

APPENDIX 1

CLASSROOM OBSERVATION CHECKLIST (1)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : September 27, 2017 / 08.00 – 08.35

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content				X
- Summarizes course content covered				X
- Directs student preparation for next class				X
- Provides well-designed materials		x		
- Invites class discussion			x	
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable		x		
- Explain concepts clearly	X			
- Relates concepts to students' experience	X			

APPENDIX 2

CLASSROOM OBSERVATION CHECKLIST (2)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : October 02, 2017 / 08.35 – 09.10

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content				x
- Summarizes course content covered		x		
- Directs student preparation for next class				x
- Provides well-designed materials		x		
- Invites class discussion		x		
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable			x	
- Explain concepts clearly		x		
- Relates concepts to students' experience	X			

APPENDIX 3

CLASSROOM OBSERVATION CHECKLIST (3)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : October 04, 2017 / 08.00 – 08.35

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content				x
- Summarizes course content covered				x
- Directs student preparation for next class		X		
- Provides well-designed materials		X		
- Invites class discussion			x	
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable			X	
- Explain concepts clearly		X		
- Relates concepts to students' experience	X			

APPENDIX 4

CLASSROOM OBSERVATION CHECKLIST (4)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : October 09, 2017 / 08.35 – 09.10

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content		x		
- Summarizes course content covered		x		
- Directs student preparation for next class				x
- Provides well-designed materials		x		
- Invites class discussion			x	
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable		x		
- Explain concepts clearly			x	
- Relates concepts to students' experience		X		

APPENDIX 5

CLASSROOM OBSERVATION CHECKLIST (5)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : October 11, 2017 / 08.00 – 08.35

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content				x
- Summarizes course content covered				x
- Directs student preparation for next class				x
- Provides well-designed materials		x		
- Invites class discussion		x		
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable	x			
- Explain concepts clearly		x		
- Relates concepts to students' experience		X		

APPENDIX 6

CLASSROOM OBSERVATION CHECKLIST (6)

Class Observed : XI of Boys

Observer : Siti Mutmainah

Date/Time : October 16, 2017 / 08.35 – 09.10

*notes : (*CI = Could Improve
A = Acceptable
E = Excellent
NO = Note Observed*)*

	CI	A	E	NO
- Reviews previous day's course content		X		
- Summarizes course content covered				x
- Directs student preparation for next class		X		
- Provides well-designed materials		X		
- Invites class discussion		X		
- Employs other tools/instructional aids (i.e technology, computer,etc)			x	
- Appears knowledgeable		X		
- Explain concepts clearly			x	
- Relates concepts to students' experience		X		

APPENDIX 6

INTERVIEW TRANSCRIPT OF BIOLOGY TEACHER IN XI GRADE

BOYS IN GLOBAL ISLAMIC BOARDING SCHOOL BATOLA

Location : Teacher's office

Source Data : DN

Date/Time : October 04, 2017

Researcher : **What is your education background?**

Teacher : *s1 Biology Department (FKIP) of ULM Banjarmasin.*

Researcher : **How long have you taught in this school?**

Teacher : I have taught biology in this school about 3 years.

Researcher : **How long was your experience in learning English?**

Teacher : Actually I never have an experience in learning English at school before, except when I do PPL at seventh semester.

Researcher : **According to you, Is it important we use an approach and method in learning process?**

Teacher : Of course, it is very important for us to determine its approach and also method. Because without its determinate will make us confuse for doing something in

the classroom, “what should we do... what should we convey.... What should we ask to the student.... And etc”.

Researcher : **How does student’s response when you use CBI approach in your subject matter?**

Teacher : There is no negative student’s response during learning process. Sometimes students just show their confused face when I use the complicated words. That is one of the problem which I face in learning process we should choose the simple words in conveying the material to the students.

Researcher : **Do you always use CBI approach in every learning process?**

Teacher : I always use its approach in his learning process, because it is one of school’s demand for some teacher.

Researcher : **Do you always do evaluation for your student’s learning outcomes in the last meeting?**

Teacher : Actually I do not do the evaluation in every last meeting for every class which I teach, but I just do the evaluation if the chapter has finished.

Researcher : **Does CBI approach can help students’ successful in getting the target language?**

Teacher : yes, it does. It very help student for getting their target language, because it will make the students become accustomed with the English word minimal.

Researcher : **What are your challenges in using CBI approach in your subject matter?**

Teacher : According to me, there are some challenge that usually I face when I teach the students using the approach: the lack of knowledge of the relevant material to be used, teaching English as a subject with experiences in grammar, The use of CBI requires more time to cover content than the allocated frame of time, teachers must tend to neglect content and separate language from content thus making the learning of English difficult and boring, Furthermore, due to lack of knowledge from other subjects where content is borrowed, teachers tend to avoid what they do not understand, and sure I must make sure that the words or the sentences that I use must in the simple one in order that the students can understand the material well.

