect continuous, simple? [T1Ab]
Past tense perhaps? [T1Ab]
You will be on your final test so make sure that you already, you really understand about these areas. [T4]
Still confusion? [T1Ab]
Okay, let's go on with the next activities still in grammar we only spend ten minutes for that and after that we move to the listening and please take a look on exercise five and six
and then please jump to page one one nine jump to page one one nine lesson four B. [T6]
Did you get it lesson four B?

[T1Ab]

One one nine there will be six numbers for one one nine and eee… fourteen numbers on page thirty seven and we'll have the next teacher of your season today so table two you will point your other friends to lead the discussion later. [T4]
Next, will be others yes, mention the name! [T2]

Student 6 : Kezia mam. [S13a]
Teacher : Kezia's table, you are honor to be choosen as usual Kezia five, six, and one one nine, this one probably is not Kezia's time but I expect to be Franco.. ya… will five minutes will be enough for you? [T1Ab]
Students : No. [S13a]
Teacher : Okay, then six minutes.
(laughter) [T4]

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

Teacher : (the teacher plays the music from the computer).

[-]

Student 6 : Bri, tiga empat tiga empat iki ta? [S16]
Student 5 : Seng endi? [S16]
Student 6 : Seng di bahas sek bukan e iki? [S16]

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

Student 5 : Seng ke tiga drink, drunk, drunken. [S13a]
Student 1 : Drink, drank, drunken. [S13a]
Student 6 : Drink, drank, drunken. [S13a]

Drunken master ta? [S16]

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

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

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

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

Student 9: Okay, before we giving our lesson, I want upon you and if you can help me about this. [S13b]
Maybe the first Yohanes’ table, number two, practice five. [S13b]

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

Student 9: #1 Louder please. # [S13a]
Student 8: #2 Louder please. # [S13a]
Student 3: How long has he been playing the guitar? [S16]
He has been playing it for ten years, he’s been playing it for
two years, he’s been playing it since 1998. [S13b]

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

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

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

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

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

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

Number two, hei come on! [T2]
Franco you don't have to wait for Kezia keep on going. [T3]

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

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

[S13b]

Teacher : Is it true? [T1Ab]
Student 9 : Louder Devi. [S13a]
Student 10 : How long has been had his driving licence? [S16]
            Has been had. [S13a]

Students : (silent) (discussing). [-]
Student 9 : And the answer? [S16]
Student 10 : Hah?? [S16]
Student 9 : And the answer? [S16]
Student 10 : Nngg... he has his driving licence... he has his driving licence since two thousand and... for six years since two thousand and two and... eh... for six years. [S13b]

Students : (silent) (discussing). [-]
Student 9 : Number four Amel. [S13a]
Student 11 : How long has he been driving in Formula One racing? [S16]
            How long has he been driving in Formula One
races? [S16]

Student 9 : And the answer? [S16]

Student 11 : He has been driving in Formula One races for a year. [S13b]
He has been driving in Formula One races since two thousand and Ten. [S13b]

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

Student 9 : Number five Steve. [S13a]

Student 12 : How long has he been part of McLaren's team? [S16]
He has been part of McLaren's team since nineteen ninety eight. [S13b]
He has been part of McLaren's team for ten years. [S13b]

Student 9 : Can you repeat... can you repeat the answer? [S16]

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

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

Student 8  : And the answer? [S16]
Student 6  : He has been living in Switzerland for one year since two thousand and seven. [S13b]

Student 8  : Okay now, let's discuss part six. [S13b]
Complete with the correct form of the verb and for or since where necessary. [S13b]
For the... for the example of number one "We have been living in the center of town since the end of last year."
[S13b]
Number two eee... [S13a]
"How many cup of coffee has she drunk?" [S16]

Student 6  : Drink, drank, drunk. [S13a]
Teacher    : Drink, drank, drunk. [S13a]
Drunk he drunk. [S13a]
Student 6  : Drunk... pake a ya. [S13a]
Student 8 : How many cups of coffee has she drunk? [S16]
Number three "She has been glasses since she was ten years old." [S13b]

