

## APPENDICES

### Appendix I : Translation of Quran Verse

No.	Page	Surah/Verse	Translation	
			English	Indonesian
1.	3	Al-Insyirah verses 5-6	For indeed, with hardship [will be] ease. (5) Indeed, with hardship [will be] ease. (6)	Karena sesungguhnya sesudah kesulitan itu ada kemudahan. (5) Sesungguhnya sesudah kesulitan itu ada kemudahan. (6)
2.	4	Yusuf verse 87	O my sons! Go and search 'diligently' for Joseph and his brother. And do not lose hope in the mercy of Allah, for no one loses hope in Allah's mercy except those with no faith.	Wahai anak-anakku, pergilah kamu, maka carilah berita tentang Yusuf dan saudaranya dan jangan kamu berputus asa dari rahmat Allah. Sesungguhnya tiada berputus asa dari rahmat Allah, melainkan kaum yang kafir.

## Appendix II : Observation Guideline

<b>Observation</b>				
Day/Date :		Class :		
Teacher's Name :		Note :		
No.	Assessment Techniques	YES	NO	Note
<b>1.</b>	<b>News Telling</b>			
	<ul style="list-style-type: none"> <li>• The teacher make a small group or pairs.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Before going to class, students are required to read a newspaper or magazine.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Before class, students might also discuss if they have had any interesting experiences worth sharing with their classmates.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Then they present the most fascinating news to their classmates.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Students in the audience are encouraged to ask questions to their friend's news.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>2.</b>	<b>Storytelling</b>			
	<ul style="list-style-type: none"> <li>• The teacher show the entire sequence of the pictures to the students.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher ask student for the story behind the pictures.</li> </ul>			
	<ul style="list-style-type: none"> <li>• If the story based on the pictures is unfamiliar, the teacher and other classmates may help to practise the vocabulary.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>3.</b>	<b>Picture Talks</b>			
	<ul style="list-style-type: none"> <li>• The teacher gives each</li> </ul>			

	<p>student a picture or displays one in front of the class.</p> <ul style="list-style-type: none"> <li>• The students are then allowed one or two minutes to analyze the image before being asked to describe it.</li> <li>• Students may create groups for this task, and each group will get a different picture.</li> <li>• If it is a group task, students may discuss the picture with their own groups before a representative from each group explains the picture to the whole class.</li> <li>• The teacher ask the students to explain the picture in front of the class.</li> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>4.</b>	<b>Categorization Task</b>			
	<ul style="list-style-type: none"> <li>• Children are asked to choose from a set of four pictures – which one is different or doesn't belong with the other three.</li> <li>• There may not be a 'right answer' and the teacher can tell the students.</li> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>5.</b>	<b>Oral Presentation</b>			
	<ul style="list-style-type: none"> <li>• Children may be asked to talk about their own experiences without preparation.</li> <li>• Children also may be delivering a report on a project that has been</li> </ul>			

	<p>prepared over a number of weeks.</p> <ul style="list-style-type: none"> <li>• The children are able to hold and show objects or pictures or other tools that they want to present.</li> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>6.</b>	<b>Role Plays</b>			
	<ul style="list-style-type: none"> <li>• The teacher may divide students into some groups.</li> <li>• Children are asked to create and perform a dialogue using some of their own words or ideas in groups.</li> <li>• Or the teacher may provides students a dialogue and student can determine what roles they want to play.</li> <li>• Children play their roles in front of the class in groups.</li> <li>• These role plays also can be done between children and the teacher.</li> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>7.</b>	<b>Oral Information Gap Tasks</b>			
	<ul style="list-style-type: none"> <li>• In this activity, students are expected to collaborate. The teacher may divide students into pairs or groups.</li> <li>• Children having a board between them and one or both having information that the other needs.</li> <li>• One child has to tell the other what to draw, construct, assemble, match or notice.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Children can also be asked to ask questions and give commands to the teacher or their peer.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>8.</b>	<b>Partner and Group Discussions</b>			
	<ul style="list-style-type: none"> <li>• Children are trained to take turns and to listen to each other, and have had practice taking part in discussions.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teachers can train children by allocating turns.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Groups also need to be trained to take turns and listen to each other.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Topics that can be discussed include exchanging personal information, sharing likes and dislikes, recounting experiences, expressing opinions, etc.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>9.</b>	<b>Question-and-Answer Tasks</b>			
	<ul style="list-style-type: none"> <li>• Teacher ask the children some simple questions. the language taught.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher can develop questions that will be asked to students at each meeting.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher may adding an element of surprise and unpredictability in the questions answer tasks.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher can increase the complexity of the questions (even though the expected response may remain simple).</li> </ul>			

	<ul style="list-style-type: none"> <li>• Teacher can include or add new vocabulary (sometimes unknown) into the questions.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher may support new language in questions with gestures, objects, pictures to help children to predict from the context.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			
<b>10.</b>	<b>Oral Interviews</b>			
	<ul style="list-style-type: none"> <li>• Oral interview can be done in groups or involve teachers talking on a one-to-one basis with a child.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The teacher can prepare a script for the interview with guidelines on the questions to be asked.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Interviews work best if there is a warming up stage when the child is made to feel comfortable while easy questions are asked first.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Interviews with children need to be short, depending on their age and proficiency level.</li> </ul>			
	<ul style="list-style-type: none"> <li>• The interviewer can use a puppet to talk to the child, and perhaps the child can also talk through a puppet.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Interviews should be carried out in a quiet room.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher give appreciation and feedback.</li> </ul>			

No.	Challenges	Yes	No	Notes
1.	Lack of Teaching and Assessment Tools			
2.	Vulnerability to Distraction			
3.	Time Consuming			
4.	Special Characteristics of Young Learners			
5.	Teachers' Lack of Assessment Competence			

### Appendix III: Interview Guideline

No.	Interview Questions	Participants' Responses
1.	<ul style="list-style-type: none"> <li>a. How do you feel when teaching young learners?</li> <li>b. Have you taught other learners besides young learners?</li> <li>c. What are the differences that you feel when teaching young learners and other learners?</li> </ul>	
2.	<ul style="list-style-type: none"> <li>a. How often you assess young learners' speaking skill?</li> <li>b. When do you assess students' speaking skill? Is it in the beginning, during, or at the end of the lesson? Or even combination of the above options?</li> </ul>	
3.	<ul style="list-style-type: none"> <li>a. How many speaking assessment techniques do you use in each meeting?</li> <li>b. What are the technique of speaking assessment that you have ever used?</li> <li>c. How do you use that technique in assessing young learners' speaking skill?</li> </ul>	
4.	<ul style="list-style-type: none"> <li>a. Is there any challenges in assessing young learners' speaking skill?</li> <li>b. What are the challenges that you encountered when assessing young learners' speaking skill?</li> <li>c. Do you think that assessing young learners' speaking skill is time</li> </ul>	



