KINDS OF TEACHERS’ INSTRUCTIONAL MODELS
IN A BILINGUAL KINDERGARTEN

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

Premi Citra Kristanti
112008129

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Premi Citra Kristanti
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Kinds of Teachers’ Instructional Models in a Bilingual Kindergarten

Premi Citra Kristanti

ABSTRACT

The used of EMI (English as Medium Instruction) is no longer a new phenomenon in Indonesia. Nonetheless, the used of EMI in teaching might bring difficulty for the students in their learning, in particular for teaching young learners. Hence, teacher has to apply their teaching with instructional models that can help young learners understand the material. In this study, one class of a bilingual kindergarten, Satya Wacana Children Center, was observed. Two teachers of the class were interviewed. This study found that three types out of five instructional models suggested by Petrina (2007) were used in the teaching activities. The instructional models are Direct Instruction, Interactive Instruction, and Experimental Instruction. Teachers’ reasons of using the instructional models were also included. This study will hopefully be useful for any teacher in bilingual schools to make their instruction understandable for the students.

Keywords: EMI, bilingual kindergarten, teacher’s instructional models.
INTRODUCTION

Nowadays, we can easily find bilingual kindergartens in Indonesia. The bilingual kindergartens use English as their target language. Bilingual, as defined by Hamers and Blanc (2000), is having or using two languages particularly as the spoken language with the frequency characteristic of a native speaker. Therefore, the students are expected to be accustomed to the target language and are able to produce it actively as well as their first language. In Indonesia, bilingual schools using two languages, that are Indonesian and English, where Indonesian is the students’ mother tongue and, English is the target language which becomes the medium of instruction, known as EMI (English as the medium of instruction). Dearden (2014) stated that in EMI, English is the vehicle in delivering the academic subjects in schools. It means that English is not only a school subject which students should learn, but it is also used as the language to deliver the materials and giving instruction in teaching.

Since EMI required the use of English actively in the teaching and learning activities, some problems might occur because the students’ mother tongue is Indonesian. Based on the experience of my friend’s son, a five-year-old boy, when he was moved from a monolingual to a bilingual kindergarten, he faced some difficulties in class. It is quite hard for him to follow the class activity when the teachers’ instructions were given in English. The use of Indonesian was not as much as when he enrolled in his old school. If there was a student who did not know the meaning of a certain English word, the teachers would not directly
translate it into Indonesian. Instead, the teachers would keep using English and combined it with any models of instructional strategies, like using visual aids or demonstration which are part of direct instruction models. So, they expect the children to be able to find out the meaning by themselves without giving the exact Indonesian meaning.

That kind of expectation seems logical, in fact, the writer also ever experienced being taught by teachers who also using that method in teaching through EMI. However, sometimes misunderstanding between teacher and students cannot be avoided when English is used as the medium of instructions. The message of the instruction that teachers want to deliver to students may confused the students because English is not their mother tongue. As a result, students might not know what and how to do. Garcia (2003, 2008) stated that teachers have to master the oral explanation and use their physical abilities to deliver the knowledge. It means that teacher should not only deliver the explanation orally, but also support it with any physical acts to make it clearer, moreover, when it was delivered using English. Thus, teachers need models of instructional strategies so that misunderstanding can be reduced.

According to Ibrahim (2001) EMI mainly includes academic tasks and mostly take place in classroom. He also stated that the classroom tasks and communicative needs involved in EMI may develop if teachers use innovative teaching methods emphasizing learner-centeredness and activity-based learning, for example, interviews, discussions, role-plays, simulations, presentations, problem solving activities, games, etc. These examples of activity-based learning
are part of models of instructional strategies. So, it indicates that the teaching and learning activities involved in EMI can be developed if it combines with model of instructional strategies.

It was shown in the study of Williams and Pilonieta (2012) who found in a Spanish school where the teacher provides them with explicit and interactive instruction during the writing activity through phonemic segmentation skills. The teacher said aloud each English word, encouraged students to listen for the sound they could hear and wrote it. This targeted instruction supports children’s acquisition of letter-sound that is essential for their movement toward conventional literacy. This activity is kind of interactive instruction where teacher is the organizer and facilitator, and students are demanded to interact with the material to acquire new understanding of a new concept.

