## APPENDICES

The First Observation on the Teaching - Learning Activities of Expatriate Teacher “A”

### Teaching - Learning Activities

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

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

10. Explained about a game called ‘words association’
11. Asked the students to play the word association game
12. Defined a word, a phrase and a sentence on the whiteboard
13. Asked the students to change the words association game into sentences association game
14. Summarized the lesson
15. Ended the class and 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**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greeted the students</td>
<td>1. Responded and greeted the teacher</td>
</tr>
<tr>
<td>2. Explained the topic of the lesson</td>
<td>2. Listened to the teacher’s explanation</td>
</tr>
<tr>
<td>3. Asked some triggering questions of the topics about music and film</td>
<td>3. Answered the triggering questions of the topics about music and film</td>
</tr>
<tr>
<td>4. Raised some questions related to the topics given</td>
<td>4. Answered some questions related to the topics given</td>
</tr>
<tr>
<td>5. Drilled the word “film”</td>
<td>5. Repeated the word together</td>
</tr>
<tr>
<td>6. Reviewed the previous lesson</td>
<td>6. Listened to the teacher</td>
</tr>
<tr>
<td>7. Discussed a new topic about a job interview</td>
<td>7. Joined the discussion</td>
</tr>
<tr>
<td>8. Asked the students to mention some skills required in some jobs</td>
<td>8. Answered the questions by mentioning some skills required in some jobs</td>
</tr>
<tr>
<td>9. Gave a review about some important things in the learning process</td>
<td>9. Listened to the teacher’s review about some important things in the learning process</td>
</tr>
<tr>
<td>10. Defined what and who a journalist is</td>
<td>10. Listened and jot down the teacher’s explanation</td>
</tr>
</tbody>
</table>
11. Gave an example of a journalist from a newspaper
12. Showed a picture of an actress from the newspaper and discussed it for a few time
13. Gave the students a homework to make a job interview
14. Read aloud an article about a new hotel from the newspaper
15. Asked and exposed the main ideas of the articles from the newspaper
16. Asked the students to read some different articles from the newspaper in turns
17. Asked some questions of each article
18. Explained the difficult words on the whiteboard
19. Gave some reinforcements for the students who were always be active and initiative
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**

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

71
12. Asked some display questions to the students one by one
13. Raised some opposite questions to be answered together
14. Dictated some words
15. Asked the students to write down the dictated words on their books
16. Asked the meaning of the dictated words in Indonesia
17. Drilled the spelling of a word
18. Gave a description of the lesson for the next session
19. Ended the lesson and said goodbye

12. Answered the questions one by one
13. Answered the questions together
14. Listened to the teacher carefully
15. Wrote down the dictated words on their books
16. Told the meaning of the dictated words in Indonesia
17. Spelled the word together
18. Listened to the description of the lesson for the next session
19. Said goodbye

Media: Whiteboard and Board marker
The Second Observation on the Teaching - Learning Activities of Expatriate Teacher “B”

