

Appendix 1

TRANSLATERY LIST

| No. | Page | Surah | Verse | Translation |
|-----|------|------------|-------|--|
| 1. | 1 | Al-Hujarat | 13 | <p><i>Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal mengenal. Sesungguhnya orang yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa di antara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal.</i></p> <p>O mankind! Lo! We have created you male and female, and have made you nations and tribes that you may know one another. Lo! the noblest of you, in the sight of Allah, is the best conduct. Lo! Allah is knower, Aware.</p> |
| 2. | 2 | Ar-Ruum | 22 | <p><i>Dan diantara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlainan-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.</i></p> <p>And among His signs are the creation of the heavens and the earth and the variations in your languages and your colors, verily in that are signs for those who know.</p> |

| No. | Page | Surah | Verse | Translation |
|-----|------|-------------|-------|---|
| 3. | | Al- Baqarah | 124 | <p><i>Dan (ingatlah) ketika Ibrahim diuji Tuhannya dengan beberapa kalimat, lalu dia melaksanakannya dengan sempurna. Dia (Allah) berfirman, “sesungguhnya aku menjadikan engkau sebagai pemimpin bagi seluruh manusia”. Dia (Ibrahim) berkata, “Dan (juga) dari anak cucuku?” Allah berfirman, “(Benar, tetapi) janji-Ku tidak berlaku bagi orang-rang zalim”.</i></p> <p>And (mention Muhammad), when Abraham was tried by his Lord with commands and he fulfilled them. (Allah) said, “Indeed, I will make you a leader for the people.” (Abraham) said, “And of my descendants?” (Allah) said, “My covenant does not include the wrongdoers”.</p> |

Appendix 2

Brief History of LBPP LIA Banjarmasin

At the beginning, LBPP LIA was institution of Indonesia and America. *Lembaga Indonesia America* (LIA) was built in 1956 in Jakarta by Indonesia and America to hold a good friendship between them by culture changing.

This institution is legally considered government from law aspect based on Secretary of State of Indonesia regulation No. 1845/01/1980 and it is formally name (LIA) that is the Institution of Indonesian and American or *Perhimpunan Persahabatan Indonesia-Amerika* (PPIA). Because it was not a corporation and not permitted to have asset, to preserve and to develop it effort and activity, with various opinions, then LIA`s foundation was built in 1986, in Banjarmasin.

LIA was built to increase awareness of Banjarmasin society on English part in against globalization era and make a course place available with qualifield national scale then Yayasan Bunga Bangsa was formed and led by Hj. Norlatifah Said on August 1988 and work together PPIA/LIA. Finally, on Sepetember 5, 1989 LBPP-LIA Banjarmasin was legitimated by the governor of South Kalimantan, Ir.H.M. Said and testified by R.Sudaryanto from Jakarta. This institution was named Lembaga Bahasa Inggris Banjarmasin (LBIBm) and used temporary bulding on Jalan Jendral Sudirman. It had six classes, 1 teacher`s room, and ` administration`s room, and received 450 student only.

On December 1994, LB-LIA Banjarmasin moved to new building owned properly on Jalan Gatot Subroto with 17 classroom, 1 administration room, 1 director room, 1 foundation room, and the third floor is used for playing room and

sport. In 2002, LB-LIA change to Lembaga Bahasa dan Pendidikan Profesional (LBPP-LIA).

At this moment, LBPP-LIA Banjarmasin has 38 English teachers and 127 students for English for Young Learners class. They were consist of various grades of elementary school students, from first grade student to six grade.

In LBPP LIA Banjarmasin from 1989 until 2014, there have been five head of Branch Manager. The first was Mr. Suriansyah, the second was Ms. Ani Subagyo, and the third was Mr. Artitah Harmadji, the fourth was Mr. Pahiadi, and now head of Branch Manager is Ms. Jeanne Syaifuddin.