Realizing that there are many kindergartens which using bilingual concept in their teaching, the writer decides to conduct a study on how kindergarten teachers use models of instructional methods to support EMI in teaching. The aim of this study is to find out the teachers’ instructional models used in Satya Wacana Children Center. The writer hopes that this study will be useful for any teachers in bilingual schools who use English language as the medium of instruction, so that the instruction will be clearly understood by their students. The study will be guided by the research question “what kinds of teachers’ instructional models are used in the bilingual kindergarten?”
Bilingual Education

Bilingual education is defined within three aspects: linguistic goals, pedagogical approaches, and levels of schooling. More specifically, bilingual education is defined as education which aims to promote bilingual (multilingual) competence that using both (or all) languages as media of instruction for significant portions of the academic curriculum (Genesee, 2004).

The issue about bilingual education is viewed as a problem to be solved for some people. But for others, bilingual education is viewed as a challenge that offers benefits to the individual with the ability to speak two or more languages. Schools have an important role in providing the bilingual skills that become increasingly necessary in the modern world. The success of bilingual education depends on day-to-day quality of instruction (including the materials), continuity in the programs delivery, the competency of instructional personnel, class size and composition, etc (Genesee, 2004). In here, teacher as the instructional personnel have to be competence because instructions in the class activity seemed as the crucial part to deliver the material successfully, moreover, if the instruction was given in the target language.

The bilingual/immersion programs use one language for “a separate of subjects” and “the other language for a separate set” (Baker, 2006, p.305). That is why it’s not been taught but also used by teachers and students in teaching-learning process in order to make the students accustomed to speak and listen to English language. Snow (1986), states that immersion represents the most intensive form of content-based foreign language instruction. In a
bilingual/immersion program, English is not the subject of instruction, but it is the medium through which a majority of the school’s academic content is taught.

The rational of the content based instruction, as claimed by Krashen in Alwright (1991), is that second language acquisition occurs when the learner receives comprehensible input, not when the learner is memorizing vocabulary or completing grammar exercises. That is why English was added in some subject, for instance in Mathematics, Science, and English. When the students were taught the school’s subjects in English, they were provided with real situation how English was used in communication.

**English as Medium Instruction**

There are many bilingual schools, like kindergartens, in Indonesia that using EMI in their teaching learning. The schools require the teachers and students to use the target language more rather than their first language.

According to Ibrahim (2001), there are at least three factors that supporting the implementation of EMI in Indonesian schools. The first one is the fact that bilingualism gives cognitive advantages. Bilingual children might better in fluency, flexibility, originality, and elaboration in thinking rather than monolingual children. The second is the fact that the important role of English would motivate students and teachers to learn the language. The third is the fact that EMI would give students and teachers more exposure to English and chances to acquire it.
The fact that EMI requires that the instruction must be delivered in English, might lead into some problems with the condition of the students, whose first language is Indonesian. According to Blake and Hanley in Ibrahim (2001), the aim of instruction is to deliver knowledge and its success depends on whether a learner follows and is able to do something he or she has been shown or told by instructor. Since the goal of instruction is to make a learner understand and/or able to perform something, it must connect with the learners’ condition. In using English as the medium of instruction to teach young learners, teachers need to think of a way to make it effective. One of the ways is by applying certain instructional models.

The Instructional Models

Instructional models depend on some factors, for instance the level of students, goals, teacher’s objectives and intent, content, and environment including time, physical setting and resources (Petrina, 2007). In one course there must be a number of objectives that challenges the teachers. A single method cannot accommodate all learning styles at once and meet all of the goals. So, teachers need various instructional models to be used in any level of classrooms, particularly in ESL/EFL classrooms.

As mentioned by Petrina (2007), there are five kinds of instructional models. The first one is direct instruction models. Here, teacher presents the knowledge and gives a skill demonstrations. It is most often used when presenting new information and accompanied by demonstrations, small discussions and visual aids.
The second model is indirect instruction. In the indirect instruction, the teacher sets up strategies, but does not teach directly. The students make meaning for themselves. The students learn by doing. Concept mapping, problem solving, and reflective discussion are all types of indirect instruction activities.