**Teaching - Learning Activities**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greeted the students</td>
<td>1. Responded and greeted the teacher</td>
</tr>
<tr>
<td>2. Raised some questions to review the previous lesson</td>
<td>2. Answered the questions about the previous lesson</td>
</tr>
<tr>
<td>3. Explained the lesson topic</td>
<td>3. Listened to the teacher’s explanation</td>
</tr>
<tr>
<td>4. Distributed the maps of roads for the students in pairs</td>
<td>4. Got the maps of roads in pairs</td>
</tr>
<tr>
<td>5. Exemplified the class activities</td>
<td>5. Listened to the teacher carefully</td>
</tr>
<tr>
<td>6. Asked the students to do the question-answer about maps of roads</td>
<td>6. Did the question-answer about maps of roads</td>
</tr>
<tr>
<td>7. Checked the students’ works one by one</td>
<td>7. Paid attention to the correction of their works</td>
</tr>
<tr>
<td>8. Drilled the word “catch”</td>
<td>8. Drilled together</td>
</tr>
<tr>
<td>9. Gave the students different maps of roads</td>
<td>9. Got the different maps of roads</td>
</tr>
<tr>
<td>10. Asked the students to do the same activities as before</td>
<td>10. Did the same activities as before</td>
</tr>
<tr>
<td>11. Explained the objective of the lesson</td>
<td>11. Listened to the teacher’s explanation</td>
</tr>
<tr>
<td>12. Did a conversation out of the topic</td>
<td>12. Joined the conversation</td>
</tr>
</tbody>
</table>
13. Checked and gave marks to the students’ works one by one
14. Made some columns on the whiteboard for the students’ homework
15. Asked the students to copy the columns from the whiteboard on their books for their homework
16. Dictated some words for the students’ homework
17. Played a game in guessing the correct number
18. Gave some presents for two winners of the game
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**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greeted the students</td>
<td>1. Responded and greeted the teacher</td>
</tr>
<tr>
<td>2. Stimulated the students to be active by giving some presents at the end of the lesson</td>
<td>2. Prepared themselves to follow the lesson actively</td>
</tr>
<tr>
<td>3. Asked the students to check their homework by writing down the answers on the whiteboard</td>
<td>3. Checked their homework</td>
</tr>
<tr>
<td>4. Dictated some new words on the students’ homework books</td>
<td>4. Wrote down the dictated words on their homework books</td>
</tr>
<tr>
<td>5. Asked the students to submit their homework’s books</td>
<td>5. Submitted their homework’s books</td>
</tr>
<tr>
<td>6. Raised some display questions to the students one by one</td>
<td>6. Answered the questions one by one</td>
</tr>
<tr>
<td>7. Raised some referential questions to some students</td>
<td>7. Answered the teacher’s questions</td>
</tr>
<tr>
<td>8. Reviewed the previous lesson</td>
<td>8. Listened to the teacher</td>
</tr>
<tr>
<td>9. Distributed some pictures related to the previous lesson</td>
<td>9. Got some pictures related to the previous lesson</td>
</tr>
</tbody>
</table>
10. Explained and exemplify the students’ activities
11. Asked the students one by one to make some stories based on the pictures given
12. Distributed the students’ worksheet to do in pairs
13. Asked the students to do and check the worksheet together
14. Gave some presents for some students as a form of reinforcement
15. Said goodbye

Media: Pictures of some activities, Whiteboard and Board marker
Observation Table of Teaching Techniques by Expatriate English Teacher “A”

<table>
<thead>
<tr>
<th>No.</th>
<th>Taxonomy of Language Teaching Techniques (adapted from Crookes &amp; Chaudron)</th>
<th>OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>Warm-up</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Setting</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Organizational</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Content explanation</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Role-play demonstration</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Dialogue/Narrative presentation</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Dialogue/Narrative recitation</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Reading aloud</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>Checking</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Question-answer, display</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Drill</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Translation</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Dictation</td>
<td>-</td>
</tr>
<tr>
<td>14.</td>
<td>Copying</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Identification</td>
<td>-</td>
</tr>
<tr>
<td>16.</td>
<td>Recognition</td>
<td>-</td>
</tr>
<tr>
<td>17.</td>
<td>Review</td>
<td>-</td>
</tr>
<tr>
<td>18.</td>
<td>Testing</td>
<td>-</td>
</tr>
<tr>
<td>19.</td>
<td>Meaningful drill</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Brainstorming</td>
<td>-</td>
</tr>
<tr>
<td>21.</td>
<td>Story-telling</td>
<td>-</td>
</tr>
<tr>
<td>22.</td>
<td>Question-answer, referential</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>Cued narrative/Dialog</td>
<td>-</td>
</tr>
<tr>
<td>24.</td>
<td>Information transfer</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>Information exchange</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>26.</td>
<td>Wrap-up</td>
<td>✓ ✓ -</td>
</tr>
<tr>
<td>27.</td>
<td>Narration/exposition</td>
<td>- - ✓</td>
</tr>
<tr>
<td>28.</td>
<td>Preparation</td>
<td>- - -</td>
</tr>
<tr>
<td>29.</td>
<td>Role-play</td>
<td>- ✓ -</td>
</tr>
<tr>
<td>30.</td>
<td>Games</td>
<td>- ✓ -</td>
</tr>
<tr>
<td>31.</td>
<td>Report</td>
<td>- - ✓</td>
</tr>
<tr>
<td>32.</td>
<td>Problem Solving</td>
<td>- - -</td>
</tr>
<tr>
<td>33.</td>
<td>Drama</td>
<td>- - -</td>
</tr>
<tr>
<td>34.</td>
<td>Stimulation</td>
<td>- - ✓</td>
</tr>
<tr>
<td>35.</td>
<td>Interview</td>
<td>- - -</td>
</tr>
<tr>
<td>36.</td>
<td>Discussion</td>
<td>- - -</td>
</tr>
<tr>
<td>37.</td>
<td>Composition</td>
<td>- - -</td>
</tr>
<tr>
<td>38.</td>
<td>A propos</td>
<td>- - -</td>
</tr>
<tr>
<td><strong>Total Teaching Techniques applied</strong></td>
<td><strong>10</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Notes: “✓” means: Yes  
“–” means: No
### Observation Table of Teaching Techniques by Expatriate English Teacher “B”