	<p>consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners' speaking skill?</p> <p>f. Do you think that the number of students affect the assessment young learners' speaking skill?</p>	
5.	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p> <p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	

### Appendix IV : Interview Result

<b>Name :</b> Ms. L		
<b>Day/date :</b> Saturday, 17 June 2023		
No.	Interview Questions	Teacher's Responses
1.	<p>a. How do you feel when teaching young learners?</p> <p>b. Have you taught other learners besides young learners?</p> <p>c. What are the differences that you feel when teaching young learners and other learners?</p>	<p><i>"Both excited and challenge".</i></p> <p><i>"Yep".</i></p> <p><i>"Young learners are easily distracted so making sure their focus is always on throughout the class is quite a challenge too. Teaching teens has a challenge on its own too such as making sure that the lesson is relatable to them instead of just learning and learning".</i></p>
2.	<p>a. How often you assess young learners' speaking skill?</p> <p>b. When do you assess students' speaking skill? Is it in the beginning, during, or at the</p>	<p><i>"The speaking skill is always included in every lesson since it's the whole point of learning a language. However, a close speaking assessment is usually held nearing the end of a unit. That's when the students are in the knowledge of the vocabulary and the grammar of the said unit. Hence, the speaking assessment could be applied in the class with the students using the proper sentence structure as well as knowing the necessary vocabulary they can use"</i></p> <p><i>"It's always a combination of the above for each lesson. However, during a close speaking assessment, that would be on the</i></p>

	<p>end of the lesson? Or even combination of the above options?</p>	<p><i>Activate stage after the Study stage where they get introduced to the concept and what's expected of them in the speaking assessment”.</i></p>
3.	<p>a. How many speaking assessment techniques do you use in each meeting?</p> <p>b. What are the technique of speaking assessment that you have ever used?</p> <p>c. What are the technique of speaking assessment do you use most often?</p> <p>d. How do you use that technique in assessing young learners’ speaking skill?</p>	<p><i>“In one meeting, it could be a mixture of a few techniques depending on the main lesson aim”.</i></p> <p><i>“Speaking assessment techniques I've ever used are : imitative, intensive (directed response task/sentence/dialog completion), interactive (games, roleplay, discussion), responsive (Q&amp;A), and extensive (monologue such as presentation &amp; story telling).”</i></p> <p><i>“Games, directed response task, presentation, roleplay and Q&amp;A. All of these techniques could suit any kinds of students and lesson aims for any target language. It's all a matter of deciding which one to use best”.</i></p> <p><i>“I usually use the techniques by first considering the target language to be reached as well as the kinds of students for that lesson. If the students know enough vocabulary and know how to express themselves well enough, it'd usually be the games and directed response task techniques for the Engage Stage to warm them up first on what's coming on the Activate stage later on. The Activate stage which is where the students will achieve the main lesson aim would usually be presentation, roleplay or</i></p>

		<i>Q&amp;A depending on the target language to decide which activity will fit in more as well as make it as authentic, communicative and contextual as it can”.</i>
4.	<p>a. Is there any challenges in assessing young learners’ speaking skill?</p> <p>b. What are the challenges that you encountered when assessing young learners’ speaking skill?</p> <p>c. Do you think that assessing young learners’ speaking skill is time consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners’ speaking skill?</p> <p>f. Do you think that the number of students affect the assessment young learners’ speaking skill?</p>	<p><i>“There's always a challenge in teaching, no matter who the learners are”.</i></p> <p><i>“For young learners, it's about introducing them to the concept of what they're going to talk about and making sure they get it well enough to the point that they can talk about it by themselves without assistance”.</i></p> <p><i>“No, it doesn't. That's where the role of the Lesson Plan comes”.</i></p> <p><i>“Nope. It's all planned out in the Lesson Plan”.</i></p> <p><i>“Yep. It does. Not to mention, EF is fully supported with TV screen, internet, and ipads which can add to the variations of teaching and learning activity”.</i></p> <p><i>“The number of students in a classroom doesn't necessarily affect that. It's the different characters of students that usually make it more challenging, but it's all about how to run the class that makes a real difference”.</i></p>

5.	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p> <p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	<p><i>"I usually overcome the challenges when assessing the speaking skill by making sure I know the kinds of students I'll deal with first. From that, I can plan the suitable technique for them. For example, this one Trailblazers 2 class in EF, some of the students are capable of expressing themselves enough without much assistance while some others need to be given more time in doing so. All of them have one thing in common, they love to be challenged and play a game. The class was kicked off by an activity to get them speaking since the very beginning with the interactive technique of game where they had to come up with expressions or statements related to a word related to jobs mentioned by me as the teacher. This activity helped the fast learners to be creative enough with their expression and the other learners to be more motivated to at least come up with a statement since it's a game".</i></p> <p><i>"My suggestion would be to get to know the students first to decide the best way to assess their speaking skill and make sure to provide an activity that's fun but also has a clear purpose/goal".</i></p>
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<b>Name : Ms. B</b>		
<b>Day/date : Saturday, 17 June 2023</b>		
<b>No.</b>	<b>Interview Questions</b>	<b>Teacher's Responses</b>
1.	<p>a. How do you feel when teaching young learners?</p> <p>b. Have you taught other learners besides young learners?</p> <p>c. What are the differences that you feel when teaching young learners and other learners?</p>	<p><i>"It is challenging indeed however when they make gradual progress, it will be satisfying".</i></p> <p><i>"Yes".</i></p> <p><i>"Young learners need to have routines more than other learners. We also need to simplify the language so they can understand it better".</i></p>
2.	<p>a. How often you assess young learners' speaking skill?</p> <p>b. When do you assess students' speaking skill? Is it in the beginning, during, or at the end of the lesson? Or even combination of the above options?</p>	<p><i>"Once in a unit".</i></p> <p><i>"Usually, at the end of the speaking lesson. But it can also be a combination o the above options depending on the lesson".</i></p>
3.	<p>a. How many speaking assessment techniques do you use in each meeting?</p> <p>b. What are the technique of speaking assessment that you have ever used?</p> <p>c. What are the technique of speaking assessment do you use most often?</p>	<p><i>"I usually use more thean one technique in each meeting".</i></p> <p><i>"It is based on the topic/level. It could include but not be limited to dialogue, roleplay, or presenting their project. There will be some indicators used to assess the speaking score".</i></p> <p><i>"I applied roleplay and presentation also Q&amp;A a lot".</i></p>