The third model is interactive instruction. Here, the teacher is the organizer and facilitator. Whereas, the students are required to interact with other students and also with the materials and information in order to acquire new understanding of a concept. Brainstorming, tutoring, doing role play, using games and interviewing are the examples of interactive instruction activities.

The fourth model is independent instruction, where the students demanded to interact with the content more or less exclusive of the external control of the teacher. In other words, the students teach themselves under the teacher’s supervision. It is useful in building decision-making abilities. The examples of independent-study instruction activities are distance education, essay writing, and homework.

The last model is experimental instruction. It means that the students experience and feel. The students are actively involved and participate in the learning experience. In here, the students often teach one another. The examples of experimental instruction activities are field observation, field work, field trip.
THE STUDY

This study is qualitative descriptive research. Its purpose is to describe the phenomenon of teachers’ instructional methods used in a bilingual kindergarten. The data will be displayed descriptively. The data analysis was an interpretative analysis by categorizing data according to the emerging themes.

Context of the Study

This study was conducted at Satya Wacana Children Centre Salatiga, Central Java, Indonesia. The writer chose this school because it is a bilingual kindergarten. The school use Indonesian and English in the teaching and learning activity. The students’ ages are from five to six years old. The class was chosen because teaching young learners whose mother tongue in not English through EMI must be need various teachers’ instructional models to help them in learning.

Participants

The participants of this study were selected purposefully since the study requires participants who are bilinguals. The subjects were the teachers and one class of SWCC students whose ages are around five to six. There were two teachers selected to be interviewed. They were chosen as the subjects of this study since the class used EMI in teaching and learning and it was an EFL class.

Instrument of Data Collection

The writer used field note of observation and semi-structured interview questions as the instrument of collecting data. The field note of observation is the main instrument of this study. There were six times of observations. It is used to find out what the instructional method used in the classroom. While, the interview
is used to support the data found in observation. The interview questions were about the teachers’ reason of using the instructional models and also the teachers’ views toward the use of it. The semi-structured interview questions are chosen because it allows flexibility for more additional questions if necessary.

**Procedure of Data Collection**

Firstly, the writer sent a formal letter to get permission from the SWCC principle to do the observation and interview. After got the permission, then, the writer did the observation for six times, once in each class activity. The writer did each observation for 30-40 minutes in the classroom. The writer took note about all the activities of teaching learning process during the observations. At the end of the observation, the writer made an appointment to the teachers to do the interview. The interview took time around 8 minutes in the school and it was recorded. Each teacher was interviewed in the different time.

**Procedure of Data Analysis**

The recorded interviews were transcribed. Meanwhile, the writer categorized the data from the observations based on the types of instructional models written by Petrina (2007), whether it belongs to Direct instruction models, Indirect instruction models, Interactive instruction models, and Independent instruction models. The data was displayed descriptively as extracts of this study. The data analysis is an interpretative analysis by categorizing data according to the emerging themes.
FINDINGS AND DISCUSSION

This section presents the findings and discussion of this study to answer the research question about teachers’ instructional models used in Satya Wacana Children Center. In this study, there were only three out of the total five instructional models suggested by Petrina (2007) found. The findings and discussion is then divided into three categories of instructional models based on the findings from the observation. The first category is ‘Direct Instruction Models’ the second one is ‘Interactive Instruction Models’ and the last one is ‘Experimental Instruction Models’. Teachers’ reasons of the using of the instructional models are also included in each category.

Direct Instruction Models

The writer found that Direct Instruction was used in the four out of the total six observations. It was used in the first, second, third, and fifth observation. The observations showed that the use of Direct Instructional model, through visual aids (flash card, concrete object, and picture) and demonstration, help students in learning. The following extract is the proof from the observation which conducted during the class activity.

*Extract 1*

Teacher : “What is this?” (Showing a flash card which provides letter and picture)
Students : “…..” (Silent)
Teacher : “This is ‘W’, repeat after me! This is ‘W’….”