APPENDIX 7

PICTURES WHILE ENGLISH LANGUAGE TEACHING PROCESS AT XI GRADE OF BIOLOGY CLASS



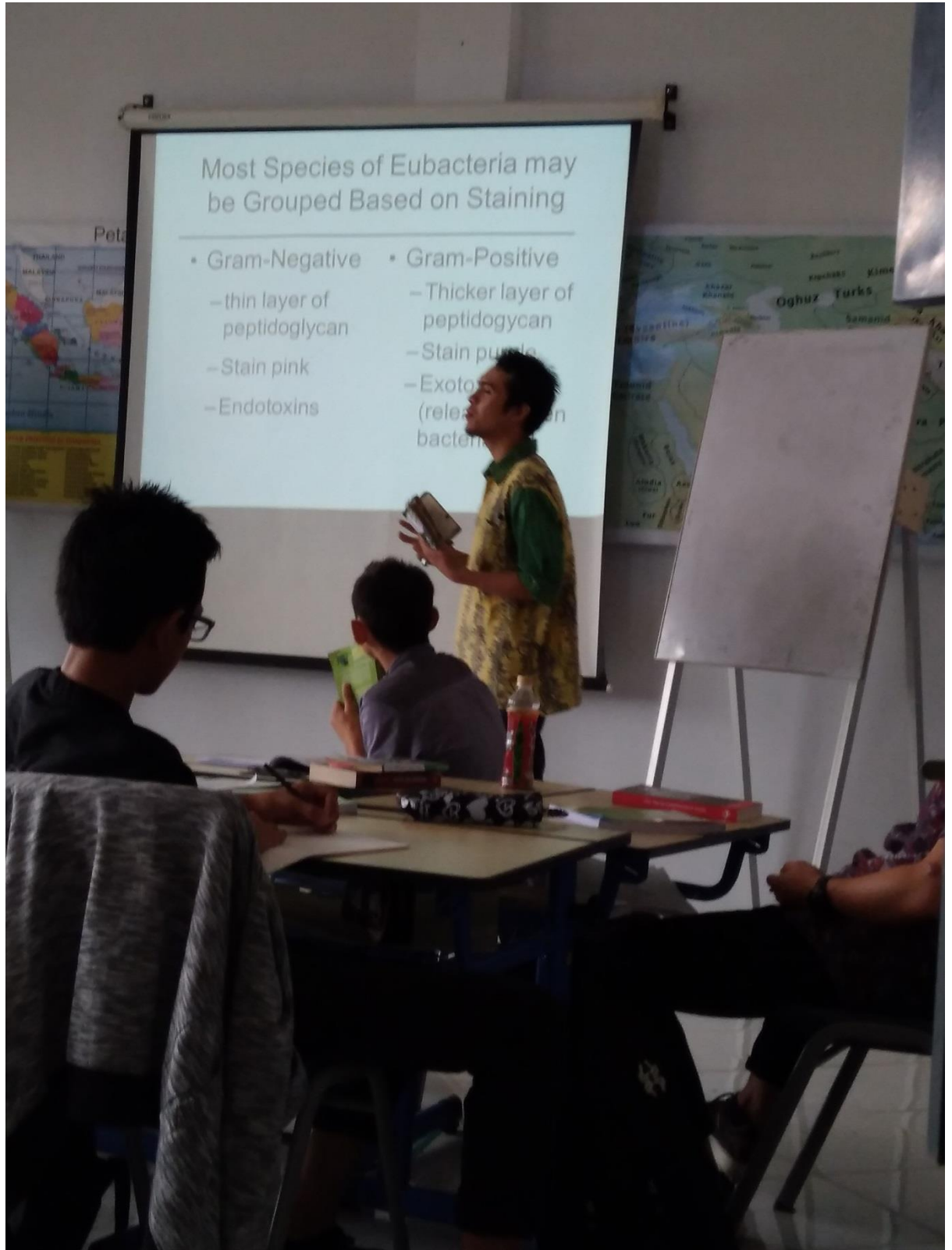






Most Species of Eubacteria may be Grouped Based on Staining

- Gram-Negative
 - thin layer of peptidoglycan
 - Stain pink
 - Endotoxins
- Gram-Positive
 - Thicker layer of peptidoglycan
 - Stain purple
 - Exotoxins (released by bacteria)