Appendix 3

THE LIST OF TEACHERS AT LBPP LIA BANJARMASIN

| NO. | Name | Status |
|------------|----------------------------|---------------|
| 1. | Muhammad Maladi, S.E., MM | Part Time |
| 2. | Rahmila Murtiana, MA | Part Time |
| 3. | Muhammad Suprihatin | Part Time |
| 4. | Megayanti | Part Time |
| 5. | Ninit Krisdyawati | Part Time |
| 6. | Evidoyanti | Part Time |
| 7. | Elvina Arafah | Part Time |
| 8. | Muhammad Nazaruddin | Part Time |
| 9. | Aldi Rizki Nesapiradana | Part Time |
| 10. | Bahrani Ardi | Part Time |
| 11. | Emma Ratna Sulaeka | Part Time |
| 12. | Nurul Mawaddah | Part Time |
| 13. | Windy Bunga Firdaus | Part Time |
| 14. | Abdul Hadi | Part Time |
| 15. | Henny Eka Pusparini | Part Time |
| 16. | Tri Hartanti | Part Time |
| 17. | Rika Renita Purnanda | Part Time |
| 18. | Refliza Zulfikar Ramadhani | Part Time |
| 19. | Nikmah Hariati | Part Time |
| 20. | Hajarina | Part Time |
| 21. | Yusuf Al-Arief | Part Time |
| 22. | Dian Eka Yulianti | Part Time |
| 23. | Dewi | Part Time |
| 24. | Nira | Part Time |
| 25. | Nuryanah | Part Time |

Appendix 4

THE LIST OF ADMINISTRATION STAFF AT LBPP LIA BANJARMASIN

| No. | Name | Position |
|------------|----------------------|-------------------|
| 1. | Jeanne Syarifuddin | Head of Affiliate |
| 2. | Muhammad Maladi | A.O.O |
| 3. | Rahmila Murtiana | Supervisor |
| 4. | Muhammad Suprihatin | Administration |
| 5. | Rita | Administration |
| 6. | Noventya Prima Putri | Administration |
| 7. | Hizbullah Ali Q | IT & General |
| 8. | Eka Nurmaya Sari | Cashier |
| 9. | Sukri | Guard |
| 10. | Supriansyah | Security Officer |

Appendix 5

**THE LIST OF STUDENTS TOEFL PREPARATION CLASS AT LBPP LIA
BANJARMASIN**

| No. | Class | Day | Hour | Room | Total |
|-----|-------|-------|------|------|-------|
| 1. | TP 1 | 1 | 3 | 101 | 19 |
| 2. | TP 1 | 1 | 3 | 201 | 20 |
| 3. | TP 1 | 1 | 4 | 101 | 12 |
| 4. | TP 1 | 3 | 4 | 207 | 31 |
| 5. | TP 2 | 3 | 4 | 207 | 19 |
| 6. | TP 3 | 1 | 4 | 202 | 12 |
| 7. | TP 3 | 2 | 3 | 101 | 5 |
| | | TOTAL | | | 118 |

Explanation :

Day

1 = Monday – Wednesday

2 = Tuesday – Thursday

3 = Tuesday – Friday

Hour

3 = 04.00 – 06.00 pm

4 = 07.00 – 09.00 pm

Appendix 6

THE FACILITIES OF LBPP LIA BANJARMASIN

| No. | Name | Amount |
|------------|------------------------|---------------|
| 1. | Head of Affiliate Room | 1 |
| 2. | Supervisor Room | 1 |
| 3. | Foundation | 1 |
| 4. | Instructor | 2 |
| 5. | Administration | 2 |
| 6. | Classroom | 19 |
| 7. | Aula | 1 |
| 8. | Reading | 1 |
| 9. | Musholla | 1 |
| 10. | Canteen | 1 |
| 11. | Tennis Court | 1 |
| 12. | Parking Area | 1 |

Appendix 7

Students List in TP 1 (Monday - Wednesday, 19.00 s.d 21.00)

Teacher : Emma Ratna Sulaeka, ST

1. Patricia Alvira Raphaelle
2. **Ferry Bill Silalahi**
3. Siti Maysarah
4. **Ridha Wahdaniaty**
5. Wahyu Hidayanto
6. **Egy Hilmy**
7. Ainun Jariyah
8. Agustina Sriwahyuni

Students List in TP 2 (Tuesday – Friday, 19.00 s.d 21.00)