	<p>d. How do you use that technique in assessing young learners' speaking skill?</p>	<p><i>"There are no specific way when I applied the techniques for the speaking assessment. Usually, when the learners do presentations &amp; roleplay, it will be assessed based on the indicators (grammar, vocabulary, communicative competence &amp; pronunciation)."</i></p>
<p>4.</p>	<p>a. Is there any challenges in assessing young learners' speaking skill?</p> <p>b. What are the challenges that you encountered when assessing young learners' speaking skill?</p> <p>c. Do you think that assessing young learners' speaking skill is time consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners' speaking skill?</p> <p>f. Do you think that the number of students affect the assessment young learners' speaking skill?</p>	<p><i>"Usually it comes to the instructions given &amp; target language they need to apply".</i></p> <p><i>"The challenge is sometimes when the instruction isn't clear, the learners might not use the required target language we asked them to use".</i></p> <p><i>"It could be time-consuming when there are many students in a class (e.g. more than 10)".</i></p> <p><i>"Yes,availability of adequate time will make the assessment well achieved and may be effective".</i></p> <p><i>"Yes. EF has a lot of teaching and assessment tools, like tv screen and internet. EF also has nice classroom with AC in each class. I think it will make students more enjoy and comfortable".</i></p> <p><i>"Yes, like I said before, if the class contain 10 students or more, it will need longer time to assess them".</i></p>

5.	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p> <p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	<p><i>"By giving clear instructions and clear examples on what to do &amp; what is expected from the students. Also, ensuring that the time is enough to asses the speaking skills".</i></p> <p><i>"Ensuring the instruction clear and the indicators needed to asses the skills are present".</i></p>
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<b>Name : Ms. E</b>		
<b>Day/date : Saturday, 17 June 2023</b>		
<b>No.</b>	<b>Interview Questions</b>	<b>Teacher's Responses</b>
1.	<p>a. How do you feel when teaching young learners?</p> <p>b. Have you taught other learners besides young learners?</p> <p>c. What are the differences that you feel when teaching young learners and other learners?</p>	<p><i>"I feel tired because young learners are very energetic. So you should also follow their energy but it's also fun at the same time. I enjoy teaching them seeing their progress in the class and sometimes they can be fun too. Some students like to make a joke. I'm happy too, you know, to see them grow".</i></p> <p><i>"Yeah, I also teach teenagers and adults and workers too. So I have thought someone older than me, like, around 30 And I also thought someone the same age like me. And also teenagers. The high schoolers, the junior high school around 13 years old, something like that. Yeah, they're the early teen".</i></p> <p><i>"So the difference that I noticed between young learners and other learners are you need more energetic when it comes to young learners. You need to involve a lot of action, you need to move more, you need better than just talking. In the other hand, with the older learner you just need to sit and talk. What they do is just basically sit down and listen to you and talk if it is necessary. But with young learners you cannot do that. They will get bored. They cannot sit for a long time and listen. They need to move. They learn by having fun. If the learning activities are fun for them then they are going to be engaged.</i></p>

		<p><i>If it is not them they will not. You need to be creative in choosing the activity for them. And also create like a reward system, Such as you put the name on the board and give stars to them. They really need that it will motivate them. Because young learners don't have internal motivation yet. It's not like they want to learn English from deep inside. They are asked by their parents, right? So it is also our job to create their motivation”.</i></p>
2.	<p>a. How often you assess young learners’ speaking skill?</p> <p>b. When do you assess students’ speaking skill? Is it in the beginning, during, or at the end of the lesson? Or even combination of the above options?</p>	<p><i>“Formally I don’t think I assess them a lot. Yeah I rarely assess them for formal assessment. Ideally should be done for unit like once in forth or sixth meeting. Rather than doing formal assessment I just see them in every meeting and try to see how they are progressing, the way they talked to their friends, the way they answer my questions using English, and the way they interact with English. So that's how I assess my students speaking skill”.</i></p> <p><i>“Yeah so I told you I rarely do speaking assessment, but if I do that, maybe it will be at the end of speaking lesson. So before I assess and give them score, they are going to practice first”.</i></p>
3.	<p>a. How many speaking assessment techniques do you use in each meeting?</p>	<p><i>“Just one type of speaking assessment I guess. The same way to assess their speaking So I just give them pictures and ask them to</i></p>

	<p>b. What are the technique of speaking assessment that you have ever used?</p> <p>c. What are the technique of speaking assessment do you use most often?</p> <p>d. How do you use that technique in assessing young learners' speaking skill?</p>	<p><i>make a sentence of it".</i></p> <p><i>"We give them something to talked about. Like a picture, they can make a sentence about it. They can also do it in the form of dialogue. And then we look at the sentences, and the structure, also their pronunciation, is it clear, are they using the right sentence structure, is it comprehensible to our ears , something like that".</i></p> <p><i>"I, rather than asking them to speak from the blank page, I usually give them a picture or drawing, anything that makes them talk".</i></p> <p><i>"I don't know if I have the term for that technique. Yeah so when my students are speaking, I just pay attention and listen , I also have a rubric for the score criteria. Basically the element that I looking for is their pronunciation, the vocabulary and also the sentences structure. So if the topic is about birthday party. And let's say I give them several pictures that is related to their vocabulary. Then I asked them to make a sentence using that picture. For example, there's a picture of a balloon, they should make a sentence if they want a balloon in their party or not. So the sentence will be something like, I want to, I want to have balloon in my birthday party like that. Yeah, usually, it's the form of picture talks".</i></p>
4.	a. Is there any challenges in	<i>"So far there is no big probem in assessing</i>

	<p>assessing young learners' speaking skill?</p> <p>b. What are the challenges that you encountered when assessing young learners' speaking skill?</p> <p>c. Do you think that assessing young learners' speaking skill is time consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners' speaking skill?</p>	<p><i>students' speaking skill".</i></p> <p><i>"So far, I think I can manage my students, they're pretty manageable. I don't really have a big problem with assessing their speaking skill. And it's very good that they start to speak English in the cassroom more often and not speaking Indonesian at school. And maybe, the hard challenge is that they are not serious enough. They joke around, they make mistake, they're not focused. Maybe that's some of the challenges. "</i></p> <p><i>"Yeah, it takes time. But I guess it's worth it to assess their speaking skills. "</i></p> <p><i>"Yeah, I think we need to provide enough time for them to speak. So they are not in a hurry. They shoud have a lot of space and sometimes they're confused what to talk about. So the time should be fit".</i></p> <p><i>"Um, yeah. So we have textbooks, it's not only about question and answer, we also have chants, we also have language game. So chance is in the form of song lyrics. So there will be an audio and we play the audio and they look at the lyrics. And we also have language game, usually we are, we are gonna use dice and counter, then they will move their dice and their counter to play the game. And if they landed on the uncertain picture,</i></p>
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	<p>f. Do you think that the number of students affect the assessment young learners' speaking skill?</p>	<p><i>they should make sentence about it. Or if with the higher level students, or the older learner, they usually do it in the form of audio of dialogue. But I think we are going to focus on young learners right now”.</i></p> <p><i>“Yeah, the larger the class, the more students are, it will be more time consuming to manage them, you know, to give them instruction, because some students not listening to you enough, they got distracted. So it will take more time. And also to monitor them. If we, if we do the assessment, one pair at a time, then the other students will be will do another thing and disturb their friends. And if we let all of the students to do the assessment at the same time, it's hard for us to monitor and give the right score. Because it's just too much of them. ”.</i></p>
<p>5.</p>	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p> <p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	<p><i>“First, in the beginning, I do it one pair at a time, one by one. And then I start to see the other students also want to have their turn. And that's the moment where I make all of them do it. As if I'm giving them what they want”.</i></p> <p><i>” I guess we just need to scaffolding, we just need to scaffold our students more. So if they cannot speak very well, I always believe that it's not 100% from them, but also it's because of teachers failure, we fail. We fail to scaffold</i></p>