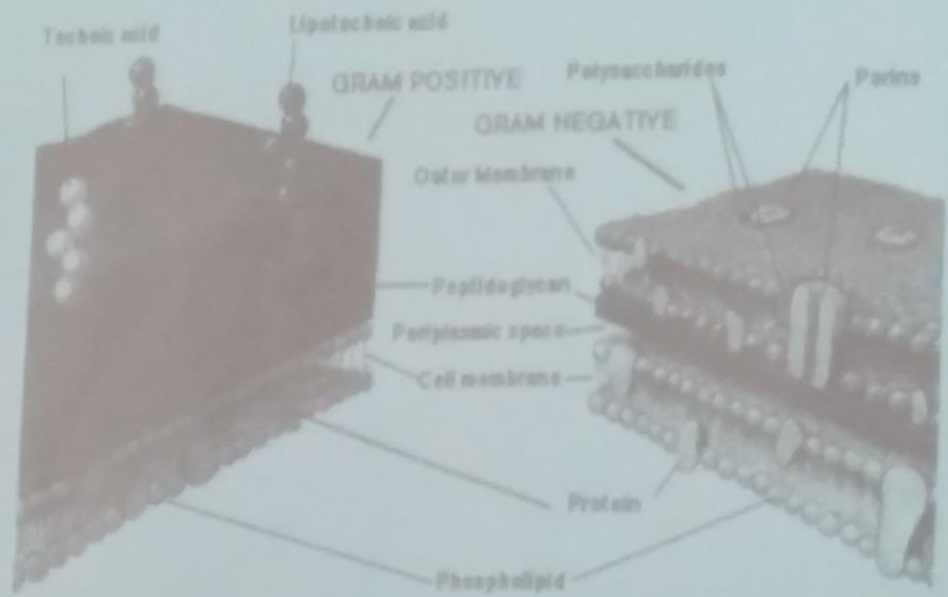


Most Species of Eubacteria may be Grouped Based on Staining

- Gram-Negative
 - thin layer of peptidoglycan
 - Stain pink
 - Endotoxins
- Gram-Positive
 - Thicker layer of peptidoglycan
 - Stain purple
 - Exotoxins (released when bacteria die)

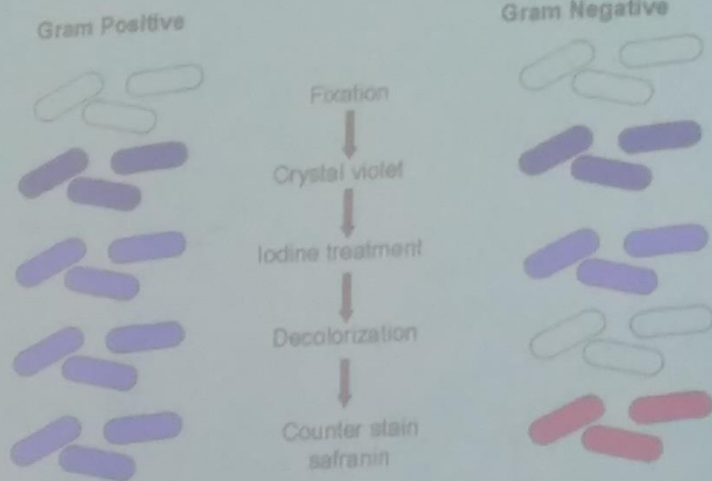


- Outer membrane (outside of cell wall) found in Gram (-) bacteria



Microbiology – Chapter 4, Bacteria

- Grams stain = a differential stain procedure, different results, + and (-)



READING TIME







APPENDIX 8

OBSERVATION SHEET AND INTERVIEW GUIDANCE

- *Observation Sheet*

Class Observed :

Observer :

Date/Time :

*notes : (*CI = Could Improve*

A = Acceptable

E = Excellent

NO = Note Observed)*

	CI	A	E	NO
- Reviews previous day's course content				
- Summarizes course content covered				
- Directs student preparation for next class				
- Provides well-designed materials				
- Invites class discussion				
- Employs other tools/instructional aids (i.e technology, computer,etc)				
- Appears knowledgeable				
- Explain concepts clearly				
- Relates concepts to students' experience				

- *Interview Guidance*

- INTERVIEW GUIDANCE
1. What is your education background?
2. How long have you taught in this school?
3. How long was your experience in learning English?
4. According to you, Is it important we use an approach and method in learning process?
5. How does student's response when you use CBI approach in your subject matter?
6. Do you always use CBI approach in every learning process?
7. Do you always do evaluation for your student's learning outcomes in the last meeting?
8. Does CBI approach can help students' successful in getting the target language?
9. What are your challenges in using CBI approach in your subject matter?