Teacher : Ninit Krisdyawati, S.Pd

1. **Ayna Pujaria**
2. Shinta Selvia
3. Maulidhani Muthia Sari
4. Axel Fernaldy
5. Muhammad Syofi Azmi
6. Iswahyudi
7. **Dewi Rara Ayu Reni**
8. Fitriyandhi Ramadhana
9. **Nadilla Anggraini**
10. Noor Aida Ariyani
11. Muhammad Reza Fadhilah
12. **Urim Maraayni Luchia**
13. Rahmiyani
14. Mawar Dwi Yulianti

15. **Yenni Novita Wulandari**

16. Astriani

17. Fahmi Oktafiadi

18. Irwan Azhary, SE

19. **Sri Hera**

Students List in TP 2 (Tuesday – Friday, 19.00 s.d 21.00)

Teacher : Nurul Mawaddah, S.Pd

1. Dhea Amaliah

2. Gita Nirwana

3. Siska Cahyadi

4. Firdha Nur Azziziyah Ishaq

5. Noor Hidayati

6. Maria Ulfah

7. Fatimatuzzahra

8. Pamela Esteria Lusiana

9. Nudyana Betharina

10. Truly Graceva

11. Ayu Poernawati

12. Yusuf Zaky

13. Elvina Bella Sumasa

14. Natasyha Iwanto

15. Kartika Arrum Wulandari

16. Dwima Zulkhanoor

17. Yusda Helmani

18. Fikrie Kurnia Rahman

19. Bagus Harits Pratama

20. Serenada Audria Sundah

Appendix 8

OBSERVATION SHEET

Name of teacher :

Date :

Meeting :

| No. | Techniques | Procedure | Yes | No |
|-----|--------------------------------|--|-----|----|
| 1. | Drill Answered Questions | The teacher came to the class and opened the lesson. Then teacher explained the material. Next, the students asked to answer questions that there are in his book or LCD which can group work or individual work. | | |
| 2. | Group Work | The teacher divided the students became some groups which one group three persons. And she showed exercise questions in LCD then the students asked to discuss and answer with friends in his group. | | |
| 3. | Quizz | The teacher showed exercise questions which can multiple choice, true-false, or fill in the blank in LCD. The students asked to answer it which it's can group work or individual. Every students or groups that can answer with correct so get the point or score. If the answer that their | | |

| | | | | |
|----|-----------------------------|---|--|--|
| | | false so didn't get point or decreased. | | |
| 4. | Games | The students asked to made three sentences and the others student analyzed one sentence that lie. The teacher made a bet from the answeere questions. | | |
| 5. | Giving Feedback | The teacher making correction and discuss to students` answeere. | | |
| 6. | Practice to made a sentence | The teacher showed word or picture in LCD. Then, the students asked to made the sentence based it which related with the topic which it can be write or saying. | | |

Appendix 9

List of Interview

A. Instructor

Name :

From :

Date / Time :

1. What is your educational background ?
2. How long you have been teaching in this course ?
3. How many classes that you teach in this course, especially TOEFL ?
4. Is there any training before you started to teach in this course ?
5. As long as you teach, Is the students active when following learning process ?
6. What is your difficulties or problem in teaching ?
7. What technique that you used in TOEFL Preparation class and how do you apply those techniques ?
8. What techniques that the students like more ?

Appendix 10

QUESTIONNAIRE

A. Petunjuk Menjawab

1. Isilah pertanyaan berikut sesuai dengan keadaan anda yang sebenarnya
2. Jawablah pertanyaan dengan memberikan tanda silang (X) pada salah satu jawaban

B. Identitas Responden

Nama :

Kelas :

Level :

C. Pertanyaan-pertanyaan

1. Apakah kamu merasa senang dengan cara yang guru gunakan dalam mengajar TOEFL ?
 - a. Senang
 - b. Kurang senang
 - c. Tidak senang
2. Apakah guru menggunakan teknik yang menarik dalam mengajar TOEFL?
 - a. Iya
 - b. Tidak selalu
 - c. Tidak pernah menggunakan
3. Apakah ketika memberikan pelajaran TOEFL guru selalu menggunakan cara yang berbeda-beda ?
 - a. Selalu menggunakan
 - b. Kadang-kadang menggunakan
 - c. Tidak pernah menggunakan
4. Apakah kamu menyukai TOEFL dalam Bahasa Inggris ?
 - a. Suka
 - b. Kurang suka
 - c. Tidak suka
5. Apakah kamu mengerti materi atau pelajaran TOEFL yang diberikan guru dengan

cepat dan mudah ?

