

APPENDICES

Appendix I

OBSERVATION GUIDELINE

Teacher :

Date :

Time :

Subject :

No	Aspect Of PCK	DISCRIPTION	REMARK	NOTE FIELD
1.	General Pedagogical Knowledge	Teacher uses more than one of English teaching strategies in to engaging students.		
		Teacher uses appropriate example to explain concepts related to subject matter		
		Teacher uses appropriate analogies to explain concept of subject matter.		
		Teacher uses demonstration to explain the main concept.		
		Teacher uses multimedia or technology to express the concept of the subject.		
		Teacher use media to explain about the subject.		
		Teacher uses multimedia or technology to express the concept of the subject.		
		Teacher gives a clear intruction to students.		

		Teacher use loud enough voice in giving instruction to students		
		Teacher divide students into small group.		
		Teacher arrange the class to give students the students same opportunity in learning.		
		Teacher created a good interaction with the students.		
2.	Context	The context is related to the topic		
		The context is related to students' daily life		
		The context is related to school environment		
		The context given is familiar with the student		
		Teacher copes with the classroom context appropriately.		
3.	Content Knowledge	The teacher knows well the content taught		
		The teacher explains clearly the content of the subject.		
		The teacher provide the appropriate content for the students.		
		The teacher knows the answers to students questions that students ask about the subject		

		The teacher explains the impact of the subject matter in society.		
		The teacher knows the whole structure and direction of the content knowledge.		
4.	Knowledge of Learner	Teacher brainstorms students' prior knowledge before the class		
		Teacher uses difference approaches (Question, discussion, etc.) to find out whether the students understand.		
		Teacher know the characteristic of students.		
		Teacher ask specific questions to introvert students when they do not do anything.		
		Teacher give extrovert students to express their idea.		
		Teacher comes to student desk who seem have difficulty in teaching.		
		Teacher pays attention to students' reaction during class and adjust her teaching attitude.		
		Students know students' performance level		
5.	Curriculum Knowledge	Teacher make the instruction based on the curriculum available.		

		Teacher selects suitable learning experience and instructional objectives.		
		Teacher adjust the subject with students' quality level		
		Teacher can connect the topic previous one and the next topic they will learn.		
6.	General Educational Context	Teacher relates the content of the subject with another subject (science, math etc.)		
		Teacher provide a variety of learning experiences to educate students on how to be responsible.		
		Teacher give the topic that can be used in students' social life.		
7.	Assessment	Teacher's assessment methods evaluate the students' understanding.		
		Teacher's assignments facilitate students understanding of the subject.		
		Teacher provides students opportunities to express their views during the class.		
		Teacher describes goals for students' learning.		
		Teacher mentions objective of lesson to students		
		Teacher has an anticipation or back up plan for unpredictable situation for the class		

		Teacher's test help students realize the learning situation.		
		Teacher task or assignment provide students to get the value of the topic		

Appendix II

INTERVIEW SCRIPT

1. Tell me about your educational background.

My education background, I graduated from the faculty of teacher training in education for English department in Lambung Mangkurat University.

2. How many year have you been teaching?

In 2015 I used to be part of freelance in English courses in Banjarmasin for a year. Formally I have been teaching in GIBS for 3 years.

3. How long have you know and learn about PCK?

A: I have known PCK for at least one year now. When the first time I join to be teacher in this school there was no PCK. At the very first of workshop of PCK the mentor said that PCK it's quit new in education. The mentor also mention about the historical of PCK is from the language of Nanny. Basically the purpose or the basic part of PCK is how we as the teacher deliver our knowledge to student. It should like the Nanny treats the baby using the easiest language to educate and teach the baby. From what I got use of PCK raise students prior Knowledge As the bridge of our knowledge and students' understanding

4. The hardest aspect of PCK that was hard to understand?

A: The aspect of PCK that hard to understand and apply is knowledge of general of educational context. Honestly we still learning for it we have general session for the teacher to learn and discuss about PCK. And still find it difficult to make deep about my material for example because there are students low achiever and high achiever. My as the teacher have to separate the question base on their achievement. And

the easy one is aspect about General pedagogical Knowledge. It actually easy if we have the fittest the work in the class.

5. What problem do you face in using PCK?

Teacher finds it's hard to use analogy in teaching language. Thus, I usually try another strategies to introduce the topic, such as use demonstrative in front of the class and use the basic questions about the topic. And ask about the detail.

So mostly in teaching I use demonstrative and example but does it is possible to use analogy though it can be apply one in some part, for example in explaining about descriptive text when I want to explain about the structure of the text I can use analogy about a cup tea. In front of that they have a cup and they have sugar, hot water and coffee. What is your biggest obstacle in applying PCK in class room?

The unpredictable things and situation. We don't know if the high achiever student have low can be low for some reason. The have lack motivation and did not pay attention to the lesson. What should we do? What is treatment we should do? What kind of exercise we need to do? Because the exercise itself should be different from each achiever.

6. How do you overcome the problem or obstacle you face in teaching English while applying PCK.

No other ways than helping them to understanding they need to know. Sometimes we distribute and explain the instruction in general for all, then we provide time and opportunity to ask about everything they do not understand about, and in that time it is our time to help them and they way we help the students will be different from one to another. Student have different style in learning. For the low achiever we need more scarfolding way, maybe we can give them more example. And do

that to each students. The difficult time to do the PCK is in the very beginning of the academic year. Because we don't really know about the student, that is why the school held a pre-test to know in which level of achiever they are. It easier for teacher to the next session by knowing level of learners. The test also help to arrange the classes thus it will have same portion. For English there are 2 way to know their level one from Himah program, and from the pre-test.

7. Beside PPT what teaching media in teaching English you use?
I usually use things that exist in the school invirement.
8. What material or book do you use in teaching English?
Interactive English for Juniour High School Year VII by Yudistira and a workbook by Oxford.
9. Do you know students' learning difficulties of subject before the class?
I can predicted but sometime unpredicted things happen, so in lesson plan I have to make predicted it and how to solve it. That why in the lesson plan we have anticipation part. To deal with different level of students' achievement is to preparing the difference assessment sometimes. And difference treatment in the class. The class that has higher achiever have difference treatment with another class.
10. Do you have solution to deal with students' difficulty in understanding the content?
Use anticipation, before help them I have to know which level of learner so I can help them using different type of ways
11. How do you build students interest in learning English?
There are many ways, the students should know why the learn this and why they should understand the topic that's why I always say the goal of

the lesson and built the mindset in their mind by asking them question such use, do you think this is will be useful in your class, can you use this in your daily activity by speaking English with your friends? Use media like interesting slide of PPT or Video.

12. How do you check your students prior knowledge

To know student prior knowledge it can by asking the question and provide them things to motivate them to ask more about things itself. To know about students background knowledge of student toward the new topic. Teacher can bring something that related to the topic to test their prior knowledge. The example is when I put many words of adjective noun and verb in power point and ask them choose and find which one is the verb.

13. How do you assess the students

To assess them and to check their understanding and as motivate me as the teacher it is a reflection way to see my learning and teaching activities in the class, whether they loved it or not, it will be useful or not, whether I deliver my material.

14. What curriculum is used in this school?

Curriculum 2013 and enrich by add PCK and AT.

15. Are the goals in your lesson plan achieve? How many percent in every meeting?



Average 80 % because we don't know what happen in the class.

16. When and how the evaluation held?

Basically for the evaluation we have individual task, daily test, group test, project middle and final test, but if check and assess the student in every meeting the teacher can only checking their notebook as the

completeness. Daily test and individual test, middle test and final test. It depends to the teacher whether want them to do have daily test or individual test. In observation it called individual test.

Appendix III

 <p>GLOBAL ISLAMIC BOARDING SCHOOL "where everyone can grow"</p>	TEACHER	<i>Siska Amelia Seprianti</i>	 <p>HASNUR CENTRE Bakti Untuk Banua</p>
	SUBJECT	<i>English</i>	
	GRADE/CLASS	<i>VII G and VII B2</i>	
	WEEK.SEMESTER.YEAR	<i>14.2.2019</i>	
	TIME ALLOCATION	<i>2x35 minutes</i>	
	<i>SMP Global Islamic Boarding School</i>		

Core Competencies:

KI-3 : Understanding the knowledge (factual, conceptual, and procedural) based on the curiosity in knowledge, technology, art, and social culture related to the phenomenon and obvious events.

KI-4 : Describing, identifying, criticizing, and giving assessment about people, animals, and things based on the characteristics.

Basic Competency:

- Cognitive Aspects: Understanding the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.
- Skills Aspects: Listening to the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.

Indicators of Basic Competency Achievement

- Cognitive Aspects: Understanding the simple present tense.
- Skills Aspects: Writing the example of simple present tense
:

1. CONTENT/TOPIC

Simple Present tense

Sub content:

1.1. Positive, Negative, and Interrogative Sentence

2. CONTEXT

Mr Bean's activity in the airport.

In this context, I will show a video of Mr. Bean doing some activities in the airport. I will ask students mention his activities and relate it to the students' activity.

3. CONCEPT

Time

Pattern

4. LEARNING GOALS

By the end of the session, student will be able to:

- Understand the function and time of Simple Present Tense
- Write the daily activities using simple present tense

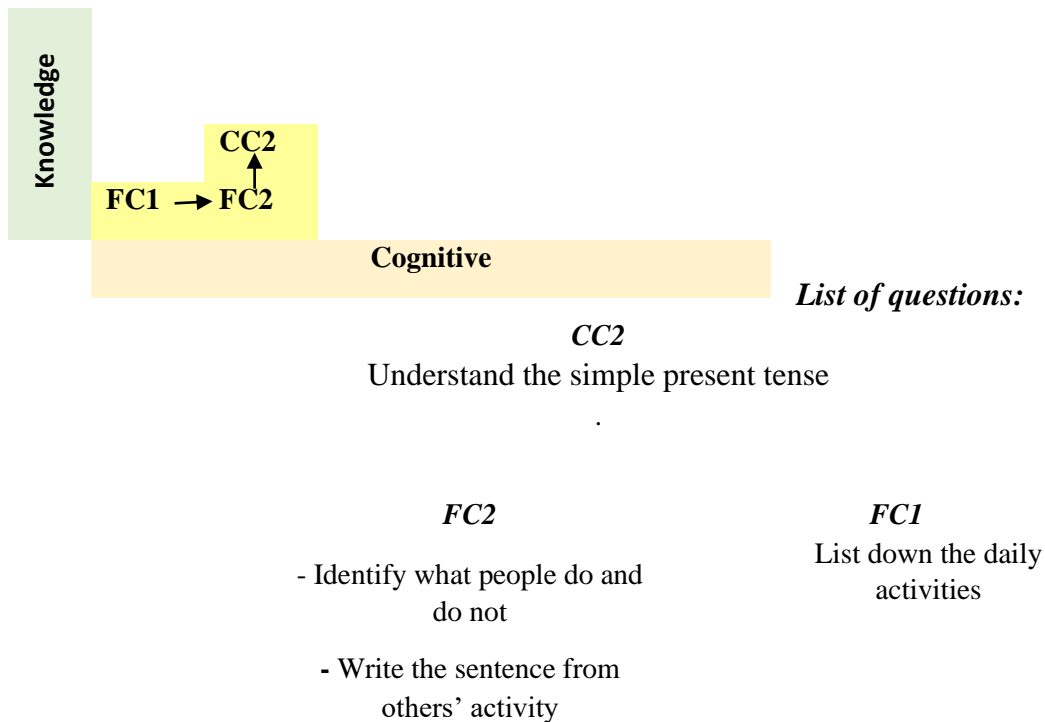
5. MATERIAL DEVELOPMENT

Simple Present Tense			
POSITIVE			
I, You, We, They	Play	Football	
He, She, It	plays		
NEGATIVE			
I, You, We, They	do not	play	Football
He, She, It	does not		
INTERROGATIVE			
Do	I, You, We, They	play	Football?
Does	He, She, It		