	<p><i>them, we fail to help them to have the skills they need. So it will come back to us again as teachers who are responsible for our students learning outcome. And then yeah, we cannot treat young learners the same, like older learners. If older learners make mistakes are unable to do something at the end it's maybe because of them, maybe they don't want to listen to us enough. Maybe they are too lazy to learn. But with young learners. I believe the responsibility lies more in the teacher rather than the students. So we really need to give scaffolding and teach them very well make sure they're able to do”.</i></p>
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<b>Name : Ms.N</b>		
<b>Day/date : Sunday, 18 June 2023</b>		
<b>No.</b>	<b>Interview Questions</b>	<b>Teacher's Responses</b>
1.	<p>a. How do you feel when teaching young learners?</p> <p>b. Have you taught other learners besides young learners?</p> <p>c. What are the differences that you feel when teaching young learners and other learners?</p>	<p><i>"I feel that it's challenging because I hv to get their attention and make them enjoy the lesson".</i></p> <p><i>"Yes, I have".</i></p> <p><i>"Young learners need and demand more attention. We can give the compliment immediately after they do something good or if they can do what we want them to do, so they can feel happier".</i></p>
2.	<p>a. How often you assess young learners' speaking skill?</p> <p>b. When do you assess students' speaking skill? Is it in the beginning, during, or at the end of the lesson? Or even combination of the above options?</p>	<p><i>"Almost everytime when I teach young learners"</i></p> <p><i>"From the beginning until the end".</i></p>
3.	<p>a. How many speaking assessment techniques do you use in each meeting?</p> <p>b. What are the technique of speaking asssestment that you have ever used?</p> <p>c. What are the technique of speaking assessment do you</p>	<p><i>"I always used more than one technique for each meeting".</i></p> <p><i>"Read aloud task, direct response task, questions and answers, interview, presentation, dialogue/conversation /role play".</i></p> <p><i>"Interview, presentation and role-play. Because they can show the students abilities</i></p>

	<p>use most often?</p> <p>d. How do you use that technique in assessing young learners' speaking skill?</p>	<p><i>more than other tasks".</i></p> <p><i>"For oral interview by asking them to interview their classmates and use vocabulary also the target language they have learned. And for oral presentation, by making a poster or presentation slides and present a topic they have discussed in their groups. by making their own dialogue after they get the setting or the situations/conditions for the clues. Then practice it".</i></p>
4.	<p>a. Is there any challenges in assessing young learners' speaking skill?</p> <p>b. What are the challenges that you encountered when assessing young learners' speaking skill?</p> <p>c. Do you think that assessing young learners' speaking skill is time consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners' speaking skill?</p>	<p><i>"They need more time to practice until they are able to speak fluently".</i></p> <p><i>"Unclear pronunciation, low voice, and also there is always one or two shy student who doesn't want to say anything and still need to be encouraged to speak".</i></p> <p><i>"Yes, like I said before, some challenges will make the assessment time consuming".</i></p> <p><i>"Maybe yeah, in this case, the teacher must be smart in managing time for learning as well as assessment. So that the time available is sufficient to carry out learning activities and assessments properly. "</i></p> <p><i>"Of course, as you can see, we have tv screen with internet connection so we can access learning materials and videos easily".</i></p>



	f. Do you think that the number of students affect the assessment young learners' speaking skill?	<i>“Could be, I think if there is a lot of students in one class, it could be more challenging. We should manage the time as well as possible so that we can do assessing all students properly”.</i>
5.	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p> <p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	<p><i>“Just be patient and always try to appreciate the students improvement no matter how small it is”.</i></p> <p><i>“Try to get to know your students, try to build a rapport and by knowing what they like or their characters will help u to find a strategy to teach them. Because each student has each personality or characteristics”.</i></p>

<b>Name : Mr. I</b>		
<b>Day/date : Sunday, 18 June 2023</b>		
<b>No.</b>	<b>Interview Questions</b>	<b>Teacher's Responses</b>
1.	<p>a. How do you feel when teaching young learners?</p> <p>b. Have you taught other learners besides young learners?</p> <p>c. What are the differences that you feel when teaching young learners and other learners?</p>	<p><i>"I think that it's fun teaching them because we can act crazily, without being awkward. I think that teaching young learners is also an entertain thing to me, since teaching them is such, I guess, sometimes a healing. But sometimes it's also challenging because I need to manage the classroom with more efforts than teaching the adults students. I think that when I teach the young learners, I need more efforts in doing the lesson plans instead of just making the lesson plans. So in making lesson plans, the effort is not as much as in doing the lesson plans."</i></p> <p><i>"Yeah, I have, I have taught the adults, I have taught the teens as well"</i></p> <p><i>"When it comes to young learners, I think that it's challenging, because they still can't really understand, sometimes what we are explaining in the classroom, they understand depends on the students, but we need more effort to make them understand. We need to give more examples, we need to use our TPR total physical response. And I think that when it comes to adults, it also needs body force, actually, because adults don't really care about points. When it comes to young learners, they care about points, but when it</i></p>

		<i>comes to adults, they don't really care about points. I think that the differences are from the lesson planning to classroom management and also from the technique to tell the material”.</i>
2.	<p>a. How often you assess young learners’ speaking skill?</p> <p>b. When do you assess students’ speaking skill? Is it in the beginning, during, or at the end of the lesson? Or even combination of the above options?</p>	<p>“ I think I often assess my students speaking skill in the classroom. Like almost every lesson plan, I put the all the speaking technique to achieve the target language, and also to increase their confidence”.</p> <p>“Oh, I think the combination, sometimes it depends, I think but it's in the middle of the lesson. And also at the end of the lessons. It's like in the study stage, and also in the activies stage. So it's during and also at the end of the lessons, because usually if it is in the beginning, just playing the games like matching the words, like memorizing the words and the structures, and then after that, in order to apply the targets the structures or the target language, I tend to ask my students to practice during the lesson and also at the end of the lesson.”.</p>
3.	a. How many speaking assessment techniques do you use in each meeting?	<i>“I think that the assessment is going to be like they're confident pronunciations. Their fluency and accuracy. I don't really know about that. But I guess in assessing the students I guess I just need to see whether their pronunciation is correct or not whether their confidence or not, I don't really have the</i>