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

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

Student 6 : He been sitting, he been sitting. [S13a]
Student 2 : Has been sitting. [S13a]
Students: He has been sitting. [S13a]
Student 8: Ow, has he been sitting... has he been sitting at that computer and number six "Where's Jason? I haven't seen him for weeks." [S13b]
Number... number seven "I have been playing tennis three times this week." [S13b]
Students: Nggak, I have played? [S16]
I've played. [S13a]
Student 8: I have played tennis three times this week. [S13b]
Okay, now let's discuss on one one nine page one one nine. [S13b]
Lesson four B, read the situations and write two sentences one with the present perfect simple and one with the present perfect continuous. [S13b]
Use for and since where necessary. [S13a]
Okay, number one "Ben is writing a novel. He started
three days ago and he is now on page two” maybe Alan can you help me? [S16]
The answer of number one. [S13a]

Student 14 : What pages? [S16]
    He has been writing for three days. [S13b]

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

Student 14 : He has… [-]

Student 8 : He has written. [S17]

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

Student 8 : Okay, number one he has been writing for three days. [S13b]
    He has written... he has written two pages so far. [S13b]

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

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

Number two "Gemma travelling round Australia. She
began her trip two months ago." [S13b]  
Wita can you help me? [S16]  

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

Student 8  
: #1 Okay, the answer she has been travelling around Australia for two months and she has visited four different cities so far. [S13b]  
Number three "Gareth Owen is a footballer. He began playing when he was nine years old. He has just won footballer of the year for the third time." [S13b]  
Dian can you help me for number three? # [S16]  

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

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

Student 8 : Of the year... [-]
Student 16 : Eh, three times. [S13a]
Student 8 : He has been playing football... eee... since the age of nine and he has won the footballer of the year three times. [S13b]

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

Student 6 : No. [S13a]
Teacher : Okay, if you refer again on page one one nine you see that... eee... [T4]
"Ben has been writing for three days", is he still writing right now? [T1Ab]
Is he still writing? [T1C]

Students : #1 Yes. # [S13a]
Teacher : #2 Yes. # [T4]
Number two "Gemma she has been travelling round Australia for two months."
[T4]
Is she still in Australia?
And then for the two B you are focusing on the amount of countries or cities that she has visited so far. [T4]
Yak... it is for that. [T4]
Three, Owen... how old is Derek Owen anybody knows? [T1Ab]

Teacher : Yes. [T10]

Teacher : Anybody knows Derek Owen? [T1Ab]

Teacher : Okay, he has been playing since he is nine. [T4]
So, if three A you say that he has been playing football since the age of nine. [T4]
So how many years has Owen been playing football? [T1Aa]

Students : Yes. [S13a]

Students : No. [S13a]

Students : No. [S13a]

Students : No. [S13a]

Teacher : Who is like football? [T1Aa]
Please anyone! [T2]

Teacher : Who is like football? [T1Aa]

Teacher : Okay, he has been playing since he is nine. [T4]
So, if three A you say that he has been playing football since the age of nine. [T4]
So how many years has Owen been playing football? [T1Aa]

Students : For thirty years. [S13a]
Teacher: For... thirty years it means thirty nine. [T4]
It is thirty nine so, Gareth Owen has been playing football for... [T12]
#1 Twenty years. # [T4]

Students: #2 Twenty years. # [S13a]

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

Students: #2 Have. # [S17]

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

Students: #2 Have they. # [S13a]

Teacher: Okay, review again your English grammar use individually at home and then try to also get some interactive online focus from google
perhaps grammar phrases will help you a lot. [T2]
Try to get... ee... try to get a very clear understanding between three tenses present perfect, present perfect continuous, and simple past because in you final test all included ya okay. [T2]
Close your yellow book! [T2]
Just close of all and starts your listening. [T6]

Students : Don't touch it. [S13a]
Teacher : (the teacher is preparing for listening section from the computer, but she plays the wrong data that is a song from Bon Jovi)
          Oh, Bon Jovi. [T4]
          Wait, wait....where should I play it media player or winamp? [T1Aa]
Students  : Winamp. [S13a]
Teacher   : Maybe this one. [T4]
Teacher   : Ahh... this is listening two eee... intermediate twelve
maybe... how should I usually input it? [T1Ac]
CD's two right? [T1Ab]
Intermediate... I think intermediate yes...
intermediate and CD's two and track four, correct? [T1Ab]

Student 6 : Don't know mam... [S14]
Maka e gak onok koq.
[S13a]

Student 5 : Not mam. [S13a]

Teacher : So, everybody please help me to check it eee... this is Lewis Hamilton possibly track four and its intermediate... [T4]
I want you to check the whiteboard or it is in the desktop. [T2]
No intermediate right? [T1Ab]