Add "es" in verb ended with:

- ss : miss : misses
- ch : watch : watches
- sh : wash : washes
- o : go : goes
- y : study : studies

6. LEARNING PATH



7. KNOWLEDGE OF LEARNER

Prior Knowledge

- ✓ Verb1
- ✓ English Subject

Life Experience (Point of View)

Students have various daily activities

Students' Level of Learning Path (AT)

CC2

FC1 FC2

a. Learning Style

Audio: Listening to the related video and listening to teacher's explanation.

Visual: Watching the videos.

Kinetic: -

b. Emotion

Confused

c. Learning Difficulties

Some students need to be more focus to understand the formula of simple present tense

Behavior Issues

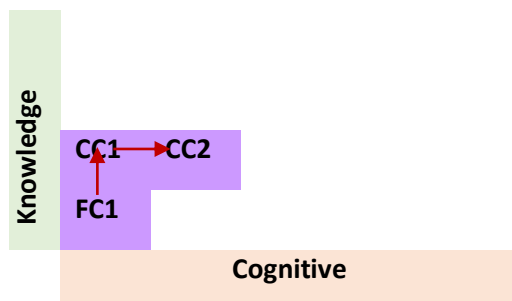
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8. PEDAGOGY

Instruction:

- Students, we have seen the video of Mr Bean.
- Where is he?
- What does he do there?
- What about you? What are your activities every day?
- Please fill the box with your daily activities every day.
- Do you still remember we have 3 kinds of sentences, which are positive, negative, and interrogative?
- Look at the examples, please
- Please make positive, negative, and interrogative sentences from your daily activities.
- Please switch your work with your friend
- Come to the front and tell others about your partner's activities
- Is there any question?
- What do you think of our topic?
- What is in your mind when you hear about "Simple Present Tense"?
- What is it for?
- When we use simple present tense?

9. ANTICIPATION



List of questions:

CC2

Understand the simple present tense

CCI

- Identify the difference between positive, negative and interrogative sentence
- Check the sentences made by others

FCI

- Recalling and sharing with friends about daily activities

10. MITIGATION

1. If students do not understand clearly what the meaning of the words is, students are encouraged to open dictionary.

11. ASSESSMENT

Students are assessed through the activities.

Aspect of assessment:

- a) Thinking level
 1. Recalling and sharing students' daily activities
 2. Making various sentences using the same pattern
- b) Computation skills
 -
- c) Behavior
 1. Students who follow the lesson can be seen from their response by asking or giving opinions.
 2. Students do not put their head on the table to show they are tired or get bored.
 3. Students do not talk while their friends are talking to show respect.
 4. Students speak good words.

12. RELATED CURRICULUM

1. Asking and giving information (VII Grade)

To ask and give information, students need to know the details and much information about particular things.

2. Descriptive Text (VII and X Grade)

13. VALUE

Confidence and selective

The concept of confidence is brave.

By learning this, students will be more confident to share things in front of others.

As well students can be selective enough to find which one is most important thing to do and be repeated every day.

Approach, strategy, and method

- Approach : Scientific Learning
- Strategy : Collaborative Learning
- Method : Group Discussion

Approved by,

District, date/month/year



Designed by,

M.T. Hidayat

Deputy Director in Learning

Siska Amelia Seprianti

English Teachers

 <p>GLOBAL ISLAMIC BOARDING SCHOOL "where everyone can grow"</p>	TEACHER	Siska Amelia Seprianti	 <p>HASNUR CENTRE Bakti Untuk Banua</p>
	SUBJECT	English	
	GRADE/CLASS	VII B2 & VII B1	
	WEEK.SEMESTER.YEAR	14.2.2019	
	TIME ALLOCATION	2x35 minutes	
	<i>SMP Global Islamic Boarding School</i>		

Core Competencies:

- KI-3 :** Understanding the knowledge (factual, conceptual, and procedural) based on the curiosity in knowledge, technology, art, and social culture related to the phenomenon and obvious events.
- KI-4 :** Describing, identifying, criticizing, and giving assessment about people, animals, and things based on the characteristics.

Basic Competency:

- Cognitive Aspects: Understanding the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.
- Skills Aspects: Listening to the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.

Indicators of Basic Competency Achievement

- Cognitive Aspects: Understanding the use of simple present tense.
- Skills Aspects : Writing the example of simple present tense based on the usage

1. CONTENT/TOPIC

Simple Present tense

Sub content:

1.1. Positive, Negative, and Interrogative Sentence

2. CONTEXT

Examples: Experience based.

I will use many triggers for students guessing 4 uses of simple present tense (to give opinion, to talk about schedule, to talk about daily habits, to give facts). I will play with the synonyms, situations, and many vocabularies.

3. CONCEPT

Similarity

Pattern

4. LEARNING GOALS

By the end of the session, student will be able to:

- Understand the use of Simple Present Tense
- Write example of Simple Present Tense based on the usage

5. MATERIAL DEVELOPMENT

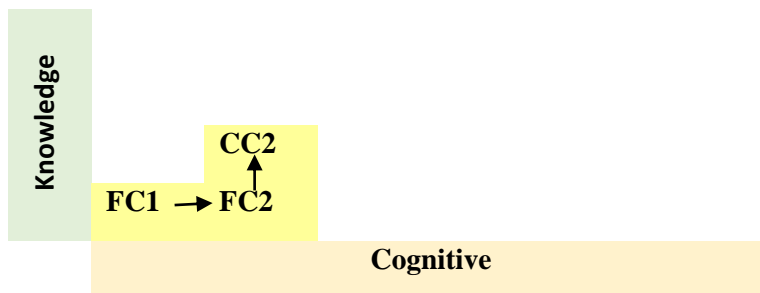
Find verbs!

Sleep	stick	Phone	mix
	Walk	Run	catch
	Yellow	Long	
Tidy			Pencil
Bag	observe	School	
	Blow	Cheap	touch
Shoes		Black	
	Touch	Dictionary	
kick		lie	

The use of Simple Present Tense

- ◉ To give opinion
- ◉ To talk about schedule
- ◉ To talk about daily habits
- ◉ To give facts

6. LEARNING PATH



List of questions:

CC2

Understand the use of Simple Present Tense

FC2

- Identify the sentences based on the usage
- Write the similar sentence with the examples

FC1

Guessing teachers' clues related to the knowledge of learner

7. KNOWLEDGE OF LEARNER

Prior Knowledge

✓ Verb1

Students' Level of Learning Path (AT)

CC2

FC1 FC2

Life Experience (Point of View)

Students have seen or taught about the clues given

d. Learning Style

Audio: Listening to teacher's explanation.

Visual: -

Kinetic: writing on the whiteboard

e. Emotion

Confused

f. Learning Difficulties

Some students need to be more focus to understand the use of simple present tense

Behavior Issues

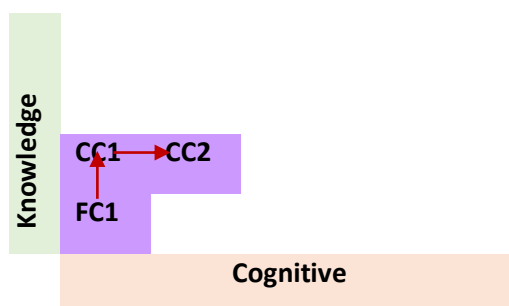
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8. PEDAGOGY

Instruction:

- Students, write the examples of verbs/ nouns/ adjective on that paper
- There are 4 uses of simple present tense
- Please guess my clues
- What do you think of this class?
- You said you think, so it expresses what?
- Next, what is the color of my dress?
- So, you have the same saying about my dress. You agree that this is white
- Opinion is different between one another
- If it a fact, you can have the same thing to say
- Open your dictionary, everyone
- When you sleep every day, you take a bath, you go to school.
- The next use of simple present tense is related to that activities
- When you have reading time at 7.30 or you learn English every Friday.
- The next use of simple present tense is related to that.
- Is there any question?
- What do you think of our topic?

9. ANTICIPATION



List of questions:

CC2

Understand the use of Simple Present
Tense

CCI

- Identify the relation between the examples and the use of simple present tense

FCI

- Giving some related vocabularies and the meaning to help students develop their thinking skills

10. MITIGATION

2. If students do not understand clearly what the meaning of the words is, students are encouraged to open dictionary.

11. ASSESSMENT

Students are assessed through the activities.

Aspect of assessment:

- d) Thinking level
 3. Recalling the previous experience
 4. Relating the examples and the use of simple present tense
- e) Computation skills
 -
- f) Behavior
 5. Students who follow the lesson can be seen from their response by asking or giving opinions.
 6. Students do not put their head on the table to show they are tired or get bored.
 7. Students do not talk while their friends are talking to show respect.
 8. Students speak good words.
 9. Students rise their hand first before asking

12. RELATED CURRICULUM

3. Asking and giving information (VII Grade)

To ask and give information, students need to know the details and much information about particular things.

4. Descriptive Text (VII and X Grade)

13. VALUE

Confidence and creative

The concept of confidence is brave.

By learning this, students will be more confident to share what's on their mind.

As well students can be creative by making the difference sentences with the same use of simple present tense

Approach, strategy, and method

- Approach : Scientific Learning
- Strategy : Collaborative Learning
- Method : Group Discussion



Approved by,

M.T. Hidayat
Deputy Director in Learning

District, date/month/year

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	SUBJECT	English	
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Indicators of Basic Competency Achievement

- Cognitive Aspects: Applying the use of simple present tense in describing things
- Skills Aspects : Writing the sentences using simple present tense from 2 things around

1. CONTENT/TOPIC

Simple Present tense

Sub content:

1.1. The Use of Simple Present Tense

1.2. Positive, Negative, and Interrogative Sentence

2. CONTEXT

Things around.