<table>
<thead>
<tr>
<th>No.</th>
<th>Taxonomy of Language Teaching Techniques (adapted from Crookes &amp; Chaudron)</th>
<th>OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Controlled Techniques</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.</td>
<td>Warm-up</td>
<td>√ √ √</td>
</tr>
<tr>
<td>2.</td>
<td>Setting</td>
<td>√ √ √</td>
</tr>
<tr>
<td>3.</td>
<td>Organizational</td>
<td>- √ -</td>
</tr>
<tr>
<td>4.</td>
<td>Content explanation</td>
<td>- - -</td>
</tr>
<tr>
<td>5.</td>
<td>Role-play demonstration</td>
<td>- - -</td>
</tr>
<tr>
<td>6.</td>
<td>Dialogue/Narrative presentation</td>
<td>- - -</td>
</tr>
<tr>
<td>7.</td>
<td>Dialogue/Narrative recitation</td>
<td>- - -</td>
</tr>
<tr>
<td>8.</td>
<td>Reading aloud</td>
<td>- - -</td>
</tr>
<tr>
<td>9.</td>
<td>Checking</td>
<td>- √ √</td>
</tr>
<tr>
<td>10.</td>
<td>Question-answer, display</td>
<td>√ √ √</td>
</tr>
<tr>
<td>11.</td>
<td>Drill</td>
<td>√ √ -</td>
</tr>
<tr>
<td>12.</td>
<td>Translation</td>
<td>√ - -</td>
</tr>
<tr>
<td>13.</td>
<td>Dictation</td>
<td>√ √ √</td>
</tr>
<tr>
<td>14.</td>
<td>Copying</td>
<td>√ √ -</td>
</tr>
<tr>
<td>15.</td>
<td>Identification</td>
<td>√ - -</td>
</tr>
<tr>
<td>16.</td>
<td>Recognition</td>
<td>- - √</td>
</tr>
<tr>
<td>17.</td>
<td>Review</td>
<td>- √ √</td>
</tr>
<tr>
<td>18.</td>
<td>Testing</td>
<td>- - -</td>
</tr>
<tr>
<td>19.</td>
<td>Meaningful drill</td>
<td>- - -</td>
</tr>
<tr>
<td>20.</td>
<td>Semicontrolled Techniques</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Brainstorming</td>
<td>√ - -</td>
</tr>
<tr>
<td>21.</td>
<td>Story-telling</td>
<td>√ - -</td>
</tr>
<tr>
<td>22.</td>
<td>Question-answer, referential</td>
<td>√ - √</td>
</tr>
<tr>
<td>23.</td>
<td>Cued narrative/Dialog</td>
<td>- - √</td>
</tr>
<tr>
<td>24.</td>
<td>Information transfer</td>
<td>√ √ √</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25.</td>
<td>Information exchange</td>
<td>-</td>
</tr>
<tr>
<td>26.</td>
<td>Wrap-up</td>
<td>-</td>
</tr>
<tr>
<td>27.</td>
<td>Narration/exposition</td>
<td>-</td>
</tr>
<tr>
<td>28.</td>
<td>Preparation</td>
<td>√</td>
</tr>
</tbody>
</table>