(1st Observation)

In the first observation the teacher brought flash card into the class to help students learnt vocabulary and letters. First, the teacher showed a card with letter
“W” to the students. Second, the teacher had them to repeat after her as she pronounce “W” in English. Then, the teacher gave new vocabularies which begin with the letters students learnt, such as ‘W’ for ‘Web’ while showing a picture of spider web in the card.

The used of flash card is a part of visual aids. While, the section in which the teacher pronounce the letter “W” is a part of giving a demonstration to the students. It aimed to show the students how to pronounce the letter correctly in English. Another proof of the use of demonstration and visual aids is as follows.

*Extract 2*

Teacher : “What is this?” (Draw pictures of triangle, circle, and square)
Students : “Triangle…”
Teacher : “Stick each of these cut paper on your workbook based on each shape like this” (Distribute cut papers to the students & show them how to stick them on the book)

*(5th Observation)*

From the observation, it could be seen that young learners of English might easily accept new information visually rather than verbally. It gives them assistance not only in understanding the material, but also in memorizing it. It was supported by the teacher’s statement that the used of visual aids and demonstration is more effective to help students in learning. The following is the teacher’s statement from the interview.

“The using of real object and APE makes the students easier to understand the material rather than using textbook only or giving oral explanation in front of the class. Students will not easily forget what they had learnt in class.”

*(Teacher 1)*
The result was similar to Garcia (2008) who confirmed in her study that teachers’ oral explanations and teacher read-aloud should be accompanied with visuals, realia, gestures, and dramatization to describe key concepts and vocabulary. By doing so, students have the chance to see the real objects to help their learning. Direct instructional models also help teachers to “reach their pedagogical goals in a short time by enhancing students’ comprehension skill rather than memorization.” (Al-Shammari et al., 2008, p.88). Thus, it can be concluded that direct instructional models not only assisting students remember the material, but also help teachers reach the teaching objectives.

**Interactive Instruction Models**

In four out of the six observations, it was found that Interactive Instruction used in the class activities. Interactive Instruction was used in the second, fourth, fifth, and sixth observation. The observations revealed that the used of Interactive Instructional model, through brainstorming that could stimulate students to think critically. The extract below is the proof from the observations.

*Extract 2*

Teacher : “Guess, what is this?” (Drawing a picture of spider web on the white board)
Students : “WEB”
Teacher : (Writing the word ‘WEB’)…“Everyone, please write the first letter of ‘WEB’ on your book!”

*(2nd Observation)*

In the class activity of the second observation, the teacher was first drawing a spider web on the white board. This activity was the continuation of the previous activity in the first observation, in which students learnt new vocabulary and pronounce letters. In the second observation, students learnt to guess a picture
and mentioned what it was. Then, the teacher had them write the first letter on their workbook.

From the observations, it was confirmed that guessing picture is part of brainstorming that is included as Interactive Instruction proposed by Petrina (2007). The teacher provided a picture of an object, then, let the students thinking by themselves what exactly the picture is. It stimulates the learners to think critically as they asked to guess the picture. It was supported by the teacher statement as follows.

“Brainstorming was used to stimulate children about what they are going to learn, so that they can find what material they actually will learn this day. Also, brainstorming makes students to be a critical thinker in learning.”

(Teacher 2)

As the writer did the interview with the teacher, it was found that role play was also used in teaching. Role play is also included as Interactive Instructional models that required learners to interact with each other and the materials (Petrina, 2007). According to the teacher, role play allows students to participate in learning. It can simulate students to be an active learner. The teacher’s statement is as below.

“When the material is about ‘profession’ like ‘machinist’, we set the class as close as the place where machinist work, using the chairs as the locomotives. Then we play how machinists do their job, along with the students. It stimulates students to participate actively in the activity.”

(Teacher 2)

The result was similar with the study of Williams and Pilonieta (2012) who found in a Spanish school where the teacher provides them with explicit and
interactive instruction during the writing activity through phonemic segmentation skills. This activity is kind of interactive instruction in which students are required to interact with the material and their peers to acquire new understanding of a new concept.