I will ask students to relate the use of simple present tense to the things around them

3. CONCEPT

Relationship

4. LEARNING GOALS

By the end of the session, student will be able to:

- Relating the use of simple present tense
- Describing things using simple present tense

5. MATERIAL DEVELOPMENT

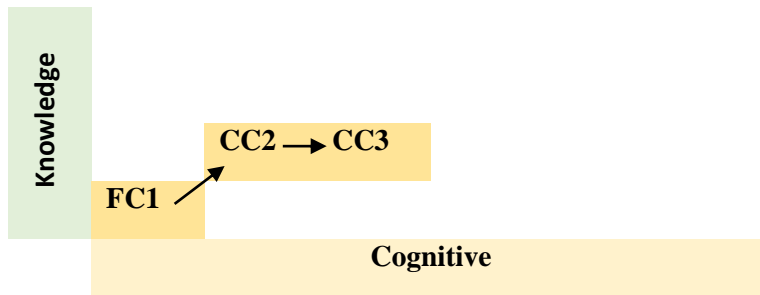
Find verbs!

Sleep	stick		Phone	mix
		Walk	Run	catch
	Yellow		Long	
Tidy				Pencil
Bag	observe	School		
	Blow	Cheap	touch	
Shoes		Black		
	Touch	Dictionary		
kick		lie		

The use of Simple Present Tense

- ◉ To give opinion
- ◉ To talk about schedule
- ◉ To talk about daily habits
- ◉ To give facts

6. LEARNING PATH



List of questions:

CC2
Relating the use of simple present tense to find fact, opinion, etc about things around

CC3
Understand the use of Simple Present Tense

FC1
Mention the use of simple present tense

7. KNOWLEDGE OF LEARNER

Prior Knowledge

- ✓ Verb1
- ✓ The use of simple present tense

Life Experience (Point of View)

Students have known well about things around by looking at it carefully

Students' Level of Learning Path (AT)

CC2 CC3

FC1

g. Learning Style

Audio: Listening to teacher's explanation.

Visual: -

Kinetic: writing on the whiteboard

h. Emotion

Confused

i. Learning Difficulties

Some students need to be more focus to understand the use of

simple present tense and the pattern of it

Behavior Issues

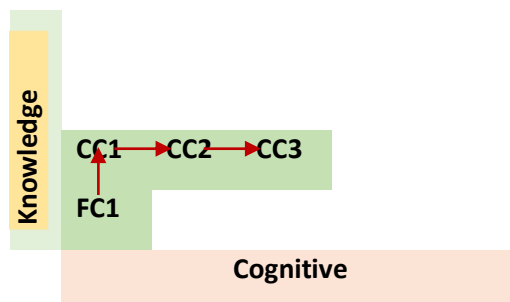
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8. PEDAGOGY

Instruction:

- Students, please take 2 things around you
- Do you still remember 4 uses of simple present tense?
- What are they?
- Now relate them to the things around you
- Please make 5 sentences for each of usage
- Is there any question?
- What do you think of our topic?

9. ANTICIPATION



List of questions:

CC1

Recognizing the things around that can be used to be applied with the use of simple present tense

. CC2

Relating the use of simple present tense to find fact, opinion, etc about things around

CC3

Understand the use of Simple Present Tense

FCI

- Giving some related vocabularies and the meaning to help students develop their thinking skills

10. MITIGATION

3. If students do not understand clearly what the meaning of the words is, students are encouraged to open dictionary.

11. ASSESSMENT

Students are assessed through the activities.

Aspect of assessment:

- g) Thinking level
 5. Recalling the previous experience
 6. Relating the things around and the use of simple present tense
- h) Computation skills
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- i) Behavior
 10. Students who follow the lesson can be seen from their response by asking or giving opinions.
 11. Students do not put their head on the table to show they are tired or get bored.
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12. RELATED CURRICULUM

5. Asking and giving information (VII Grade)

To ask and give information, students need to know the details and much information about particular things.
6. Descriptive Text (VII and X Grade)

13. VALUE

Applicative.

By learning this, students will be more applicative because they will learn about relationship of one to another thing.

Approach, strategy, and method

- Approach : Scientific Learning
- Strategy : Collaborative Learning
- Method : Group Discussion

Approved by,

M.T. Hidayat



Deputy Director in Learning

District, date/month/year

Designed by,

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English Teachers

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Indicators of Basic Competency Achievement

- Cognitive Aspects: Understanding the simple present tense.
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1. CONTENT/TOPIC

Simple Present tense

Sub content:

1.1. Positive, Negative, and Interrogative Sentence

2. CONTEXT

Mr Bean's activity in the airport.

In this context, I will show a video of Mr. Bean doing some activities in the airport. I will ask students mention his activities and relate it to the students' activity.

3. CONCEPT

Time

Pattern

4. LEARNING GOALS

By the end of the session, student will be able to:

- Understand the function and time of Simple Present Tense
- Write the daily activities using simple present tense

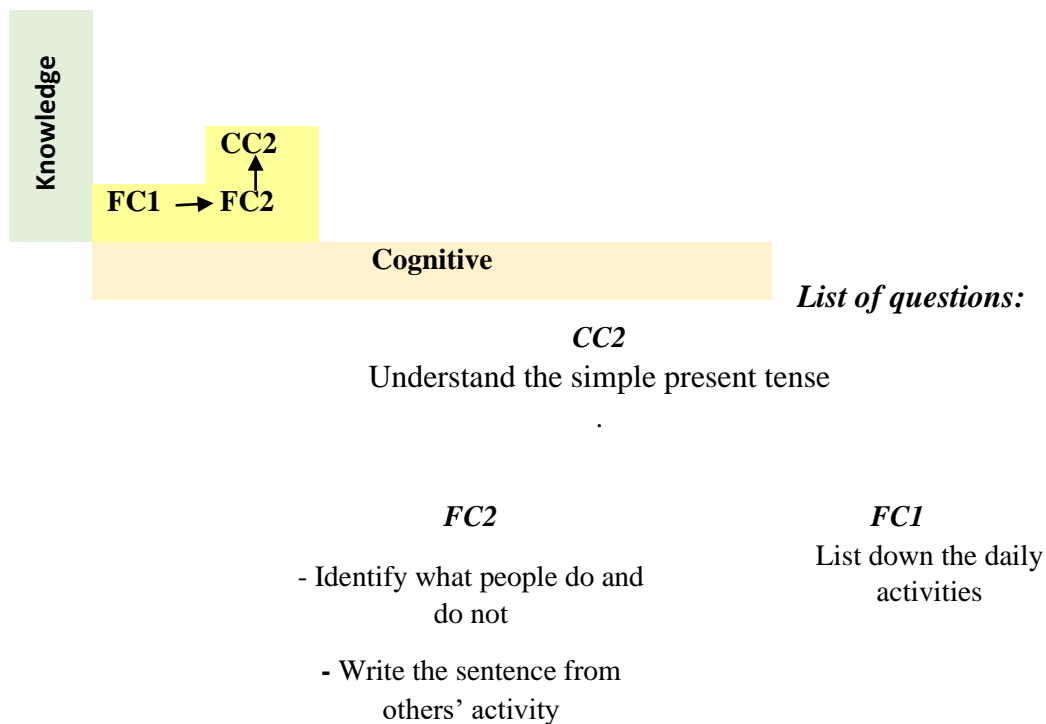
5. MATERIAL DEVELOPMENT

Simple Present Tense			
POSITIVE			
I, You, We, They	Play	Football	
He, She, It	plays		
NEGATIVE			
I, You, We, They	do not	play	Football
He, She, It	does not		
INTERROGATIVE			
Do	I, You, We, They	play	Football?
Does	He, She, It		

Add "es" in verb ended with:

- ss : miss : misses
- ch : watch : watches
- sh : wash : washes
- o : go : goes
- y : study : studies

6. LEARNING PATH



7. KNOWLEDGE OF LEARNER

Prior Knowledge

- ✓ Verb1
- ✓ English Subject

Life Experience (Point of View)

Students have various daily activities

Students' Level of Learning Path (AT)

CC2

FC1 FC2

j. Learning Style

Audio: Listening to the related video and listening to teacher's explanation.

Visual: Watching the videos.

Kinetic: -

k. Emotion

Confused

l. Learning Difficulties

Some students need to be more focus to understand the formula of simple present tense

Behavior Issues

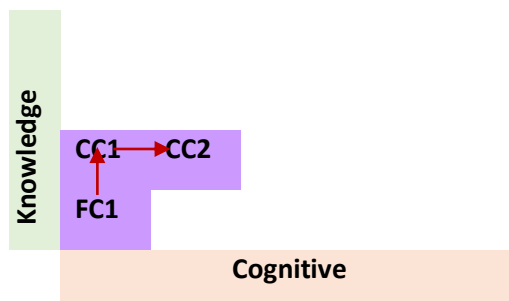
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8. PEDAGOGY

Instruction:

- Students, we have seen the video of Mr Bean.
- Where is he?
- What does he do there?
- What about you? What are your activities every day?
- Please fill the box with your daily activities every day.
- Do you still remember we have 3 kinds of sentences, which are positive, negative, and interrogative?
- Look at the examples, please
- Please make positive, negative, and interrogative sentences from your daily activities.
- Please switch your work with your friend
- Come to the front and tell others about your partner's activities
- Is there any question?
- What do you think of our topic?
- What is in your mind when you hear about "Simple Present Tense"?
- What is it for?
- When we use simple present tense?

9. ANTICIPATION



List of questions:

CC2

Understand the simple present tense

CCI

- Identify the difference between positive, negative and interrogative sentence
- Check the sentences made by others

FCI

- Recalling and sharing with friends about daily activities

10. MITIGATION

4. If students do not understand clearly what the meaning of the words is, students are encouraged to open dictionary.

11. ASSESSMENT

Students are assessed through the activities.

Aspect of assessment:

j) Thinking level

7. Recalling and sharing students' daily activities
8. Making various sentences using the same pattern

k) Computation skills

-

l) Behavior

15. Students who follow the lesson can be seen from their response by asking or giving opinions.
16. Students do not put their head on the table to show they are tired or get bored.
17. Students do not talk while their friends are talking to show respect.
18. Students speak good words.

12. RELATED CURRICULUM

7. Asking and giving information (VII Grade)

To ask and give information, students need to know the details and much information about particular things.

8. Descriptive Text (VII and X Grade)

13. VALUE

Confidence and selective

The concept of confidence is brave.

By learning this, students will be more confident to share things in front of others.

As well students can be selective enough to find which one is most important thing to do and be repeated every day.