Students : Ya. [S13a]
Teacher : CD's two correct? [T1Ab]
#1 Ya. # [T4]

Students : #2 Ya. # [S13a]
Teacher : CD's two and look at the... and then it's suppose to fact
word, correct? [T1Ab]

Students : Ya. [S13a]

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

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

Student 6 : Yo marine iki to. [S13a]

Student 5 : CD two. [S13a]

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

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

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

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

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

Teacher : Thank you. [T9a]
Next, Christine okay. [T3]

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

Teacher: Yes thanks. [T9a]

Next! [T2]

Student 18: The British driver has been playing the guitar for ten years. [S13b]

'You have a lot of time to kill when you're travelling,' Lewis said. [S13b]

'Like everyone else, I watch DVDs, read books and surf the net but I soon get bored with all that so I always take my guitar with me. [S13b]

It's the only way I can really relax.' [S13b]

Teacher: Okay next. [T2]

Student 18: Dita. [S13a]

Teacher: Dita. [T3]

He practises tunes... [T12]
Student 19: He practises tunes by Tracy Chapman, Oasis, Bob Dylan, Lenny Kravitz and Jimi Hendrix, but his favourite is Bob Marley's No Woman No Cry. [S13b]
'I like rock, funk, hip-hop, R & B, soul and jazz but I was basically brought up on reggae. [S13b]
I've been listening to Bob Marley ever since I was a child.' [S13b]

Teacher: Next. [T2]

Student 20: So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. [S13b]
'I'll never be that good. I had a few guitar lessons when I started but I haven't had any lessons for years now. [S13b]
Anyway, if I had the choice, I'd be a rapper not a rock star'. [S13b]

Teacher: Okay repeat please because
the first sentence is a question. [T2]
So, does he have the ambition, does he have ambitions to be a rock star? [T1Ab]

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

Teacher: Lessons. (English pronounce) [T4]
Student 20: Lessons. (English pronounce) [S13a]
Teacher: Rappers. (English pronounce) [T4]
Student 20: Rappers. (English pronounce) [S13a]
Teacher: Okay could you repeat again the last paragraph? [T1Ab]
Repeat please! [T2]
Student 20: So does he have ambitions to be a rock star after a career in Formula One? 'No,' he said with a laugh. (Indonesia pronounce) [S13b]

Teacher: Laugh. (English pronounce) [T4]

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

Teacher: Ya, go on! [T2]

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

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

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

Teacher: Lessons... look at me say lessons five times "Lessons, lessons..." (English pronounce) [T5]
Student 20 : Lessons, lessons, lessons, lessons, lessons (English pronounce) [S13a]

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

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

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

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

Teacher : Ya. [T9a]

Continue, go on! [T2]

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

Teacher : Lessons... lessons. [T5]

Okay start from the beginning. [T5]

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

Teacher : Okay, good. [T9a]
Joe number two eh number one was Lewis Hamilton is a famous car driver or guitarist? [T1Aa]

Student 6 : Guitarist. [S13a]
Student 5 : Lewis Hamilton is a famous racing car driver. [S13b]
Teacher : Racing car driver. [T10]
Are you sure? [T1Ab]
Student 5 : Ya. [S13a]
Teacher : Because he said he was take his guitar whenever he goes. [T4]
Student 5 : Just for free time. [S13a]
Teacher : Just for killing the… killing the… [T12]
Student 6 : Time, time. [S13a]
Teacher : Killing what? [T1C]
Students : The time. [S13a]
Teacher : Killing the… [T12]
Student 5 : Bored. [S13a]
Teacher : Killing the… [T12]
Mengisi waktu luang. [T4]
What do you say? [T1Aa]
Student 6 : Sparing time, sparing time. [S13a]
Teacher : Killing the... [T12]
Killing the... [T12]
Killing the time... ya you
have the phrases there. [T4]
Ya next perhaps Angel
please now quiet. [T3]
Two... [T2]

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

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

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

Teacher : Are you sure? [T1Ab]
Students : No. [S13a]

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

Students : No. [S13a]

Teacher : Which one only reggae or all
sorts of music? [T1Aa]

Students : All sorts of music. [S13a]

Teacher : How can you know that? [T1Ac]

Students : #1 Rock, funk, hip hop, R & B. # [S13a]

Students : #2 Rock, funk, hip hop, R & B. # [S13a]

Teacher : And then what is the most favourite music? [T1Aa]

#1 Reggae. # [T4]