	<p>b. What are the technique of speaking assessment that you have ever used?</p> <p>c. What are the technique of speaking assessment do you use most often?</p>	<p><i>specific rubrics. If there will be the mispronounce words I would like to fix or tell the correct one. ”.</i></p> <p><i>“I think that I like picture talks and oral presentation. I asked to describe. They draw something and then describe it then presented. And then presentation of course they make a project and then they present fro place of course like make put them in a setting or in a situation then ask them to make conversations and ask them to role to read the role play. Partner and group discussion, it could be as well they discuss or they have a conversation in pairs and direct question answer, it can be done as well. And also, I usually ask them to be a little teacher. So, basically, they are going to build a teacher to change my position and in the, at the end of the lesson to use the structure and the target language”.</i></p> <p><i>“I think the interview one is often used. Also, a presentation is often used. And also role plays, often your sole role play, interview and presentation are often used by me, because I think that in doing the techniques, they also need to enhance or to use their critical thinking because usually they make the project or they will ask and try to remember the target language and that they will say it through their mouth or use the target language. So I think that just because it's</i></p>
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	<p>d. How do you use that technique in assessing young learners' speaking skill?</p>	<p><i>effective, because they are going to put themselves in the real world as well.</i>"</p> <p><i>"In applying the interview, one thing that I need to give the template sometimes or they will just ask, for example, what do you do on Sunday? So that's the question. So they are going to ask the other the classmates or other people on site, and they the students will write the question, and read the answer. So what do you do on Sunday, for example, my student asks you, and then you answer, I play the guitar on Sunday, then, then the students will I play the guitar on Sunday. So that's one of the how I apply the technique."</i></p>
<p>4.</p>	<p>a. Is there any challenges in assessing young learners' speaking skill?</p> <p>b. What are the challenges that you encountered when assessing young learners' speaking skill?</p> <p>c. Do you think that assessing young learners' speaking skill</p>	<p><i>"Yes of course".</i></p> <p><i>"I think the challenges are to make sure that they are not a really scored that they are not going to reduce their confidence. Their challenges are as well to think about the ideas that the students like or to match the students interests in deciding the activity. So I guess the challenges are on the students interest, to match the students interests, and then to make sure that they really understand that type of language, then to make sure that they are always confidence to make sure that they can pronounce two words correctly."</i></p> <p><i>"It depends, depends on our time management in the classroom. But I don't</i></p>

	<p>is time consuming?</p> <p>d. Do you think that the availability of adequate time affect the assessment of speaking skill?</p> <p>e. Do you think English First (EF) has sufficient material and assessment tools that help the teachers to assess young learners' speaking skill?</p> <p>f. Do you think that the number of students affect the assessment young learners' speaking skill?</p>	<p><i>think so because we usually give the special time for assessing my students' speaking skill. So it's depent to the teacher's time management ”.</i></p> <p><i>“I think so, There should be enough time for the students so they are be able to think, also to practice”.</i></p> <p><i>“Yeah. So we usually have had the sufficient materials that we have the textbook, the audio and also the handouts, and also the speaking rubrics as well in our applications. So I think that it can it helps the teacher to assess the young learners speaking skill”.</i></p> <p><i>“Of course it is. So when we have the lower students, we are going to have more time, we are going to have more time to ask the student that thing to create something as creative as possible. And I have, there are some classes that I teach the students are 15, it's quite challenging because I need to spare more time for them to practice this”.</i></p>
5.	<p>a. How do you overcome the challenges in assessing young learners' speaking skill?</p>	<p><i>“I think that I need to make sure that the activity matched with the student's interests, so that they are not going to be lazy to do it, they are going to be interested in doing it. And also, instead of just making just matching the students interests, I also need to make sure that the time management is also set well, what I mean is that time</i></p>

	<p>b. Is there any suggestion for other teacher who also teach young learners in assessing young learners' speaking skill?</p>	<p><i>management really matters here we have enough time we will be able to achieve the target language, we will be able to achieve the goal or the objective of the lessons. And also I think that ensuring that the activity is suitable for their age, the setting and so on, not too hard and not too easy, so that they can craft the target language and practice and improve their speaking skill”.</i></p> <p><i>“The suggestions are the first one is just to be patient. Be patient because teaching your learning is not as easy as I think not your thing but I think and then teaching your learners needs more evolved teaching your learner's needs more attentions. And also I think that the suggestions are to be patience, and then to make sure that you really know your students, how your students like, what the students need. And I think that you also need to learn how to manage your time well in doing the activity and you also need to make sure that you have backup plans and guests there will be something unexpected happened for example, like the the last of the internet connection and what will you do if that happened. And that kind of stuff. I think that one”.</i></p>
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## Appendix V : Certificate of Seminar Proposal



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: [www.ftk.lain-antasari.ac.id](http://www.ftk.lain-antasari.ac.id)

### **SURAT KETERANGAN**

Nomor: B-1064/Un.14/III.1.f/PP.00.9/11/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Anissa Salsabilla  
N I M : 190101030169  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Jl. Ahmad Yani Km. 4.5 Banjarmasin.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"TEACHER CHALLENGES IN ASSESSING ENGLISH YOUNG LEARNERS'  
SPEAKING SKILLS"**

Pada Hari/Tanggal : Jumat/24 Juni 2022  
Tempat : Online (Google Meet)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 04 November 2022

Ketua,



Afifah Linda Sari



## Appendix VI : Seminar Proposal Notes



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PRODI TADRIS BAHASA INGGRIS**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: tbi@uin-antasari.ac.id Web: flk.iain-antasari.ac.id

### CATATAN SEMINAR PROPOSAL SKRIPSI

- |                           |   |
|---------------------------|---|
| 1. Nama Mahasiswa         | : Anissa Salsabilla   |
| 2. N I M                  | : 190101030169  |
| 3. Program Studi          | : Tadris Bahasa Inggris   |
| 4. Judul Proposal Skripsi | : Teacher Challenges In Assessing English Young Learners' Speaking Skills |
| 5. Dosen Pembimbing       | : Hj. Nani Hizriani, MA<br>Nor Izzatil Hasanah, M. Pd                     |
| 6. Catatan Hasil Seminar  | :   |

NO	Catatan/Saran Penanggap	NO	Catatan/Saran Dosen
1.	- Di bagian definition of key terms bisa ditambahkan pengertian atau definisi menurut kamu sendiri, jangan hanya definisi dari para ahli.	1.	- Di bagian research questions bisa ditambahkan dengan pertanyaan bagaimana guru menggunakan teknik asesmen dalam menilai speaking skill siswa. - Untuk bagian teori bisa ditambahkan bagaimana cara mengukur speaking skill siswa. - Tolong beri contoh dari jenis-jenis asesmen. - Perhatikan lagi numbering systemnya, kutipan, dan tambahkan nama surah di lampiran. - Daftar pustaka diurutkan mulai dari awalan a-z.