Approach, strategy, and method

- Approach : Scientific Learning
- Strategy : Collaborative Learning
- Method : Group Discussion

Approved by,

District, date/month/year



Designed by,

M.T. Hidayat

Deputy Director in Learning

Siska Amelia Seprianti

English Teachers

 <p>GLOBAL ISLAMIC BOARDING SCHOOL "where everyone can grow"</p>	TEACHER	Siska Amelia Seprianti	 <p>HASNUR CENTRE Bakti Untuk Banua</p>
	SUBJECT	English	
	GRADE/CLASS	VII B2 & VII B1	
	WEEK.SEMESTER.YEAR	14.2.2019	
	TIME ALLOCATION	2x35 minutes	
	<i>SMP Global Islamic Boarding School</i>		

Core Competencies:

- KI-3 :** Understanding the knowledge (factual, conceptual, and procedural) based on the curiosity in knowledge, technology, art, and social culture related to the phenomenon and obvious events.
- KI-4 :** Describing, identifying, criticizing, and giving assessment about people, animals, and things based on the characteristics.

Basic Competency:

- Cognitive Aspects: Understanding the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.
- Skills Aspects: Listening to the meaning in functional oral text and simple short in the form of *descriptive text* to do the interaction with the surroundings.

Indicators of Basic Competency Achievement

- Cognitive Aspects: Understanding the use of simple present tense.
- Skills Aspects : Writing the example of simple present tense based on the usage

1. CONTENT/TOPIC

Simple Present tense

Sub content:

1.1. Positive, Negative, and Interrogative Sentence

2. CONTEXT

Examples: Experience based.

I will use many triggers for students guessing 4 uses of simple present tense (to give opinion, to talk about schedule, to talk about daily habits, to give facts). I will play with the synonyms, situations, and many vocabularies.

3. CONCEPT

Similarity

Pattern

4. LEARNING GOALS

By the end of the session, student will be able to:

- Understand the use of Simple Present Tense
- Write example of Simple Present Tense based on the usage

5. MATERIAL DEVELOPMENT

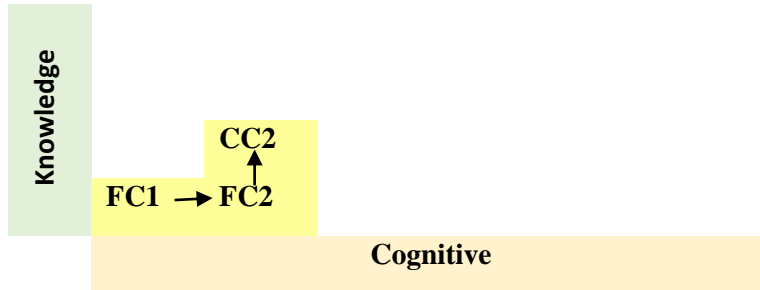
Find verbs!

Sleep	stick	Phone	mix
	Walk	Run	catch
	Yellow	Long	
Tidy			Pencil
Bag	observe	School	
	Blow	Cheap	touch
Shoes		Black	
	Touch	Dictionary	
kick		lie	

The use of Simple Present Tense

- ◉ To give opinion
- ◉ To talk about schedule
- ◉ To talk about daily habits
- ◉ To give facts

6. LEARNING PATH



List of questions:

CC2

Understand the use of Simple Present Tense

FC2

- Identify the sentences based on the usage
- Write the similar sentence with the examples

FC1

Guessing teachers' clues related to the knowledge of learner

7. KNOWLEDGE OF LEARNER

Prior Knowledge

✓ Verb1

Students' Level of Learning Path (AT)

CC2

FC1 FC2

Life Experience (Point of View)

Students have seen or taught about the clues given

m. Learning Style

Audio: Listening to teacher's explanation.

Visual: -

Kinetic: writing on the whiteboard

n. Emotion

Confused

o. Learning Difficulties

Some students need to be more focus to understand the use of simple present tense

Behavior Issues

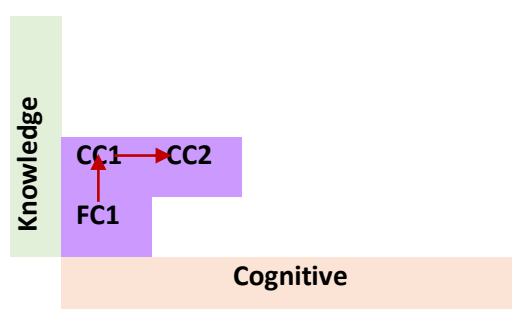
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8. PEDAGOGY

Instruction:

- Students, write the examples of verbs/ nouns/ adjective on that paper
- There are 4 uses of simple present tense
- Please guess my clues
- What do you think of this class?
- You said you think, so it expresses what?
- Next, what is the color of my dress?
- So, you have the same saying about my dress. You agree that this is white
- Opinion is different between one another
- If it a fact, you can have the same thing to say
- Open your dictionary, everyone
- When you sleep every day, you take a bath, you go to school.
- The next use of simple present tense is related to that activities
- When you have reading time at 7.30 or you learn English every Friday.
- The next use of simple present tense is related to that.
- Is there any question?
- What do you think of our topic?

9. ANTICIPATION



List of questions:

CC2

Understand the use of Simple Present
Tense

CCI

- Identify the relation between the examples and the use of simple present tense

FCI

- Giving some related vocabularies and the meaning to help students develop their thinking skills

10. MITIGATION

5. If students do not understand clearly what the meaning of the words is, students are encouraged to open dictionary.

11. ASSESSMENT

Students are assessed through the activities.

Aspect of assessment:

- m) Thinking level
 9. Recalling the previous experience
 10. Relating the examples and the use of simple present tense
- n) Computation skills
 -
- o) Behavior
 19. Students who follow the lesson can be seen from their response by asking or giving opinions.
 20. Students do not put their head on the table to show they are tired or get bored.
 21. Students do not talk while their friends are talking to show respect.
 22. Students speak good words.
 23. Students rise their hand first before asking

12. RELATED CURRICULUM

9. Asking and giving information (VII Grade)

To ask and give information, students need to know the details and much information about particular things.

10. Descriptive Text (VII and X Grade)

13. VALUE

Confidence and creative

The concept of confidence is brave.

By learning this, students will be more confident to share what's on their mind.

As well students can be creative by making the difference sentences with the same use of simple present tense

Approach, strategy, and method

- Approach : Scientific Learning
- Strategy : Collaborative Learning
- Method : Group Discussion

Approved by,

M.T. Hidayat
Deputy Director in Learning

District, date/month/year

Designed by,

Siska Amelia Seprianti
English Teachers

Appendix IV

OBSERVATION REPORT

FIELD NOTE

Teacher's Name : Ms. Siska Meeting : 1 (70 minutes)
 Day/Date : Tuesday, April, 16, 2019 VII grade : Girls/Boys1/Boys2

Teacher enter the class, then ask student to prepare their dictionary, book and other stuff. Teacher tells the students to start the class, one of the student lead the others to open the class by ask her classmate to start up then say salam and have a little pray. Teacher greets the students, ask how the student doing and ask who is absent and make sure nobody is sick. Some students want to ask questions but teacher suggest them to speak in English she tell them she will answer the questions if they say it in English. The teacher play a video for student and ask them to focus. The video is about Mr. Bean's activity on the airport. The student watch it for 3 minutes. Teacher ask some questions related to the video such as 'what is the video about?' where it takes? what does he do? a student raise her hand and answer, then others followed. Teacher write students' answer on the whiteboard. Teacher relates the Mr. Bean activities to students' activities by ask them what activity students love to do everyday. Students answer with various answer, but teacher ask them to answer by raising their hand and pick up the answers. Teacher elaborate the question such as: a student answer that she likes to eat then teacher ask what is her favorite food/ what do love to eat? student say she likes martabak, teacher say louder to other student can hear "Do we have martabak at GIBS" some students say yes, teacher also ask where they buy inside of the school or outside. Teacher ask a question to a student who talk quietly. She point out a student then ask a question to her. Teacher tell student how they usually everyday do different things and shows an example of table about activity through projector. Teacher ask student to do task which is drawing a table of their daily activity. Teacher remind the students about the objective of the lesson today "students able to describe ~~their~~ ~~activity~~ things" and now they learn about activity.

Teacher encourage students to speak English by permit them to ask in Bahasa Indonesia, teacher stand in front of the student and help her to form sentences. Teacher help student with some words. Teacher check whether students done or not. Teacher gives 3 minutes extra times. Teacher ask student to pay attention to slide (PPT) while she explain about her sentences on the table. She shows different sentence on the PPT. Teacher ask how many different type of sentences students see. a student raise her hand answer it perfectly the teacher give her compliment 'that is very nice'. After show the example of the sentences Teacher ask student to make their own sentences based on students' activity. teacher also write the example on the whiteboard. Teacher ask students to write their answer on the whiteboard as well. She pick the student who come up in front of the class. Teacher explain her sentence structure, when she does some student make noise and speak, thus she call their name and tell them to pay attention, then she continue explain and involve student by give some question such as 'after 'I' ? Put 'work' work is?, do I use 'ing' in my sentence? Teacher ask if students who was give their answer want to change or correct the answer she welcome anyone who wants to correct it, some student come out and correct it, Teacher tells student to check their own answer in the book.

Teacher try to explain about subject 'I, you, they, we, she, he, it' to form present tense by use one of student answer 'Hesty said "I borrow PAP Phone" If the word 'I' we change in to Hesty what ~~is~~ ~~are~~ now the Verb, Please look at the slide the teacher shows a simple present tense. Students try to for the sentences by say the words / sentences with teacher guidance. Teacher give student compliment if they say it correctly. Further, teacher ask student to work in pair, she ask students to compare their sentence to each other (their activity) in front of the class. Teacher give the example by ask a student to demonstrate with her and read / deliver their sentences about each activity. Teacher give 5 minutes to students to prepare.

Teacher ask students' opinion about the topic / Lesson is it difficult or not? Do you think it is useful for your daily activity? Teacher tell students before they deliver their sentences she confirm the topic is today which is simple present tense and

ask the use of it, by ask what is the ~~for~~ Simple Present tense for? She ask until one of students able to answer. Simple present tense ~~is~~ is to talk about daily activity/habit. Then she shows a PPT slide about the Purpose and ask them to write in their book. Teacher and students discuss about ~~to~~ How and when to use simple present tense. The last teacher confirm students understanding by ask if ~~is~~ there any question. Student state that there are no question, so teacher who ask student ~~to~~ to correct sentences on the whiteboard related to the video previously.