Students : #2 Reggae. # [S13a]

Teacher : Just for three goes to A or B or C? [T1Aa]

#1 C. # [T4]

Students : #2 C. # [S13a]

Teacher : Four please Zaskia. [T3]

Student 23 : He has had a small number... oh, C. [S13b]

Teacher : Okay, what about four? [T1Aa]

It's a bit tricky. [T4]

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

Students : A little rice. [S13a]

Teacher : A little. [T10]

So when I talk about the boxes, I use… [T12]

Students : A few. [S13a]

Teacher : Because I focus on the… [T12]

Students : Boxes. [S13a]

Teacher : Boxes something countable, but when I say rice, rice something uncountable so you don't use a few with uncountable. [T4]

The last for Christ. [T3]

Are you sick? [T1Ab]

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

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

Students : No. [S13a]

Teacher : What is a rapper? [T1Aa]

A rapper is like singing. [T4]

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

Class: IC A – 2nd observation

Date: December 1, 2010

Session/Time: 3 / 10.40-12.20

Lecturer: T 1

#SS: 25 students

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

Media: Power Point

Layout: 

![Layout Image]

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Teaching Strategies: Teacher centered.

Notes:

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

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

11.21: Exercise.

11.23: Reading the passage.

11.27: Reading the passage (2nd round).

11.32: Grammar Focus.

12.00: Listening Section.

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

*one of the students was sleeping*

12.20: Gave announcement and end the lesson.

7. - I will lend you my camera provided that you give it back tomorrow.
- Provided that you give my camera back tomorrow, I will lend you it.

It

I will lend it to
OBSERVATION SHEET OF TEACHER B

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

![Diagram of classroom layout with smiley faces]
Teaching Strategies: Teacher centered.

Notes:

09.04: The class was started late.

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

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th></th>
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<tbody>
<tr>
<td>My (N)</td>
<td>Mine</td>
</tr>
<tr>
<td>Her (N)</td>
<td>Hers</td>
</tr>
<tr>
<td>His (N)</td>
<td>His</td>
</tr>
<tr>
<td>Your (N)</td>
<td>Yours</td>
</tr>
<tr>
<td>Their (N)</td>
<td>Theirs</td>
</tr>
<tr>
<td>Our (N)</td>
<td>Ours</td>
</tr>
<tr>
<td>Its (N)</td>
<td>Its</td>
</tr>
</tbody>
</table>

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

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

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

09.15: Listening section (a story entitled ‘Koor Dang’) + discussed the answers.
09.32  : Role Play.
Teacher asked students to discuss which one is best for the Koor Dang based on the students’ mind.

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

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

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

09.50  : The role play started.
*while the others did the role play, the rest of the students sometimes were chatting each other.*

10.25  : Listening section + discussed the answer.

10.30  : End of the class.
OBSERVATION SHEET OF TEACHER C

Class: IC B – 1st observation
Date: November 30, 2010
Session/Time: 1 / 07.00-08.40
Lecturer: T 3
#SS: 21 students
Material: Animal Kingdom Puzzle (Game), workbook (revision) p. 60-61
Media: Power Point
Layout: [Diagram of classroom layout]
Teaching Strategies: Pair work.

- Shoulder partner
- Individual work
- Discussion
- Smiling partner

Notes:

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

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

07.27: Discussed the answer.

07.35: Drilled the vocab.

07.37: Workbook (individual).

07.40: Discussed the exercise together.

07.42: Did the exercise (w/ smiling partner)

07.50: Discussed the work.

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

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

1. If you didn’t have a TV, would you miss it?

2. If he lied to me, I might not trust him again.

3. If I won the prize, I could treat you all to a prize.

4. Would you scream if you saw a spider in your room?
08.03 : 1. I wish I liked parties. 

2. If only my ears didn’t stick out. 

3. If only I could dance. 

4. I wish I didn’t hate red hair. 

*Italic = the teacher’s handwriting.* 

5. If only I was very confident. 

6. I wish I knew how to talk to girls. 

08.10 : The end of the grammar section. 

08.15 : Exercise. 

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

08.31 : Discussed another discussion further. 

1. Decision. 

2. Difficulties. 

3. Imagination. 

4. Entertainment. 

5. Accuracy.
09.45  : The end of the 1st session.
OBSERVATION SHEET OF TEACHER D

Class : IC C – 2nd observation
Date : November 29, 2010
Session/Time : 1 / 07.00-08.40
Lecturer : T 4
#SS : 25 students
Material : Workbook 4B p. 36-37 and p. 119
Media : Songs
Layout :
Teaching Strategies: Group work.