Banjarmasin, 24 Juni 2022  
Moderator,

Nor-Faizah Hayati, S. Pd

## Appendix VII : Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN  
FAKULTAS TARBİYAH DAN KEGURUAN**

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### SURAT RISET

Nomor : B- 333 /Un.14/III.1/PP.00.9/05/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Anissa Salsabilla  
NIM : 190101030169  
Semester : VIII (Delapan)  
Alamat : Jl. Sekumpul Ujung, Desa Indrasari, Martapura.  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

### **TEACHER CHALLENGES IN ASSESSING ENGLISH YOUNG LEARNERS' SPEAKING SKILLS**

Tempat Penelitian : English First Gatot Subroto  
Lamanya Riset : 2 (Dua) Bulan  
Dari Tanggal : 29 Mei 2023  
Sampai Tanggal : 4 Juni 2023

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

Banjarmasin, 26 Mei 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,



*Handwritten signature of Ahmad Muradi, M.Ag.*  
Ahmad Muradi, M.Ag  
NIP 197808082005011006

Mahasiswa yang bersangkutan,

Anissa Salsabilla  
190101030169



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN  
FAKULTAS TARBİYAH DAN KEGURUAN**

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E-mail: [ftk@uin-antasari.ac.id](mailto:ftk@uin-antasari.ac.id) Website: [ftk.uin-antasari.ac.id](http://ftk.uin-antasari.ac.id)

Nomor : B- 333 /Un.14/III.1/PP.00.9/05/2023 26 Mei 2023  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

Yth.Kepala English First Gatot Subroto  
Kota Banjarmasin

*Assalamu'alaikum Wr.Wb*

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 : Anissa Salsabilla  
NIM : 190101030169  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jl. Sekumpul Ujung, Desa Indrasari, Martapura.  
No HP : 085654936450

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.  
*Wassalamu'alaikum Wr.Wb*








Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan

### Appendix VIII : Thesis Consultation Notes

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1.	10 Januari 2023	<ul style="list-style-type: none"> <li>- Research settings kurang tepat, sebaiknya jangan di sekolah, tapi tempat kursus bahasa Inggris untuk anak-anak.</li> <li>- Tambahkan tahapan-tahapan dalam menggunakan teknik asesmen di bagian teori.</li> <li>- Teori bagian challenges sebaiknya dibuat poin-poin, jangan paragraf.</li> </ul>	
2.	26 Mei 2023	<ul style="list-style-type: none"> <li>- Tambahkan table challenges dalam lembar observasi</li> <li>- Hapus teori yang tidak perlu</li> <li>- Minta foto untuk surat Izin riset.</li> </ul>	


Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1.	10 Januari 2023	<ul style="list-style-type: none"> <li>- Gunakan format daftar pustaka yang terbaru</li> <li>- Referensi yang digunakan masih banyak yang diatas 10 tahun. Gunakan referensi dengan rentang waktu 10 tahun terakhir atau kurang.</li> <li>- Format spasi dan tulisan tahun ajaran masih kurang tepat.</li> </ul>	
2.	26 Mei 2023	<ul style="list-style-type: none"> <li>- Gunakan format skripsi, jangan proposal lagi.</li> <li>- Meminta ttd untuk surat izin riset.</li> </ul>	
3.	21 Juni 2023	<ul style="list-style-type: none"> <li>- Spasi judul skripsi harus 1,0</li> <li>- SWT diganti dengan istilahnya dalam bahasa Inggris.</li> <li>- Tambahkan gambar pada bagian findings / lampiran</li> <li>- Jangan ada kutipan percatapan lagi pada bagian discussion.</li> </ul>	





## Appendix IX : Documentation

### Lesson Plan

Teacher: NA		Class: HF H	
Date: Tues, 6/6/2023		Unit/Lesson: U.1.L.3	
Aims: speaking	listening	grammar	vocabulary
<p><b>Main Lesson Aims:</b> (Can-do statement) By the end of the lesson, students will be able to... make a movie review by showing their opinions about a kind of movie and tell the reasons.</p> <p><b>Content:</b> Vocab, structure, etc. needed to achieve main aim</p> <p><b>Adjectives:</b> boring, exciting, fun, interesting, scary</p> <p><b>Adverbs of Degree:</b> quite, really, so, very</p> <p><b>Grammar :</b> Past tense 'to think': (e.g. 'I thought the movie was boring.')</p> <p><b>Why questions</b></p> <p><b>Sentence structures :</b></p> <p>"What did you think about .....movie?" "I thought it was (adj.)"</p> <p><b>Personal Aims:</b> <i>What will you do differently or change about your teaching in this lesson?</i></p> <p><i>To make them to connect the words into their real life</i></p> <p><b>Materials:</b> IWB, SB pg. 9 A, B, 10 A, B</p>			
Time	Stage objective	Stage	Interaction
8'			
10'	to greet each other and engage the ss before the lesson	<b>Engage</b>	T - S / S - S
2'			
5'			
15'	to learn adjectives, grammar and TL	<b>Study</b>	T - S / S - S
10'			
20'	to make a movie review then present	<b>Activate</b>	S - S
8'	to review the lesson and say goodbye	<b>Consolidation</b>	S - S/T - S
2'			
		No. of Ss: (8 /Actual)	
		<b>Procedure / Activity</b>	<b>Notes:</b> board, seating etc.
		T and ss greet each other and T checks the present list. Ss in pairs/group guess names of movie genres by using the mini whiteboard. T tells that today they are going to make a movie review by showing their opinions about a kind of movie and tell the reasons."	
		* Ss say some adjectives to show they like/dislike something then learn about some adjectives to show their opinions about sth. * Ss do PBpg. 9 A, B then 10 A, B. Afterthat check the answers together. * T asks the ss to give their opinions about some movies by showing the pictures from the internet, e.g : Spiderman, Marvel movies, Adam's family, Moana, Frozen, etc.	
		The ss choose a movie and make their own movie review then present it.	
		T and ss do error corrections.	
		T and ss say goodbye to each other.	