FIELD NOTE

Teacher' Name : Ms. Siska Meeting : 2 / 35 minutes
 Day/Date : Tuesday, April 16, 2019 VII grade : Girls ~~Boys~~ Boys 2

Teacher comes to fine class and ask students to prepare their dictionary and notebook, Teacher open the class by lead by one of the students, they stand up, say Salam and Pray. Teacher starts the class by write a question on the whiteboard 'What do you usually do everyday'. Teacher ask the question to each students. Teacher ask them to write it on their book while students do their task, teacher draw a table of activity everyday. Teacher write / give the example by write her activity in one of the column. Teacher ~~ask~~ ask students to come to in front of the class to do the same. "student just write a word / verb". Teacher check their work. The teacher wait until the Projector works then she play the Mr. Bear video. After watching the video teacher ask questions that related to the video, students write the answers on the whiteboard. Then after all finished teacher told students the topic today along with the goal of the lesson. Teacher explain the topic simple present tense using the sentences / students answer on the whiteboard as the example. Teacher help student and come to their side if they have questions. Teacher gives task that related to students daily life "their activity". Teacher ask students what is the purpose of simple present tense. Students answer by raising their hand. Teacher ask student to take a note about their topic and the purpose that the teacher already write on the whiteboard. The teacher cannot use the Projector / PPT because of troubles. Teacher ask student to go to in front of the class to speak their daily activity. Teacher give students chance students to ask and did not forbid the student to answer their friends' questions. If she find some students ~~does~~ does not pay attention she give them question or ask them make a sentence of their daily activity. Teacher conclude the lesson by ask them questions that related to the video and purpose of simple present tense.

Teacher give opportunity to both introvert and extrovert student to read the answer. Teacher ask students to submit the paper. Teacher ask student whether the question heard or not? Student express their feeling and give their opinion about the exercise. Teacher give little explanation to the students. Teacher ask if they have question about the topic today, students answer No, then teacher give question and tells them they will get extra point if the answer. Teacher ask students to her positive sentences into negative or interrogative sentences. Students raise their hand to answer.

FIELD NOTE

Teacher Name : Ms. Fiska Meeting : 3
 Day/Date : Tuesday, April 16, 2019 VII grade : Girls/Boys/Boys

Teacher comes to the ask them to prepare their book and dictionary. One of the students lead the class to stand up, say salam to the teacher and pray to open the class, after all students sit the teacher greet them by ask how ~~are~~ are they doing the student reply by say 'I'm fine' 'I'm not fine' a student also said he not feeling good the teacher ask why & he say that he's 'sweara' is 'belum Pulih' the teacher help her to ~~su~~ fix his sentence by ~~men~~ mention the right word of what he means, teacher wants to show something through projector but it, (does not work,) so she ~~not~~ write on the whiteboard 'what do you usually do every day?' and ask them, first she say the question loudly then ask ~~the~~ the question directly to students by point out and say the name, one student rise very low voice to answer, so teacher ask other student what did their friend said to confirm if they hear it or not. It also to get student attention, in order to listen others when they talk.

("Yang what do you usually do every day?" "I read some novel" Please repeat Barhaky, when the student does not ~~ans~~ answer she change it to student who raise his hand.")

Then teacher ask one more time to student who did not answer to previous question and ask the simple one as "what do you usually do everyday?" student reply "I sleep" another student raise his hand to give his answer, teacher ask him to write his answer on the white board she keeps the question to each member of the class.

Teacher order the student to open their notebook and write / draw a table as she show on the whiteboard. Teacher give the example by say what usually she does everyday 'on Monday I work' she also write on the white board other activity on the table she drew.

Teacher give the task, student have to fill their table of everyday activity on their own book. She try her best to answer students' question about the task.

After a couple minutes teacher ask student to fill the table on the whiteboard with their answer, but seen student does not finish yet, so she give them extra time teacher walks around to check students work. Teacher point out the students and call their name to write their activity on the whiteboard, students one by one come to inform of the class. After students finish, teacher show a video about Mr Bean but after a couple minutes watching it, the connection of projector is off, teacher ask questions related to video "what the video is about?" a student answer "Mr. Bean" "where is Mr. Bean in the video, Nedy?" The student was was writing not pay attention to teacher, but he can answer. teacher call out other student who does not pay attention, teacher also take a book novel from another student who busy read it and not pay attention. teacher continue giving out the questions, student raise their hand and answer, teacher ask them to write the answer on the white board. "Sammy, Sammy what does he do in the airport?" "talks with his toy" "oh, nice". ~~Teacher~~ After all finish teacher ask student to see/compare Mr. bean activity and their activities that they already write. Teacher ask student to switch their book, teacher say 'hai/hello' to get their attention and say "today we are going to learn about simple present tense, and I wish at the end of the lesson you will understand about simple present tense." teacher call out student name who put his head on the table. Teacher give instruction to make a sentence with word on their friend book (table of activity that contain work/verb) ~~an example~~ the example of the sentence is using the sentences students wrote about Mr. Bean activity on the white board. Teacher also use it to explain about the structure of the sentence, she also give example use one of student's activity 'He takes a nap on Monday'. The teacher come to students who need help. while student do their work teacher ask their opinion about their class today.

Teacher ask what is the Purposes of Simple Present tense student answers but in Bahasa Indonesia, the teacher ask them to answer it in English.

Teacher use the Purposes on the whiteboard, then teacher continue ask 'when we use it? when student cannot answer teacher ask again 'it is yesterday or tomorrow?' "now, at the moment students reply. So "if we use it now do we use V2?"

"no" student again reply, the teacher ask "why" a student answer "because if we use V2 it happened in the past". After that teacher ask student to take a note. Teacher ask student come to in front of the class to read what they already wrote for the test. (everyday activity) teacher ask students listen when their friend read in front of the class. After finished reading teacher ask other student questions such as "what does he do Thursday?". Teacher keep ~~repeat~~ repeat to ask students to come in front of the class and ~~give~~ give questions to others student related ~~to~~ their friend activity. ~~After~~ Teacher ask if the ~~the~~ student have question or not about today's lesson, a student ask why there's ~~a~~ a. S after verb, teacher say the question so other student can help answer it, then teacher ~~only~~ explain about the answer. A student also say/ask what the function of learning simple present tense. Teacher sees a student who ~~does~~ not pay much attention to her and learn ~~has~~ head on the table, so teacher ask that question to him "what the function answer?" other student try to answer but the teacher want the student she calls to answer, teacher ask him to check his note, when he try to say the answer in Bahasa Indonesia, the teacher suggest him to speak English.

FIELD NOTE

Teacher's Name : Ms. Siska

Meeting : 9

Day/Date : Saturday, April 20, 2019

VII grade : Girls/Boys1/Boys2

Teacher comes to the class and ask the students to prepare their dictionary and book. Teacher give order to open the class. one of students lead to open the class, everyone stand up. say salam and pray, Teacher ask ~~how~~ how they doing a several times until students answer. Teacher show a slide of Power Point full of Vocabularies, Teacher ask students to find the verbs and write it on the whiteboard, students raise their hand ~~to~~ if they want to do the task, she also pick the student herself. Teacher suggest students to speak English in the class. After students finish their task, the teacher ask them again to write down the meaning in Bahasa Indonesia, she pick the students who didn't have a chance to come up in front of the class before. Teacher state the topic of the lesson ~~by asking the student~~ is still the same with previous one, to find out if students still remember it she ask what was their topic to ~~the~~ the student. After student answer it she ask more "what was the ~~the~~ simple present tense for?" ~~teacher~~ students give the answer 'daily activities' and habit'. Teacher explain that there are more of the use of simple present tense by give the example to give opinion (I think this class is clean) and the students have to guess what she does teacher accept all the answer (student answer Perception/appraisation). the teacher ask another word, she also give some gesture to show she think / give her opinion, she also write the sentence on the whiteboard. one of students raise his hand and say 'pentapan' teacher ask him to say it in English, but other student stole the answer. Teacher then explain that if they want to give opinion they have to use simple present tense. For the next use of simple present tense she also give demonstration of state a fact. Teacher say Do you understand me to students. Next she give example of explaining the schedule.

Students take note.

Teacher ask 2 student to move from their seat and rearrange them so the seat setting is equal.

Teacher bring out a basket and flower. Teacher ask what is

that to students, ~~students~~ give the answer, then teacher divided the class into 2 group, teacher ask them to give their opinion about the basket and flower (each group got one item), teacher meager one of the student by saying Please listen, Teacher give students 2 minutes to think and say their opinion should be different from each other. Student is still confuse what the different between opinion and fact, thus teacher give the example using the items, teacher also ask student to try to give their opinion when a student having hard time to answer the teacher comes to him and let her to hold the flower and ask him to stand up to ~~answer~~ ~~the~~ give his opinion, Teacher continue to ask students to give their opinion. The teacher also ask them to state the facts about the items.

Teacher then give another task to student to write 2 sentences one ~~ex~~ about schedule and daily activity, teacher explain that in schedule there is time, date and day. Teacher check student's work, ~~student~~ ~~ask~~ some student seem ~~to~~ use V-ing is ~~the~~ teacher ask loud enough "do we use -ing in simple present tense." Teacher ask student opinion about the lesson. At the end of the lesson concluded the topic by ask what is the use of simple present tense.

FIELD NOTE

Teacher' Name : Ms. Siska Meeting : 4
 Day/Date : Friday, April 26 2019 VII grade : Girls/Boys1/Boys2

Teacher comes to the class and ask students to prepare their dictionary and book, teacher give 2 minutes to prepare, Teacher ask them to open the class, one of the students lead the other student to stand up, say salam and say basmallah, teacher checks how does ~~not~~ attend, teacher distribute a paper to each student. Teacher gives instruction to student to write two noun on the paper, ~~in~~ ⁱⁿ 1 minutes. She say the instruction slowly and repeat it two times. ~~She~~ She ask 'what is noun?' a student reply 'kata benda'. After the students done, teacher ask them to raise the paper so the teacher can check it. Teacher once again give the students a paper and ask them to write 3 verbs in one minutes. When a student ask if the verb they should write it should be V-ing teacher only answer 'verb?' After everyone done teacher ask student to raise their paper to check it. The teacher finds a student write 'teacher?' in the verb paper, then she ask him 'is the teacher verb?' when the student seem confused teacher repeat the question with a quite loud voice so other student can hear, so other student answer it with correct answer. Teacher state the objective of the lesson, it is verb she say that their topic is still related to previous one, a student ~~say~~ say their previous topic. Teacher ~~also~~ ~~give~~ give a question "Do you still remember when we use simple present tense?" Teacher give chance to students who rarely speak to answer. Teacher also write a sentence "The use of simple present tense" on the white board and a number to student fill. Teacher demonstrate the use of simple present tense, she use a question "what do you think about this class?", then students answer it with various answer "tidy, cool, big, and clean". Teacher then to explain how student give opinion "this is the use of simple present tense when I say "what do you think about this class?" you should use "I think this class is..." and teacher point students to complete the sentence. Teacher not directly say about giving opinion is the use of simple present tense so she give another question like "what is it coming from?" while point to her head. Students answer "mind", "what is mind?"