- a. Mengerti
 - b. Tidak terlalu mengerti
 - c. Tidak mengerti
6. Apakah guru membuat suasana kelas TOEFL menjadi menyenangkan ?
- a. Iya
 - b. Kadang-kadang
 - c. Tidak
7. Apakah kamu merasa percaya diri mengikuti tes TOEFL dimanapun dan kapanpun setelah mengikuti TOEFL Preparation Class di LBPP LIA ?
- a. Iya
 - b. Tidak terlalu
 - c. Tidak
8. Apakah guru selalu memotivasi anda dalam belajar TOEFL ?
- a. Selalu memotivasi
 - b. Kadang-kadang memotivasi
 - c. Tidak pernah memotivasi
9. Apakah guru selalu memberikan masukan jika ada siswa yang mempunyai masalah dengan TOEFL ?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak

INSTRUMENTS FOR DATA COLLECTING

A. Observation Guide

1. Observe the general description of research setting
2. Observe teaching and learning facilities that used in teaching TOEFL Preparation Class.
3. Observe the activities that the teachers` do in teaching TOEFL Preparation Class.
4. Observe the media that used in teaching and learning TOEFL Preparation Class.
5. Observe the techniques that the teachers` apply in teaching TOEFL Preparation Class.
6. Observe the application of techniques that the teachers` used.
7. Observe process of teaching and learning TOEFL Preparation Class.
8. Observe the condition of students in following TOEFL Preparation Class.

B. Documentary Guide

1. Brief history of LBPP LIA Banjarmasin
2. Description about teachers` and students` condition

C. Interview Guidance for teachers`

1. What is your educational background ?
2. How long you have been teaching in this course ?
3. How many classes that you teach in this course, especially TOEFL ?
4. Is there any training before you started to teach in this course ?
5. As long as you teach, Is the students active when following learning process ?
6. What is your difficulties or problem in teaching ?
7. What technique that you used in TOEFL Preparation class and how do you apply those techniques ?
8. What techniques that the students like more ?

Appendix 12

THE RESULT OF STUDENTS' RESPONSES QUESTIONNAIRE

| No | Questions | Number of Students | Percentage |
|----|---|--------------------|------------|
| 1. | Apakah kamu merasa senang dengan cara yang guru gunakan dalam mengajar TOEFL ? | | |
| | Senang | 31 | 100 % |
| | Kurang senang | - | - |
| | Tidak senang | - | - |
| 2. | Apakah guru menggunakan teknik yang menarik dalam mengajar TOEFL? | | |
| | Iya | 27 | 87 % |
| | Tidak terlalu | 4 | 13 % |
| | Tidak pernah menggunakan | - | - |
| 3. | Apakah ketika memberikan pelajaran TOEFL guru selalu menggunakan cara yang berbeda-beda ? | | |
| | Selalu menggunakan | 16 | 52 % |
| | Kadang – kadang menggunakan | 15 | 48 % |
| | Tidak pernah menggunakan | - | - |
| 4. | Apakah kamu menyukai TOEFL dalam Bahasa Inggris ? | | |
| | Suka | 24 | 77 % |
| | Kurang suka | 7 | 23 % |
| | Tidak suka | - | - |

| No | Questions | Number of Students | Percentage |
|----|--|--------------------|------------|
| 5. | Apakah kamu mengerti materi atau pelajaran TOEFL yang diberikan guru dengan cepat dan mudah ? | | |
| | Mengerti | 28 | 90 % |
| | Tidak terlalu mengerti | 3 | 10 % |
| | Tidak mengerti | - | - |
| 6. | Apakah guru membuat suasana kelas TOEFL menjadi menyenangkan ? | | |
| | Iya | 30 | 97 % |
| | Kadang – kadang | 1 | 3 % |
| | Tidak | - | - |
| 7. | Apakah kamu merasa percaya diri mengikuti tes TOEFL dimanapun dan kapanpun setelah mengikuti TOEFL Preparation Class di LBPP LIA ? | | |
| | Iya | 14 | 45 % |
| | Tidak terlalu | 17 | 55 % |
| | Tidak | - | - |
| 8. | Apakah guru selalu memotivasi anda dalam belajar TOEFL ? | | |
| | Selalu memotivasi | 18 | 58 % |
| | Kadang – kadang memotivasi | 13 | 42 % |
| | Tidak pernah memotivasi | - | - |