**Experimental Instruction Models**

In three out of the total six observations, it was revealed that Experimental Instruction used in the class activity. Experimental Instruction was found in the third, fourth, and fifth observation. The used of this instructional model, through experiment, allows students to experience their own learning. The following extract is the proof from the observation conducted during the class activity.

*Extract 3*

Teacher : “Can the egg float upward if I put some salt into the water in the glass” (Caring a spoon of salt in front of the table with egg inside of a glass of water on it)

Students : “You should try, Miss.”

Teacher : “Now, I want you come forward and try it one by one.” *(4th Observation)*

In the fourth observation was the activity in which students learned Science that is taught through EMI in that school. The teacher was doing a practicum with egg, salt, and a glass of water. Before giving the explanation about what students should learn on that day, teacher had the students to do the experiment with the objects by their own. It was aimed to let the students experience their learning process, so that they can feel it and teach each other.
From the observations, it revealed that Experimental Instruction allowed the students to feel and experience their learning in real rather than theory. When the learners feel and experience the process of their learning, it could help them to be an independent learner. Since, they have more chance to interact and teach each other; and actively involved in gaining new information by experienced it on their own. The following is what the teacher stated.

“"We encourage students to experience their own learning process, so that they can feel it. The aim is to make students not only get the theory but also can see the real proof.””

(Teacher 2)

The findings was similar to the study of Behrendt and Franklin (2014) on US students who found that the use of experiential learning, such as experiment and field trip, increases students’ knowledge, interests, and motivation. Since, it gives the chance for the students to experience their learning which may lead to improved the learning itself.

CONCLUSION

This study is aimed at finding out the instructional models used for teaching through EMI in a bilingual kindergarten. In order to do that, six observations and interview was conducted. The study found that there are three out of the total five types of instructional models proposed by Petrina (2007) used in the teaching process.

The first type of instructional models was Direct Instruction. It was used through visual aids and demonstration through flash cards and the activity of
repeating letters after the teacher. This kind of instructional model might assist the students not only in understanding, but also in memorizing the material. The second type was Interactive Instruction. It was used through brainstorming and role play. Brainstorming could stimulate the students to think critically. On the other hand, the used of role play that encourage students to participate in the class activity could stimulate them to be an active learner. The last type was Experimental Instruction. It was used through an experiment activity. The used of this instructional model could stimulate learners to be an independent learner. Since, the students were given a chance to do an experiment with an object in which allows them to experience and feel their learning in real. It also gives chance to the students to interact and teach each other.

The findings of this study gives consideration for any EMI teachers to accompanied their teaching with instructional models. Particularly, for those who teach young learners. It can be concluded from the findings of this study that the instructional models were used to help both the teacher and students in teaching learning process.

Yet, this finding cannot be generalized in all research sites. Other similar research could give a different result because this research was focused on EMI teaching for young learners. It is suggested for other researchers to conduct a further study with different research site, for example on EMI teaching for adult learners.
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### APPENDIX A

**Observation Protocol**

Name of the course: Reading

Name of instructor: Miss Nea

Class time: 08.50-09.30

Date: 17th April 2015

**1st Observation**

Topic of the day: Reading letter “W”

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08.50-09.00</td>
<td>The teacher points out to a spider web on the wall and asks, “What is that?”</td>
<td>v - - - -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students answer: “Itu sarang laba-laba miss”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher: “What is sarang laba-laba in English?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student: Web miss</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher write WEB on the board and she asks the students to read it aloud..WEB...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>09.00-09.05</td>
<td>The teacher brings flash card consist of word students should learn, such as web, fest, cat, ant, fan, pen, van, wig. (The flash card provides picture and letters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09.05-09.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.15</td>
<td></td>
<td>The teacher asks the students “What is this?” Students:... (silence) Teacher: This is W...repeat after me, this is W...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DI: Direct instruction  
Ind I: Indirect instruction  
Int I: Interactive instruction  
Ind: Independent instruction  
E: Experimental instruction
# Observation Protocol