Until a student answer for give pendapat kita' teacher say 'In English Dapa', student try to construct a sentence, until they finally find the correct answer. The teacher give a demonstration about state a fact she use her dress as the example "Look at me, what is the color of my dress" student answer but in incorrect form of sentence, teacher help them to state the right sentence. Teacher point a student and give him a question "Lutti, do you agree this is white?" "Dika is it white". Teacher then explain about the different between what they said and giving an opinion. (in opinion everyone say different things and what if it is ~~the same~~ the same)

~~Then~~ a student say it is a fact but say it in Bahasa Indonesia the teacher ask him to say it in English "what is it in English" when the student cannot answer, teacher ask them to open the dictionary. Teacher give another example of give a fact by point part of the class and ask them to state the fact about it. Then explain it what is fact. Teacher ask students to pay attention to a student because he wants to explain what the different between fact and opinion. Teacher order other student to repeat.

Teacher explain that the third of the use of ~~simple~~ simple present tense is already studied before. She give the example "when you take a bath every morning" "what is the use of it?" ~~teacher~~ student say 'to explain about daily activity'. Teacher ask student to give the example of their daily activity. Then teacher explain the last use of simple present tense by give a question "what is subject on Friday?" ~~the~~ student answer with various answer then teacher explain that if they want to say something like I do sport on Monday, ect. Teacher ask 'what is this?' ~~the~~ students answer until a student state 'schedule'. After ~~the~~ that teacher ask them to write the use in their notebook.

Teacher approach a student who seem does not understand yet. She ask 'do you understand it?' 'Do you understand the topic?' the student just nod 'the use of simple present tense, do you understand it?' 'what is that in Bahasa?' to make sure the student understand the teacher give him question 'The use, what was that? we already discuss it.'

"The meaning in bahasa, 'The use'?" student answer "Penggunaan", teacher him by guide the student to translate the sentence and explain there are 9 of the use of simple present tense.

Teacher ask student to write the example also. Teacher ask student to pay attention when she explain task given which is write 3 for each use of simple present tense, and 5 for student who did not do well ~~we~~ when they write about noun and verb. Teacher approach a student who come to the class late and ask him to write and explain the topic. Teacher ask if it is hard to make the sentences. Teacher 'menegur' student to not to put his head on the table. Teacher ask student to write an example of giving opinion on the whiteboard. She ask other students to do the same. After everyone done, teacher try to explain the pattern of the sentence by using the sentences students wrote. If it is ~~past~~ simple present tense we use verb? "Student answer "verb 2, verb 1", "If it is past tense we use?" "verb 2" if it is simple present tense?" then student answers "verb 3". She point the sentence "Which one is the verb 1, here?" Student should raise their hand if they one to answer, one student answer teacher give extra task the student have to find the verb and circle in the sentences on the white board. Teacher asks students to look at the whiteboard and check if it is any incorrect answer/verb. She say they will get extra point. Teacher and student check it together. Student was circle 'color' on the whiteboard, so the teacher ask if it true a verb, student try to answer and a student say it is a noun. Teacher explain about verb in the sentence. When students confused about verb (do) in sentences "I do support..." She explain that there should be only one verb and it should not beside each other verb and verb, but verb + noun. She clarify that they can use double verb 'do + run' but it is to emphasize the sentences. She give the example between using double verb and not 'I do watch tv' and 'I watch tv'. Teacher ask if the students understand of the topic or not, teacher give student time to give her questions teacher answer the question. Teacher ask their their opinion about the subject. Teacher ask student to open their book 'can do' and in a page, teacher ask student to mention verb in the text. Teacher ask student to close their book and mention the use of simple present tense.

FIELD NOTE

Teacher' Name : Ms. Siska

Meeting : 5

Day/Date : Friday, April, 26 2019

VII grade : Girls/Boys1/Boys2

Teacher enter the class and ask the students to prepare their dictionary and notebook. One student lead to open the class by say stand up, say salam and say Basmaloh. Teacher display a Power Point and ask student to collect the verb from the Power point, teacher pick the student to come to the front of the class to write the Verb on the whiteboard with the meaning of the verb. when they cannot decide if it a verb or noun teacher ask 'guys is cheap a verb?' Some student raise their hand and answer with the right answer and meaning, teacher also ask student to find if ~~is~~ blow has meaning of 'memukul'. Teacher say that today they going to learn that related to VERB which is simple present tense, specifically. She tell them they are going to learn the use of it. Teacher explain there are 9 uses of simple present tense, and the teacher will give from clues to the student will guess what are the use, she starts for the first clue 'I will ask you what do you think about this class?' a student want to answer, the teacher order to raise their hand if they want to answer. she answer and the teacher lead her to say 'I think this class is dirty'. she repeat it for some student use think around them. she try to explain by saying, some say this class is clean, dark, noisy and dirty, is it different?' when she one to continue a student say 'opinion' the teacher take that as the answer. the teacher jump to next clue for the second use. The teacher ask 'what is your uniform's color?' most of student say it is white then a student joke around saying it is black the teacher approach her and confirm and say it is important to state what her ~~to~~ thought about the color, and use it as the question to everyone to answer all say it's ~~is~~ white, she also point another think like the wall and ask what the color of the wall. then the teacher ask what is called if they have same thought, teacher ask them to say if in English.

Teacher say that for the three we is already studied in previous meeting. The student able to answer. For the last use teacher use their own schedule "what time is your reading time everyday" "what time you do dzuhur prayer" what day you learn English teacher lead student to say the answer 'I do the reading time at...' etc. do what is that? student answer it is to explain time, then teacher explain there are time day so what is that? a ~~first~~ student able to answer if is schedule. Teacher ask student to give example of the use of simple present tense and write it on the white board. Teacher ask if they are understand or not, student say they are. Teacher take that as the student will able to do an exercise. Teacher ask student if the lesson will be useful, and what it is for. student able to answer.

After break time, they continue their studie. Teacher ask student to take 10 things around them, teacher repeat the order then teacher remind the student how many use of simple present tense, students answer 2, then teacher ask student to make 5 sentences for each use, for the use number ~~one~~ (opinion) and fact. The teacher give 20 minutes to students to finish. Teacher approaches student who having trouble doing the task. While students do the task, teacher ask their opinion about the lesson, whether the lesson it's hard or not. Teacher ask student to come up in front of the class to write their answer on the whiteboard when the student done. Teacher order student to switch their book.

Teacher then ask to student if we talk about simple present tense then we talk about verb? one student answer 'verb?' teacher give her ~~an~~ compliment." teacher and student check the sentence on the whiteboard (teacher ask which one is the verb? in the sentence number one. teacher also 'menegur' a student how does not pay attention. Teacher ask student to circle the verb on their book. and ask five student to circle the verb on the whiteboard. Because they does not have enough time teacher tell the students that they will learn more at the next meeting, to end the class teacher ask "do you think it's use ful? for what? student answer

FIELD NOTE

Teacher's Name : Ms. Siska Meeting : 6
 Day/Date : Monday, April 29, 2019 VII grade : Girls/Boys1/Boys2

Teacher enter the class and ask student to prepare their dictionary and books. Teacher ask student to open the class by a student who lead their friends to stand up, pray and say salam. Teacher ask student's activity such as "what do you do this morning?" Teacher encourage student to answer with ~~basic~~ English. Teacher try to have a conversation so she continue to ask students' activity. Teacher display a power point about 'I love to do this everyday'. Teacher say that they are going to continue their topic from previous topic, to check their memories teacher ask "what is ~~the~~ that (previous topic) a student answer correctly. In the previous meeting they already had task about their activity that they write into sentences. They continue the task. Teacher ask student to change their sentences into positive (statement) and (negative). The teacher point out the students who write the sentence on the whiteboard. Teacher ask the student to focus to the whiteboard teacher show the types of the sentence that student write on the whiteboard. Teacher demand students to pay attention. Teacher explain the part of the sentence (I as the subject etc) and the structure of it. The students became noisy so the teacher repeat her word that student should really pay attention. Teacher point a student to give him question 'verb what?'. Teacher ask 'to make a negative sentence we start with?' teacher ~~then~~ call a student but he cannot answer, ~~another~~ another student try to answer, it go on until the teacher finish writes ~~the~~ all the structure. Teacher provide a power point with example of form a simple present tense. teacher always call student's name if they does not pay attention. Teacher explain the topic by ask question like "where there is ~~is~~ ~~s~~ after/beside the verb?" ~~the~~ teacher also ask students' opinion whether is it hard topic or not to make sure students understand. Teacher focus to ask a student who seem not understand of the pattern "Abi if the verb without s, the subject is?" student cannot answer so teacher ask

'play, sleep, and walk' itu termasuk apa Abi, student answer it is
 verb, then the teacher ask the previous question, she also
 use bahasa Indonesia to translate the question until student
 can answer correctly. Teacher also do the same to another
 students. Teacher confirm students' understanding by asking
 'Do you understand this?' to check their understanding teacher
 ask students to make a sentence using subject 'she, he, it'
 (Positive). Teacher approach a student who wrote to be
 in the sentence, hence she ask 'do we have to be here (example)
 teacher ask students to stand up, teacher point to the PPT
 and say look at this, ~~every one~~ ^{everyone} after 'he, she, it' ~~are~~ is?
 with 's' or without 's'? teacher then pointed the student
 again to make a sentence 'Asla plays futsal' teacher just
 guide student to say it. Teacher repeat this order to
 other students with different sentences. After find a student use
 word 'watch' in the sentence teacher then explain additional
 information about -s/es. Teacher ask student to write it on
 their book. Teacher help a student who have difficulty in ~~say~~
 make the sentence, start with teacher ask him to give her
 one verb. Teacher menegur another student who talk and listen
 to their friend who talk. teacher guide the student to say the
 sentences. Teacher then try to explain about the negative
 form. using the question such as "the verb I is without
 s why?" until student find what is the reason why
 the form is like that. Then teacher explain more. Teacher
 ask student to make the 2 sentences, then ask them to stand
 up and read the sentences. Teacher help the same student
 who have difficulty in making and say the sentence. Teacher
~~explain~~ explain the interrogative form by asking 'so look at
 here on the slide we start the sentence with do or
 does, for who?' then ~~then~~ students answer. Teacher guide
 student to say the sentence. Teacher ask students to
 make 2 sentences. Teacher walk around the class to check
 student work, then the teacher give the example of how
 the right pronunciation / intonation when they say an interrogative
 sentences. student read their sentences. Teacher ask student to
 close their book. And give conclusion by asking student
 what is the use of simple present tense, ~~then~~ student
 answer correctly. Then ask them to ~~after~~ give example of
 their daily activity in positive sentence. she point out the

student should answer. Teacher also ask them to make
the negative sentence. The last teacher ~~ask~~ orders them to
close the class