**Free Techniques**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Role-play</td>
<td>-</td>
</tr>
<tr>
<td>30.</td>
<td>Games</td>
<td>-</td>
</tr>
<tr>
<td>31.</td>
<td>Report</td>
<td>-</td>
</tr>
<tr>
<td>32.</td>
<td>Problem Solving.</td>
<td>-</td>
</tr>
<tr>
<td>33.</td>
<td>Drama</td>
<td>-</td>
</tr>
<tr>
<td>34.</td>
<td>Stimulation</td>
<td>-</td>
</tr>
<tr>
<td>35.</td>
<td>Interview</td>
<td>-</td>
</tr>
<tr>
<td>36.</td>
<td>Discussion</td>
<td>-</td>
</tr>
<tr>
<td>37.</td>
<td>Composition</td>
<td>-</td>
</tr>
<tr>
<td>38.</td>
<td>A propos</td>
<td>-</td>
</tr>
</tbody>
</table>

**Total Teaching Techniques applied**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

Notes: “√” means: Yes
“−” means: No
### Observation Table of Teaching Techniques by Expatriate English Teachers

<table>
<thead>
<tr>
<th>No.</th>
<th>Taxonomy of Language Teaching Techniques (adapted from Crookes &amp; Chaudron)</th>
<th>Expatriate English Teachers</th>
<th>Controlled Techniques</th>
<th></th>
</tr>
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**Free Techniques**

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**Total Teaching Techniques applied**

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Notes:  
* means: Observations 1, 2, and 3  
✓ means: Yes  
- means: No
### Time Tables of Teaching Techniques
by Expatriate English Teacher “A”

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**Controlled Techniques**

**Semicontrolled Techniques**
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## Average Duration of Teaching Techniques

**TEACHER “A”**

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**Free Techniques**

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**Notes:**

Time (%) = \[ \frac{\text{Time (minutes)} \times 100}{45} \] (minutes)

Time (%) = \[ \frac{\text{Time (seconds)} \times 100}{2700} \] (seconds)
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**APPLIED BY THE EXPATRIATE ENGLISH TEACHER “B”**

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### Average Duration of Teaching Techniques

#### TEACHER “B”

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**Notes:**

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

\[ \frac{\text{...}}{2700} \times 100\% = \text{...}'' \) (seconds)
Average Duration of Teaching Techniques
By the Expatriate English Teachers

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**Notes:**

- `' = minute
- " = second

Time (%) = \( \frac{\text{minutes}}{45} \times 100\% = \ldots \) (minutes)

\( \frac{\text{seconds}}{2700} \times 100\% = \ldots \) (seconds)
## Language Teaching Techniques

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Transcription of the teaching – learning Activities

Teacher : Mr. Munawar Ali
Meeting : 1st 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 and 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 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, 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 do 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, Puspanjali 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 : 2nd 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 downtown, 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 plecing?
Students: (laugh)
Student : Plecing kangkung
Teacher : Plecing kangkung. Oh, I see. Is it very good?
Student : Yeah
Teacher : Enak?
Student : Do you want it?
Teacher : So, can I have plecing 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: Welcome to this restaurant
Student 1: Welcome. This is our menu.
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.
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 whatever 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 : 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 actrees?
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. (ld) (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. (l-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 thing 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: 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 Klungkung 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: 3rd 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 3rd 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 pedestrian 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 everywhere, look here and look in the back and every where.
Students: (Laugh)
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?
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.
Student: 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 can 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 : 2nd 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?
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?

Teacher: You can go to 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

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

Student: Next, please.

Teacher: Where can I go to buy some clothes?

Student: In clothes shop

Teacher: 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 everybody? Next question?
Student: Where can I go to internet café?
Teacher: 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 everybody 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 : 3rd 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)

<table>
<thead>
<tr>
<th>Do</th>
<th>Get</th>
<th>Go</th>
<th>Have</th>
<th>Make</th>
<th>Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>your home work</td>
<td>tired</td>
<td>swimming</td>
<td>a party</td>
<td>friends</td>
<td>an exam</td>
</tr>
<tr>
<td></td>
<td>angry</td>
<td>shopping</td>
<td>a drink</td>
<td>a phone call</td>
<td>a rest</td>
</tr>
<tr>
<td></td>
<td>dressed</td>
<td>running</td>
<td></td>
<td></td>
<td>a photo</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td>up stairs</td>
<td></td>
<td></td>
<td>your coat</td>
</tr>
</tbody>
</table>

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
Teachers: (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.
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\textsuperscript{ST} GRADE OF "SMKN 3" DENPASAR, BALI

Mr. Munawar Ali
( Restaurant Class )

Mrs. Anna Metselaar
( Hotel & Tourism Class )