Notes:

07.15: Discussed present continuous and present perfect simple.

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

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

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

07.29:

<table>
<thead>
<tr>
<th>Present Perfect</th>
<th>Present Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + Have/Has + V3</td>
<td>S + Have/Has + been + V ing</td>
</tr>
<tr>
<td>Ex: I’ve painted the wall.</td>
<td>Ex: I’ve been painting the wall.</td>
</tr>
</tbody>
</table>

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

07.34: A student asked a question to “the teachers”:
- I’ve typed twelve pages.
  (PP)

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

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

07.46 : T 4 helped “the teachers” in answering the questions.

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

Another “teachers” were pointed to teach.

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

08.15 : T 4 left the classroom.

08.20 : T 4 back to the classroom.

08.22 : The students corrected “the teachers” mistakes.

08.23 : Another “teacher” led the discussion.

08.25 : T 4 reviewed p.119

08.30 : Listening section.

Got stuck with the listening, the teacher (T 4) decided to ask a student to read it by turns.
When a student could not pronounce a sentence well, the teacher drilled her and asked her to repeat five times.

08.41 : End of the class.
INTERVIEW SHEET OF TEACHER A

Teacher
1. What technique did you use in your lecture just now?
   First I used triggering question to bring them into the material, then showing the picture and asked to give comments.

2. Why did you use that technique?
   I used it to make them involve in the topic and it would be easier to take them into the main topic.

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

Students
1. Did you enjoy T 1 class just now?
   Why?
   No, we didn’t. His way of teaching was very boring and not same as the
previous teacher who could bring the fun atmosphere. He was too monotonous, maybe it because he has already gotten his master degree, so his language is too difficult to understand and maybe because he is old.

2. Was his/her way effective in teaching? Why?
No, it wasn’t. In one topic, he just discussed about the passage and took time for about one and a half hour. Besides that passage, we still have so many important materials that we have to learn, for example listening, writing.

3. Any suggestion for the lecturer?
Please try to make the students more active and give more interesting activities.
INTERVIEW SHEET OF TEACHER B

Teacher
1. What technique did you use in your lecture just now?
   I used teacher centered and sometimes combined it with student centered.

2. Why did you use that technique?
   Because I wanted to make the students really understand with the material and wanted them to directly apply the lesson that they had just learnt.

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

Students
1. Did you enjoy T 1 class just now?
   Why?
   Yes, I did. The class was very interesting with fun activities and it
made the students' creativity grows. Even sometimes they say so many swear words, but it still fun. The teacher was not wicked, too discipline, or behave like a dictator, but she could send all of the materials well.

2. Was his/her way effective in teaching? Why?
   Yes, it was because she directly asked the students to have a practice related to the material that we had just learnt, so this is a great and effective way of teaching.

3. Any suggestion for the lecturer?
   Methodologically her lecture has already fun, but I think the students should be more serious and don't use too much swear words.
INTERVIEW SHEET OF TEACHER C

Teacher
1. What technique did you use in your lecture just now? I used pair work and classroom discussion.

2. Why did you use that technique? Because the material was about the review, so we need to sharpen and recall their previous memory about those materials by sharing and discussing with their friends.

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

Students
1. Did you enjoy T 1 class just now? Why?
Yes, I did because it was fun, there was a lot of laughter, and he is a patient lecturer.

2. Was his/her way effective in teaching? Why?
   Yes, it was. It was a fun way of teaching so that we could take all the materials easily. Sometimes he gives us feedback after doing work, then show us a movie at the end.

3. Any suggestion for the lecturer?
   No, he is good.
INTERVIEW SHEET OF TEACHER D

Teacher

1. What technique did you use in your lecture just now?
   In the grammar section, I used collaborating and sometimes I change it into competition.

2. Why did you use that technique?
   I used it because it could make the students active and really involve in that materials.

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

Students

1. Did you enjoy T 1 class just now? Why?
   Yes, we did because she gave us a chance to be a “teacher” for our friends and it made us become very
active and really involve in that lesson. We also could understand the material well.

2. Was his/her way effective in teaching? Why?
Yes, it was. She brought so much fun in this class. Sometimes she makes a serious atmosphere, sometimes a fun one. We quite enjoy the class.

3. Any suggestion for the lecturer?
She is good, we think.