FIELD NOTE

Teacher' Name : Mr. Hiska Meeting : 7
 Day/Date : Monday, April, 29 2019 VII grade : Girls/Boys1/Boys2

Teacher enter the class asking them to prepare their dictionary and book, then orders them to open the class by lead by one of the students. Teacher ask how they doing and their feeling today. Teacher asking who is absent today. Teacher ask what they do this morning? student answer with Bahasa Indonesia then teacher ask him to say it with English. at first student only answer with one word then teacher lead/guide him to say it in complete sentence of English. Teacher do this to several student. Teacher 'menegur' student how talk too much and does not listen to his friends. when a teacher use a to be instead of verb teach. give the class question 'is it true I is' teacher try to guide the student to say the right sentence. Teacher tell the class that they will continue their topic and ask them what is their last topic. Students answer simple present tense, and the use of it. Teacher ask student to write the example of use of simple present tense on the whiteboard. Teacher show a slide of power point, the example of types sentences. Then teacher point students sentences on the whiteboard ask the example to explain the structure of simple present tense. Teacher include student in explaining, the teacher use question. Teacher also ask student to change the sentence into (positive to negative) a student able to do it. Then she ask another student to repeat the sentences. Then when she construct the form/ ~~form~~ structure teacher ask what kind of speech is the word she pointed then form the structure. After a student success to make/ change the sentence and say it, the teacher ask another student to repeat. Teacher give example to student how to say interrogative sentence ~~to~~ in proper intonation. To explain about subject and verb + s teacher write the subject ~~He, She~~ He, She it, on the whiteboard, a student answer there should be s after verb. Then teacher ask him to write it on the whiteboard. ~~Teacher~~ Teacher ask

another students to do the same. Teacher ask if what they learn is useful for talking with their friends. Teacher checks student work on the whiteboard by bring down the sentence. Teacher explain about verb ended with ch, sh etc. Teacher ask how the form of negative form, a student able to answer then teacher ask him to say it louder. Teacher ask if them understand or not. Teacher suggest students to talk in English more using simple present tense. Teacher check/conclude the lesson by ask student to say a positive sentence each of them. If the student cannot say it immediately teacher will ask another student first then back to him

FIELD NOTE

Teacher's Name : Ms. Sista

Meeting : 8

Day/Date : Friday, May 3, 2019

VII grade : (Girls)/Boys1/Boys2

Teacher comes to the class ask the student to prepare their dictionary. A student lean others to open the class. Teacher ask who's absent. Teacher asks students to pay attention to her, teacher say 'I will do something and make a sentence from what I did' she give the example. She point out me as an object and say 'Ms. Elise records us' and she ask student to guess what she does. Student raise her hand to answer, but when teacher saw the student have difficulty to answer the teacher explain that the answer should related to the previous topic, what is our previous topic? Teacher give another example 'Ms. Hiska ~~is~~ looks at us' the student answer. Teacher ask again the use of simple present tense and when the use it. Teacher shows a slide of example of simple present tense. Teacher ask students to write the sentence students write from previous meeting on the whiteboard. Teacher ask students to pay attention to the whiteboard, and highlight 2 sentences with verb, teacher what is she highlight. 'what is it' students answer 'verb' Teacher again say 'what do I do now?' what do we do now? 'what students do on Monday' ~~Teacher~~ student answer with ~~Answer~~ answer. Teacher ~~ask~~ ask student to look at the Power Point and ask why there is 'play and plays?', why there is 'a's' after play, student answer because the subject are she, he, it then she ask 'why she, he, it?' teacher explain that in explaining there is steps cannot be said because there is one person. Teacher explain why the use she he it because it's only one person. Teacher give example how to use the subject/pronoun by point out their name she ~~is~~ ask student to replace the name with pronoun as the subject. Teacher ask student to make the negative form she give opportunity to student who rarely speak. When no one can answer, she ask student to follow her to say 'I play football' what is the negative form? then point out a student to answer and give another example, and students answer. Teacher continue to give example

FIELD NOTE

Teacher's Name : MS. Sriska Meeting : 9
 Day/Date : Friday, May, 03 2019 VII grade : Girls/Boys1/Boys2

Teacher come to the class, ask the student to prepare their dictionary and book. The class lead by a student who give order to stand up, say salam to teacher and say basmallah. Teacher ask students to stand up in front of the class. Teacher explains that they will play a game called 'Yes or no'. Teacher will give them questions or statement and students have to guess and if the answer is correct they should go to the left side of the teacher. Teacher 'menegur' ~~is~~ students who did not pay much attention to her. Teacher also give double instruction to make it clear and understandable. Teacher ask two students to come in front of her. Teacher pick the two student and give a statement 'we don't ~~bring~~ dictionary. Is it interrogative sentence?' Teacher say 'yes or no' and student go apart to the sides. Teacher continue the game for at least 10 minutes. Then student return to their seat. Teacher pull the small whiteboard fill with sentences for the exercise. Teacher talk to a student who does not behave well, the student questioning why they have to do the exercise in a ~~pes~~ of paper. Teacher explain that she has 8 positive sentences and want students to change them into negative and interrogative sentences. Teacher also write the instruction on the whiteboard. Teacher ask to student if they understand or not. Teacher ask to one of the student to ~~to~~ repeat what she said because he did not pay attention to her. Teacher repeat the instruction one more time. Teacher ~~is~~ gives 25 minutes to do the task. Teacher walk around to check student work. Teacher try her best to answer student's questions. After the student done, the teacher ask them to switch their paper. Teacher and student check their answer. For the first number teacher say the ~~and~~ answer (the change of positive sentence ~~into~~ ~~is~~ into negative and interrogative sentences). For the next number teacher ask student to say the sentences. Teacher suggest to student to listen to their friend who speak. She continue to pick student who speak. Teacher walk around the class to check student's

of interrogative form. Teacher give student a task to make a sentence use verbs available on the power point. Teacher make sure the instruction is clear and student understand. When student confuse with some word teacher ask them to look into dictionary. Teacher shows another slide contain with verb with -s, -ch etc. and how it show add with 's' at the end of verb. Student continue to do the task. Teacher explain about how the verb change if it there is vocal at the end of the verb. Teacher walk around to check student's work. After the student done with the positive sentences teacher ask student to change their sentences into negative form and interrogative. Teacher ask students to submit their work. To close the class ~~she~~ teacher ask students to answer her question. Teacher ask student to give the example of simple present tense. After two student give their example teacher notice student does not pay attention so, she ask another students to repeat what her friend said, she point out the student to say the sentence. Teacher ask ~~what~~ was the example ~~of~~ positive, negative or interrogative then she ask student to change it to negative and interrogative.

FIELD NOTE

Teacher' Name : Ms. Siska

Meeting : 10

Day/Date : Saturday, May, 04 2019

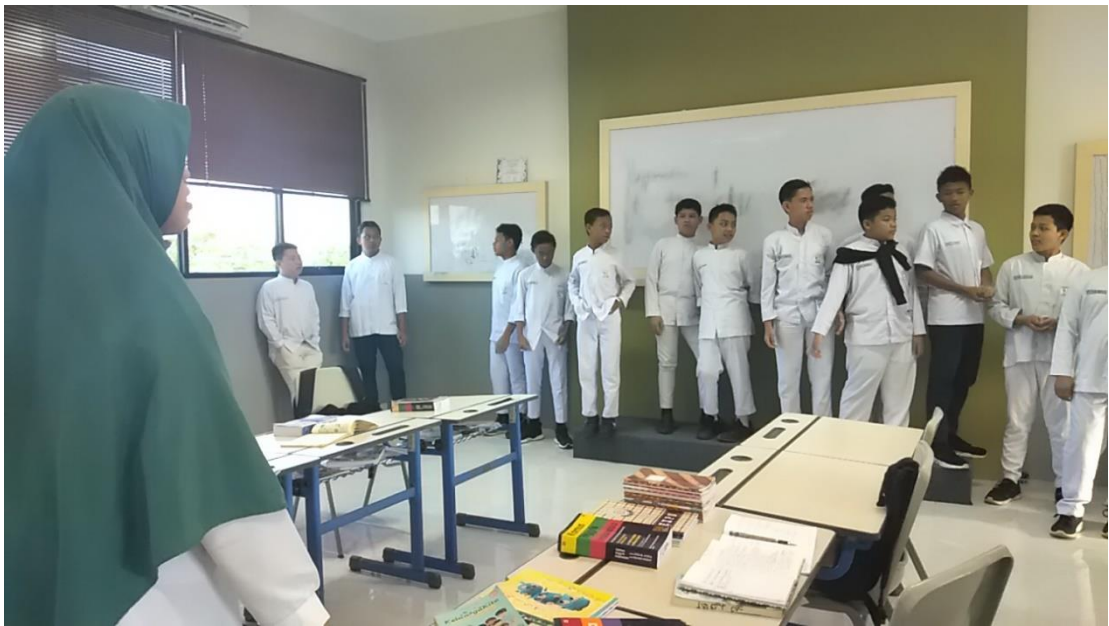
VII grade : Girls/Boys1/Boys2

Teacher comes to the class, ask the students to prepare their dictionary and books. one of the student lead to open the class by giving order to stand up, say salam to the teacher and say basmallah. Teacher greet the students and ask who absent. Teacher ask student to guess what she does using Verb. but before the start she ask what is Verb, student raise his hand answer it is ~~kata~~ "kata kerja" teacher callage student confidence she ask whether they are or not with their answer. Teacher stimulate/demonstrate she teach the table then ~~the~~ student answer she also demonstrate ~~how~~ how she point her head to indicate she thinks, she continue to ask student to guess but with the student who demonstrate it. Teacher asks student to prepare one piece of paper and write their name on it. Teacher shows a slide of Power Point of verbs and instruct them to make positive sentence using them. teacher give 20 minutes to do the ~~task~~ task. Teacher advise the students to use their time wisely. teacher walk around to check students' work. Teacher help students who confused ~~to~~ to determine/differentiate the word (ex. dry: they though it is a adjective) so teacher explain it could be a verb, so what if it's verb, what the meaning. Teacher approach student who have difficulty to make the sentence. Teacher ask if the student find new vocabulary from the lesson today. Teacher remind the time left. Before ended the lesson teacher asks students to make ~~positive~~ sentences using verb she ~~say~~ say (walk, sleep). student submit the paper.

Teacher give opportunity to both introvert and extrovert student to read the answer. Teacher ask students to submit the paper. Teacher ask student whether the question heard or not? Student express their feeling and give their opinion about the exercise. Teacher give little explanation to the students. Teacher ask if they have question about the topic today, students answer No, then teacher give question and tells them they will get extra point if the answer. Teacher ask students to her positive sentences into negative or interrogative sentences. Students raise their hand to answer.