Name of the course: Writing

Name of instructor: Miss Nea

Class time: 08.50-09.00

Date: 18 April 2015

**2nd Observation**

Topic of the day: Writing letter ‘W’

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>DI</td>
<td>Ind I</td>
</tr>
<tr>
<td>1</td>
<td>08.55-09.05</td>
<td>The teacher draw a picture of WEB and after that the students need to guess the picture</td>
<td>v</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>09.05-09.20</td>
<td>The teacher ask the students to trace the letter of “W” in their book.</td>
<td>-</td>
<td>v</td>
</tr>
</tbody>
</table>
Observation Protocol

Name of the course: Music
Name of instructor: Miss Nea
Class time: 10.00-10.30
Date: 19th April 2015

3rd Observation

Topic of the day: Easter Song

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.00-10.05</td>
<td>The teacher asks the student to make a circle.</td>
<td>‑</td>
<td>‑</td>
</tr>
<tr>
<td>2</td>
<td>10.05-10.30</td>
<td>The teacher sings the song while dancing around in circles with the students so that the students follow. Then, the teacher has them to repeat the song and dance the same way by themselves.</td>
<td>v</td>
<td>‑</td>
</tr>
</tbody>
</table>
**Observation Protocol**

Name of the course: Science

Name of instructor: Miss Sus

Class time: 08.50-09.00

Date: 23rd April 2015

**4th Observation**

Topic of the day: What is inside the Egg?

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08.55-09.00</td>
<td>The teacher asks the students with questions “What is this?” and “What is that?” while pointing out to several concrete things such as egg, salt, and glass.</td>
<td>-</td>
<td>v</td>
</tr>
<tr>
<td>2</td>
<td>09.00-09.15</td>
<td>Next, the teacher asks the students whether the egg can float upward if the teacher puts some salt into the water in the glass. Then, the students want the teacher to try.</td>
<td>-</td>
<td>v</td>
</tr>
<tr>
<td>3</td>
<td>09.15-09.30</td>
<td>After that, the teacher responds it by asking each student to come forward and do the experiment one by one.</td>
<td>-</td>
<td>v</td>
</tr>
</tbody>
</table>
# Observation Protocol

Name of the course: Art and Craft

Name of instructor: Miss Sus

Class time: 10.00-10.45

Date: 24th April 2015

## 5th Observation

Topic of the day: Bunny Tangram

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.00-10.10</td>
<td>The teacher draws the shape like triangle, square and circle in the white board.</td>
<td>v</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>10.10-10.20</td>
<td>The teacher asks the students with the questions of “What is this?” And “What is that?” while pointing out to the pictures.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>10.25-10.30</td>
<td>Teacher distributes the book to the students and after that she gives the students pieces of paper which already cut into the shapes of triangle, square, and circle.</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>4</td>
<td>10.30-10.35</td>
<td>The teacher gives the instruction to the student so they follow teacher’s</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
| 5 | 10.35-10.50 | instruction  
Ex: stick the triangle to this part.  
Then, students attach pieces of paper on the book. |
### Observation Protocol

Name of the course: Social Studies

Name of instructor: Miss Sus

Class time: 10.00-10.30

Date: 26th March 2015

**6th Observation**

Topic of the day: Be an honest student.

<table>
<thead>
<tr>
<th>No</th>
<th>Time sampling</th>
<th>Activity</th>
<th>Instructional Models</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10.00-10.20</td>
<td>The teacher asks the students to watch the movie, The title of the movie is &quot;No more lying&quot;.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>10.20-10.25</td>
<td>After watching the video, the teacher asks ... what was the story about? Then they answer: little child lying miss. Teacher: How many of lie? then who ever lied? Students: I never lie miss</td>
<td>-</td>
<td>v</td>
</tr>
<tr>
<td>3</td>
<td>10.25-10.30</td>
<td>Then the teacher explains the moral value of the film</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Everyone makes a mistake but the best way is telling the truth, no one will trust people who likes to lie&quot;</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10.30-10.40</td>
<td>After that they continue singing “Yesus angkat bohongku dan buang ke laut...byur...”</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