 <b>English Centers for Kids &amp; Teens</b>							<b>Teacher: Mr. Ihdal</b> <b>Date: 6 June 2023</b>	<b>Class: HF.F</b> <b>Unit/Lesson: 4/1</b>
<b>Aims:</b> speaking	listening	reading	writing	grammar	vocabulary	pronunciation	assessment	
<b>Main Lesson Aims:</b> (Can-do statement) By the end of the lesson, students will be able to...							Y/N	
<b>Interview their friends</b> Content: Vocab, structure, etc. needed to achieve main aim <b>Structure:</b> Why is/are (pronoun) going to (place): 'because (name/pronoun) (verb)' to give reasons / 'to (verb)' to give reasons / 'for (noun)' to give reasons. <b>Vocabulary:</b> Stores: 'art store', 'bakery', 'bookstore', 'clothes store', 'electronics store', 'food court', 'mall', 'pet store', 'restrooms', 'sports store', 'stationery store' and 'supermarket'. // <b>shopping items</b> 'batteries', 'brush', 'camera', 'candy', 'chocolate', 'comic', 'dictionary', 'dog food', 'memory card' and 'stickers'. <b>Grammar:</b> <b>Personal Aims:</b> What will you do differently or change about your teaching in this lesson? <i>To manage my time in teaching well and to engage the students</i>								
<b>Materials:</b> PPT & Printed Papers			<b>No. of Ss:</b> (14/Actual )					
Time	Stage objective	Stage	Interaction	Procedure / Activity	Notes: board, seating etc.			
10 Mins 18.20-18.30	To introduce the next lessons	Engage	T-S S-S - T-S	1. Teacher greets the students - asks their well-being - tells the rules 2. Provide the picture of mall in PPT // Then has ss to say what it is // Then ask ss what place they like to go at the mall // Open PU2 and has ss to predict and write it on a small whiteboard based on their group // the fastest group will be given 1 point // Need small whiteboards				
30 Mins 18.30-19.00	To recognize the structures and to engage the students (To review as well)	Study	S-T / T-S S-T / T-S T-S / S-T S-S / T-S S-T / T-S	3. Open PU 3 then has ss to predict, say and spell the vocabulary // Give a point for the students who can say it 4. Open PU 4 then has elaborate 5. Structures: Open PU 5 / Open and has ss to say // Invite 2 students to have a conversation 6. Do books pg 41 A&B & 43 A&B				
30 Mins 19.20-19.50	To interview their friends	Activate	S-T	7. Has ss to interview their friends // Provide the template, why are you going to pet store/other stores? Then has ss to answer the questions with the structures // Because I buy..... / To see.... //For fish (nouns)				
10 Mins 19.00-20.00	To review the lesson	Consolidation	T-S / S-T	8. T will ask questions related to the interview and the questions				

 <b>English Centers for Kids &amp; Teens</b>							<b>Teacher: Ms. Bella</b> <b>Date: 9 June 2023</b>	<b>Class: High Flyers G</b> <b>Unit/Lesson: Unit 5 Lesson 1</b>
<b>Aims:</b> speaking	listening	reading	writing	grammar	vocabulary	pronunciation	assessment	
<b>Main Lesson Aims:</b> (Can-do statement) By the end of the lesson, students will be able to...							Y/N	
<b>Main Lesson Aims:</b> (Can-do statement) Content: Vocab, structure, etc. needed to achieve main aim <b>Vocabulary:</b> structures. express obligation using 'have to'. describe habits using 'too many/much' and 'not ... enough'. give advice using 'should/shouldn't'. <b>Personal Aims:</b> What will you do differently or change about your teaching in this lesson? <i>Getting to know students and make them to connect the words into their real life</i>								
<b>Materials:</b> PPT, Audio B1			<b>No. of Ss:</b> (10 /Actual )					
Time	Stage objective	Stage	Interaction	Procedure / Activity	Notes: board, seating etc.			
15	<b>GREETING PLAY CATEGORY GAME</b> SS getting to know the target language for the unit	Engage	T-S/S-T	Greetings Play Category Game (Healthy Food/Drinks, Sports/Exercise)				
55	<b>VOCABULARY &amp; STRUCTURE INTRODUCTION</b>	Study	T-S/S-T	1. T shows p184 & SS open CB pg88-87 & asks SS what they can see. 2. T shows p2s10-13, drills the exercise vocabulary, place and unit for lengths. T shows some sentence example for the base form e.g. run 20 laps, swim 20 lengths, cycle 20 kilometers				
30	<b>ROLEPLAY AS A GYM COACH</b> SS could use the required structure & vocabulary to give advice to others.	Activate	S-S/T-S	9. In pair, SS do roleplay as a gym coach and give healthy lifestyle advice to their friends.				
10	Students have learned and	Consolidation	T-S/S-T	Consolidates the lesson and close the class				

		Teacher: Ms. Lisa	Class: HFH		
Aims: sp   listening		Date: June 8th 2023	Unit/Lesson: U1L4		
Time	Stage objective	Stage	Interaction	Procedure / Activity	Notes: boa
15 min	SS will be able to ask and answer questions 'do you like (genre) movies? why? Yes, I do. No, I don't.	E	S-S	*T greets SS, review structure. *SS use the ball to take turn asking/answering questions 'do you like (genre)	
	SS will be able to skim the text about jobs related movie.			*T brainstorm jobs related to movie making. *T display movie related jobs using explanation. *SS do book exercise by skimming. SS read the reader by taking turn, T asks CCQ.	
25 min	SS will be able to make a movie review.	S	T-S	*T gives example of movie review and mention the adjective. *SS pick a movie and describe it.	
25 min	SS will be able to talk about their favorite movies.	A	T-S ; S-S	*SS share what they watched, SS mingle and find someone with the same favorite *T divides SS into pairs.	
5 min	SS will recall what they learnt.	C	T-S ; S-S	*SS write down the plot, in the beginning, in the middle, at the end. and what they *SS share what they wrote.	

Main Lesson Aims: (Can-do statement) By the end of the lesson, students will be able to...  
 SS will be able to talk about their favorite movies.

Content: Vocab, structure, etc. needed to achieve main aim  
 Movie Jobs: actor, actress, cameraman, director, stuntman, stuntwoman  
 Adjectives: boring, exciting, fun, interesting, scary  
 Movie Genres: action movie, adventure movie, animated movie, comedy, fantasy movie, horror movie, martial arts movie, mystery movie, romantic movie, sci-fi movie  
 Questions: 'Do you like (genre) movies?', 'Why?'  
 Structures: 'Yes, I do', 'No, I don't', 'I think (genre) movies are (adjective)'  
 Materials:

reading	writing	grammar	vocabulary	pronunciation	assessments
					Y/N



Teacher: Ms. Bella Class: High Flyers E						
Date: 12 Jun 2023						Unit/Lesson:
Unit 5 Less						
Aims: speaking	listening	reading	writing	grammar	vocabulary	pronunciation assessment
Main Lesson Aims: (Can-do statement) By the end of the lesson, students will be able to...						Y/N
Main Lesson Aims: (Can-do statement) By the end of the lesson, students will be able to...						Y/N
At the end of the lesson, students will be able to create their own birthday invitation card.						
Content: Vocab, structure, etc. needed to achieve main aim						
Vocabulary: Ordinal number						
Personal Aims: What will you do differently or change about your teaching in this lesson? <i>To make them to connect the words into their real life</i>						
Materials: IWB Slides, Handout				No. of Ss: (5 /Actual )		
Time	Stage objective	Stage	Interaction	Procedure / Activity	Notes: board, seating etc.	
15.20-15.35	GREETING WARMER: FILL IN THE BLANK	Engage	T-S/S-T S-S	Greetings Warmer Activity: Dance & Answer!		
15.35-16.05	VOCABULARY & GRAMMAR INTRODUCTION Students know the ordinal number and months vocabulary and	Study	T-S/S-T/S-S	1. T reviews ordinal numbers, months, and prepositions. 2. T asks SS to open their PB pg xx and take a look at the birthday invitation. T asks SS WH questions & finds the answers. T reviews WH-questions and the function with SS.		
16.05-16.35	ASKING & ANSWERING QUESTION ABOUT BIRTHDAY Students could use the vocabulary &	Activate	T-S/S-S	3. T shows an example & give instruction. SS create their own birthday invitation & present it in the class.		
16.35-16.40	CONSOLIDATION	Consolidation	T-S/S-T	T concludes the lesson and close the class		

Aims: speaking						
Main Lesson Aims: (Can-do statement) By the end of the lesson, students will be able to...						assessment
create their own store and do a role-play						
Content: Vocab, structure, etc. needed to achieve main aim						
Structure: How much? 'It's/That's (price)', // How many? '(Number), please' // '(Name) can buy (shopping item) on the (first/second/third) floor'.						
Vocabulary: Numbers : 1-70 // Shopping Vocabulary: change, cheap, expensive, half price, on sale, shopping list //						
Grammar: 'How much?', 'How many?'						
Personal Aims: What will you do differently or change about your teaching in this lesson? <i>To manage my time in teaching well and to engage the students</i>						
Materials: PPT & Printed Papers				No. of Ss: (14/Actual )		
Time	Stage objective	Stage	Interaction	Procedure / Activity	Notes: board, seating etc.	
10 Mins 18.20-18.30	To introduce the next lessons	Engage	T-S S-S - T-S	1. Teacher greets the students - asks their well-being - tells the rules 2. Play scavenger hunt // Print the pictures of the vocabs and hang them on the wall // Grouping into 2 groups // Each group will be given the word lists to get and has them to get in 1 minute // 3. After that review the structure // The teacher will ask the questions directly or verbally and has them to answer the question with the structure in a small whiteboard // Needs whiteboards and tissues		
30 Mins 18.30-19.00	To recognize the structures and to engage the students (To review as well)	Study	S-T / T-S S-T / T-S T-S / S-T S-S / T-S S-T / T-S	3. Review stating reasons // T will ask qs and has ss to answer with the structures 4. Numbers: Use Whiteboard and write the numbers and has ss to predict and say // Give points // Then make a circle and has ss to count from 1-70 in turn fastly 5. Open PPT and has ss to say the shopping vocabulary and spell it // OPEN PU 3 6. How much and how many // Write the structures on the board and give examples and has ss to ask each other 7. Where can (name) buy (shopping item)? (Name) can buy (shopping item) in the 1st, 2nd, 3rd floor // Write the floor first / draw // Then has the, to say and write the structures and has ss to ask each other 8. Reader pg 31 // Has ss to listen and follow with their finger along the song and read together // After that has them to underline the words that they have learnt 9. Do book pg 44 & 45		
30 Mins 19.20-19.50	To create their own store and do a role-play	Activate	S-T	10. Has ss to make their own store and the items // Has them to give the price // Then has them to do a role play to buy something in the store		
10 Mins 19.00-20.00	To review the lesson	Consolidation	T-S / S-T	8. T will ask questions related to the interview and the questions		

Teacher: Ms. Untang		Class: TB 2	
Date: Jun 12, 2023		Unit/Lesson: 2/4	
Aims: speaking		listening	reading
		writing	grammar
		vocabulary	pronunciation
		assessment	
		Y/N	
<ul style="list-style-type: none"> <li>Students will be able to liken themselves with public figures on who they want to be by writing it down and presenting that.</li> </ul>			
Content: Vocab, structure, etc. needed to achieve main aim Vocabulary: related to jobs and adjectives <ul style="list-style-type: none"> <li>Grammar: won't, might, will and usage of 'to be like'</li> </ul>			
<b>Personal Aims:</b> <i>What will you do differently or change about your teaching in this lesson?            (To make the lesson enjoyable and fun for the students.</i>			
Materials: SB, IWB, papers, public figures cards		No. of Ss: (10 /Actual )	
Time	Stage objective	Stage	Interaction
15' 16.50-17.05	To recall the rules and greet each other. To review the previous TL and brainstorm the topic on that day	Engage	T-S/S-T S-S T-S
25' 17.05-17.30	To be able to understand the goal of the lesson and the TL. To be able to practice the TL.	Study	T-S S-S
35' 17.30-18.05	To be able to use the TL by likening themselves with their idols. To be able to do a presentation about it.	Activate	S-S
35' 18.05-18.10	To be able to review the lesson briefly	Consolidation	T-S
		Notes: board, seating etc.	
		<ul style="list-style-type: none"> <li>Welcomes and greets the students and sets up rules. S ask about each other's day.</li> <li>S play Say it! to review the previous TL 'comparative' (T says an adjective and S makes a statement using the words in comparative)</li> <li>T reveals the goal of the day and brainstorm</li> </ul>	
		<ul style="list-style-type: none"> <li>T highlights the target language on LP10 &amp; LP11 about the usage of 'to be like' and 'won't, might, will'</li> <li>S share about their idols and whether they want to be like them or not by using the TL</li> <li>S do a quiz on P46 about the TL</li> <li>S takes a card randomly and discuss about the public figure on the card and whether they want to be like them or not and write on the whiteboard.</li> </ul>	
		<ul style="list-style-type: none"> <li>Students write about who they want to be by likening themselves with the public figures of their liking.</li> <li>Students present their tasks.</li> </ul>	
		<ul style="list-style-type: none"> <li>T closes the class by having a quiz/CCQs and saying goodbye.</li> </ul>	

## CURRICULUM VITAE

### I. Personal Detail

Name : Anissa Salsabilla  
Place and Date of Birth : Cirebon, June 30<sup>th</sup>, 2001  
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### II. Formal Education Background

2005 – 2007 : Raudhatul Athfal Wadi Fatimah  
2007 – 2011 : Private Elementary School of Nurushiddiq  
2011 – 2013 : Private Elementary School of  
Miftahussholihin  
2013 – 2016 : State Junior High School of Model  
Martapura  
2016 – 2019 : State Senior High School of 4 Banjar  
Martapura  
2019 – 2023 : Antasari State Islam University  
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Banjarmasin, June, 27<sup>th</sup>, 2023



Anissa Salsabilla