Appendix V**DOCUMENTATION**







Appendix VI

**ADMINISTRATION
PERMIT**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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SURAT KETERANGAN

Nomor: 174/Un.14/III.1.t/02/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Elisa Agustina
N I M : 1501241504
Jurusan/Prodi : TBI
Alamat : Jl. Bawang Putih No. 49 Rt. 31 Rw. 2
Kelurahan Kuripan, Kec. Banjarmasin Timur,
Banjarmasin, Kec. Banjarmasin Timur

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN
TEACHING ENGLISH**

Pada Hari/Tanggal : Senin, 18 Februari 2019

Tempat : Ruang Munaqasyah 2

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 20 Februari 2019

Ketua



Mahmudah, M.Pd.I

NIP. 198708212015032004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBİYAH DAN KEGURUAN

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SURAT RISET

Nomor: B-1048/Un.14/III.1.003/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Elisa Agustina
 Nomor Induk Mahasiswa : 1501241504
 Semester : VIII (Delapan)
 Alamat : Jl. Bawang Putih, No. 49 Rt. 31 Rw. 2 Kelurahan, Kuripan Kec. Banjarmasin Timur, Banjarmasin
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH

Tempat yang dituju : SMA GLOBAL ISLAMIC BOARDING SCHOOL (GIBS) BANJARMASIN
 Barang yang dibawa : Seperangkat alat riset
 Lamanya Riset : 2 (Dua) bulan
 Dari tanggal : 11 Maret 2019
 Sampai dengan tanggal : 11 Mei 2019

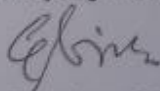
Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan Kelembagaan,



UIN, Hairul Huda, M.Ag
 NIP. 197510232006041003

Mahasiswa yang bersangkutan,


 Elisa Agustina
 NIM. 1501241504



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

Komplek Perkantoran Pemerintah Provinsi Kalimantan Selatan
 Jalan Dharma Praja II No. 1 Trikora Banjarbaru
 Website : disdik.kalselprov.go.id

Banjarbaru, 08 Maret 2019

Nomor : 070/ 0662 -Set/Disdikbud/2019

Lampiran : -

Perihal : Izin Penelitian

Kepada :

Yth. Dekan Bidang Akademik dan
 Kelembagaan UIN Antasari
 Jl. Jenderal Ahmad Yani KM 4.5
 di- Banjarmasin

Menindaklanjuti surat Saudara Nomor : B-1048/Un.14/III.1.t/03/2019 tanggal 06 Maret 2019, perihal izin melakukan penelitian di SMA Global Islamic Boarding School (GIBS) Banjarmasin dalam rangka pengumpulan data untuk penyusunan Skripsi, atas nama :

N a m a : ELISA AGUSTINA
N I M : 1501241504
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Judul Penelitian : " TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH".

Pada prinsipnya :

1. Kami dapat menyetujui dan memberi izin melakukan pengabdian di SMA Global Islamic Boarding School (GIBS) Banjarmasin;
2. Pengabdian dilaksanakan sesuai prosedur dan norma yang berlaku di SMA Global Islamic Boarding School (GIBS) Banjarmasin;
3. Hasil pengabdian harap dilaporkan ke SMA Global Islamic Boarding School (GIBS) Banjarmasin.

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

an. Kepala Dinas Pendidikan dan Kebudayaan
 Provinsi Kalimantan Selatan
 Sekretaris,



Drs. H.M. SUHARYANTO, M.Si
 Pembina Utama Muda
 NIP 19630511 198503 1 010

Tembusan :

1. SMA Global Islamic Boarding School (GIBS) Banjarmasin.
2. Yang bersangkutan



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Nomor : B-1048/Un.14/III.1.t/03/2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 06 Maret 2019

K e p a d a,

Yth. **Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan**
di – Banjarbaru

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Elisa Agustina
N I M : 1501241504
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Bawang Putih. No. 49 Rt. 31 Rw. 2 Kelurahan, Kuripan Kec. Banjarmasin Timur. Banjarmasin

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala SMA GLOBAL ISLAMIC BOARDING SCHOOL (GIBS) BANJARMASIN



GLOBAL ISLAMIC
BOARDING SCHOOL

"where everyone can grow"

Jalan Trans Kalimantan, Sungai Lumbah, Alalak
Barito Kuala, Kalimantan Selatan – Indonesia 70582
Telp. +62 511 3356777
Website : www.gibs.sch.id, Email : administrasi@gibs.sch.id

Barito Kuala, 15 Maret 2019

Nomor : 012/B.04/GIBS/III/2019
Hal : **Konfirmasi Izin Penelitian**

Yth.
Dekan Bidang Akademik dan Kelembagaan UIN Antasari
di –
Banjarmasin

Assalamu'alaikum Warahmatullahi Wabarakaatuh.

Berdasarkan surat dari Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Banjarmasin Nomor B-1048/Un.14/III.1.t/03/2019 tentang Surat Izin Penelitian atas nama berikut :

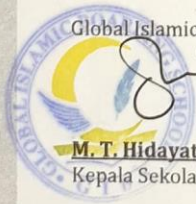
Nama	: Elisa Agustina
Nomor Induk Mahasiswa	: 1501241504
Semester	: VIII (Delapan)
Alamat	: Jl. Bawang Putih No. 49 RT. 31 RW. 2 Kel. Kuripan Kec. Banjarmasin Timur - Banjarmasin
Tugas	: Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk Penyusunan Skripsi Sarjana dengan judul :

"TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH"

Pada dasarnya kami tidak berkeberatan dan mengizinkan siswa tersebut di atas melakukan Penelitian di sekolah kami sesuai ketentuan yang berlaku di SMP-SMA GIBS.

Demikianlah surat ini kami sampaikan. Atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakaatuh.



Global Islamic Boarding School

M. T. Hidayat, S.Si.
Kepala Sekolah

Tembusan :
1. Direktur SMA GIBS
2. HRD
3. Arsip



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SURAT KETERANGAN

Nomor : 122/B.01/GIBS/V/2019

Yang bertanda tangan di bawah ini :

Nama : M.T Hidayat, S.Si.
Jabatan : Deputy Director in Learning
Alamat : Jl. Trans Kalimantan, Desa Sungai Lumbah, Kecamatan Alalak,
Kabupaten Barito Kuala – Kalimantan Selatan

Menerangkan bahwa nama di bawah ini :

Nama : **Elisa Agustina**
Lembaga/Instansi : UIN Antasari Banjarmasin
NIM : 1501241504
Fakultas/Jurusan/Prodi : Pendidikan Bahasa Inggris

benar telah melaksanakan kegiatan Riset/Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi dengan judul "**TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN TEACHING ENGLISH**" dari tanggal 11 Maret 2019 s.d. 11 Mei 2019.

Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Dibuat di : Barito Kuala
Pada Tanggal : 14 Mei 2019

Global Islamic Boarding School

M.T Hidayat, S.Si.
Deputy Director in Learning



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BLANKO PERUBAHAN JUDUL SKRIPSI

Yang bertanda tangan di bawah ini menerangkan :

N a m a : Elisa Agustina
 N I M : 1501241504
 Fakultas : Tarbiyah dan Keguruan Banjarmasin
 Jurusan : Pendidikan Bahasa Inggris

bahwa judul skripsi yang bersangkutan tidak terjadi/mengalami perubahan dari :

Judul Semula : Teachers' Pedagogical Content Knowledge (PCK) in Teaching English

Menjadi : Teacher's Pedagogical Content Knowledge (PCK) in Teaching English

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 18 Juli 2019

Menyetujui

Sekretaris,

Mhs. ybs.

Elisa Agustina

Ika Irayana, S. Pd.I, M. Pd

NIM. 1501241504

NUP. 2004107903

Appendix VII

**THESIS
CONSULTATION
NOTES**

THESIS CONSULTATION NOTES







NAME	Elisa Agustina
SRN	1501241504
DEPARTMENT	ENGLISH EDUCATION
YEAR	2015
TITLE	Teacher's Pedagogical Content Knowledge (PCK) in Teaching English
ADVISOR OF CONTENTS AND RESEARCH METHODS	Puji Sri Rahayu, MA
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	Sovia Rahmaniah, M.Pd



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Puji Sri Rahayu, MA

Date	Notes	SIGNATURE
08-April-2019	Fix the instruments	
18-April-2019	<ul style="list-style-type: none"> - Add the theories about Domain of teacher knowledge in chapter (i) - Explain more about Pck's categories - Add 	
13-May-2019	<ul style="list-style-type: none"> - State the reason why use case study in research design in chapter (ii) - Adjust the writing with thesis writing guide 	
23-May-2019	<ul style="list-style-type: none"> - state the data more detail - Put the timeline in the observation 	
27-May-2019	<ul style="list-style-type: none"> - Add the data from interview to answer the question number 5 in finding 	
10 June 2019	<ul style="list-style-type: none"> - Fix the grammar - To answer question number 6 do not put into questions-answers but narration 	






14 June 2019	- In previous study - make it more detail - State the differences between this research and the previous one.	h d
19 June 2019	Concluded Paragraph in Literature Review	L.
21 June 2019	- Check grammatical errors	h.







CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Sovia Rahmaniah, M.Pd

DATES	Notes	SIGNATURE
04 April 2019	<ul style="list-style-type: none"> - The Instruments should be more detail - Fix the grammar error. 	
12 April 2019	<ul style="list-style-type: none"> - Make a Paragraph to introduce the topic in every chapter. - The key terms should be more specific. - Put the reasons why you choose - Put in the background of study. 	
24 April 2019	<ul style="list-style-type: none"> - The Tenses of the sentence should be consistent. - Fix the citation. 	
10 May 2019	<ul style="list-style-type: none"> - state the similarity and difference between your research on the previous study. 	
21 May 2019	<ul style="list-style-type: none"> - Put the date of the observation - tell the process of the observation - Give more detail information about observation. 	

Date		
14 Juni 2019	Reduce the opening paragraph in the chapter IV.	
18 Juni 2019	The explanation in the finding should be more detail.	
27 Juni 2019	<ul style="list-style-type: none">- Fix the sentences and grammar error.- Relate the finding and the theories in the discussion.	 

CURRICULUM VITAE

I Personal Details

Name : Elisa Agustina

Place and Date of Birth : Pasar Lama, August, 03 1996

Gender : Female

Marital Status : Student

Religion : Islam

Nationality : Indonesia

Parents : Akhmad Syafi'i, Nor Hasanah

Siblings : Iwan Saputra

II Formal Educational Background

2001	-2002	TK Budi Sungkai
2002	-2008	SDN Sungkai 1
2008	-2011	MTsN 1 Bnuang
2011	-2014	MAN 2 Rantau
2015	-2019	English Education Department of Antasari State Islamic University Banjarmasin

III Organization Experience