Transcribe 1

Date: 26th March 2015
Length of time: 07:26

X: Interviewer, Y: Interviewee

X: “Hi, miss, nice to meet you.”
Y: “Nice to meet you, too.”
X: “How long have you been teaching here, in SWCC?”
Y: “For about 9 years long.”
X: “Well, I have already observed your teaching days ago and I saw you were mostly using teaching aids during the activity, like using cut papers, may I know why?”
Y: “The main reason is because the Wednesday’s course is Art & Craft. That’s why I use teaching aids in my teaching. It’s not because we should train students’ cognitive and motorist.”
X: “How about the other courses? Do you also use teaching aids?”
Y: “It depends on the course itself. For instance Science, even though we already had the handouts, we sometimes need something more interesting to attract students’ interests like doing a small experiment. It’s easier and faster in making students’ understanding the material rather than if we do not use any teaching aids.”
X: “Is there any other activity like using field trip observation, discussion or demonstration?”
Y: “That also depends on the course. We have to consider the activity with the class and students condition, too. For example if the topic is about “Professions”, if it is possible to have a trip outside the class we will take the students for field trip observation, then. If it is not, we like to set the class and do role play so that students still can learn from it. The role play can be represent about ‘Machinist’ job, we set the chair as the locomotive, and teachers will play as the machinist to demonstrate how and what the machinist should do in their job.”
X: “So, by doing so, are the students easier to understand the lesson?”
Y: “Yes, basically children with the use of real object and APE they are easier to understand because they like playing while learning rather than using textbook all the time.”
X: “Do you think using teaching aids is the best way to make students easily understand the lesson?”
Y: “Again, it depend on the course. We cannot use teaching aids all the time, for example in teaching pronunciation. We have to use a drilling to make them pronounce the words correctly.”
X: “Okay, nice to interview you. Thank you.”
Y: “You’re welcome.”

Transcribe 2

Date: 26th March 2015
Length of time: 08:47
X: Interviewer, Y: Interviewee

X: “Hi, nice to meet you.”
Y: “Nice to meet you, too.”
X: “Well, how long have you been teaching here?”
Y: “Around 4 months.”
X: “Okay, I had observed you days before and I saw you mostly added activity like drawing and using flash card, why do you use that?”
Y: “The reason is to stimulate students to find out the topic they would learn on that day.”
X: “Alright, so, do you also use such models in the other course?”
Y: “Yes.”
X: “Why?”
Y: “Like what I’ve said before, we need to stimulate students to find out the topic of the material they should learn, or we can say, it is used because we
need to attract students’ attention first so that children will focus to the teacher, by doing so, they will willingly participate in class activities, speak up their thoughts without being asked to. I always do the same thing in almost any courses, like Math yesterday which reflects with the Art & Craft courses, we learnt about shape such as triangle, square, circle, etc. Then, we made a rabbit from the shapes. We asked the students to count how many circle or square in the rabbit. Then, compare it with other picture like robot who also made from the shapes, then have the students to do the same, count the shape. By stimulating the students, getting their attention, it will make the learning easier since they will willingly to learn and participate.”

X: “Do you use any other activity like games, field trip observation, homework, or etc?”

Y: “Yes. For example is in Science, we do experiment. Sometimes we also use video like in Social studies, or field trip observation to learn about occupation to see in real how people do a certain job.”

X: “Do you like to use a certain models in your own teaching style?”

Y: “I myself do like to give students brainstorming questions first so that they will find out what they will learn before I explain the material further. In the end of the class, I always ask the students to reflect what they have learnt by themselves.”

X: “As you know that every course has its characteristic and need, so, do you think what kind of activity or models that help students in understanding the lesson?”

Y: “Homework is rarely given to the students since we need to consider about their age. Children in their age are very easy to be tired. So, we maximized the learning in school. We try to encourage students to do an individual projects, being an independent learner, and also encourage them to come forward the class and participate in the activity like doing a small experiment in Science course or write a letter in the whiteboard. So, it will make them experience their learning, not only receive the theory.”

X: “Well, that was already answering all my questions, thanks a lot Miss Nea.”
Y: “You’re welcome.”