| No | Question | Number of Students | Percentage |
|----|--|--------------------|------------|
| 9. | Apakah guru selalu memberikan masukan jika ada siswa yang mempunyai masalah dengan TOEFL ? | | |
| | Iya | 28 | 90 % |
| | Kadang – kadang | 3 | 10 % |
| | Tidak | - | - |

Appendix 13

THE RESULT OF INTERVIEW

Name of teacher : Emma Ratna Sulaeka, ST

Class : TP 1

Based on interview she said that actually she is not from English Department, so is not theoretical person. She is graduated from S 1 Lambung Mangkurat University (ULM), Faculty of Engineering, Department of Architecture. She taught 4 classes in this term, especially TOEFL Preparation 2 classes. Before teach in LBPP LIA Banjarmasin she get training related the techniques in teaching, especially TOEFL Preparation Class. Besides that, she have taught in LBPP LIA Banjarmasin for 9 years. So, teaching TOEFL Prepaearion Class is not new for her.

In teaching learning process, she said most of students are active, though some quiet. She said the problem or difficulties in teaching are sometimes the students in TP 1 class don't have enough English basic skills (most of them). So, it's quite hard to explain the material to them. Besides that, it (the condition) makes it hard for the students to catch up with the students who are better than them.

In teaching TOEFL Preparation, she usually put the students in groups before they do the exercise individually and give the students quizzes (the material from outside the book) to help understand better. Based on her observation, the students like the group work with quizzes much better.

Name of teacher : Ninit Krisdyawati, S.Pd

Class : TP 2

Based on interview she said that actually she is from English Department, so is not theoretical person. She is graduated from S 1 Lambung Mangkurat University (ULM), Faculty of Teachers Training, English Department . She taught 5 classes in this term, especially TOEFL Preparation 2 classes. Before teach in LBPP LIA Banjarmasin she get T3E training related the techniques in teaching, especially TOEFL Preparation Class. Besides that, she have taught in LBPP LIA Banjarmasin for 15 years. So, teaching TOEFL Preparation Class is not new for her.

In teaching learning process, she said most of the time the students are active when following the learning process. She said the problem or difficulties in teaching is there are so many materials to cover.

In teaching TOEFL Preparation, she said some techniques, but mostly group work so that the students can interact to each other when answering the questions. Based on her observation group work is one of students` favorite because they can compete.

Name of teacher : Nurul Mawaddah, S.Pd

Class : TP 1

Based on interview she said that actually she is from English Department, so is not theoretical person. She is graduated from S 1 Lambung Mangkurat University (ULM), Faculty of Teachers Training, English Department . She taught two TOEFL Preparation 1 classes. Before teach in LBPP LIA Banjarmasin she said all LIA teachers underwent a training before teaching. Besides that, she have taught in LBPP LIA Banjarmasin for 7 years. So, teaching TOEFL Prepaearion Class is not new for her.

In teaching learning process, she said it depends on the students. For TP classes, mostly it is teacher oriented. Students focus on practicing answering the questions. She said the problem or difficulties in teaching for TP is some students do not have basic knowledge in English.

In teaching TOEFL Preparation, she said it depends on the students. Some classes prefer to get explanation first, then the answer the questions. Sometimes I use slides to explain the material. Based on her observation the students like games, but it takes time. Some like discussions, but some like individual work better.

Appendix 14

Documentation









**TEACHERS` ACTIVITIES IN TEACHING AND LEARNING TOEFL
PREPARATION CLASS 1 AND 2**

A. The first observation

The writer did the first observation on **Friday, October 21st 2016** which can be held TP-2. The writer observed **NK** class. The class started at 19.00 pm until 21.00 pm. The class consists of 9 female and 8 male students. The writer come to the class earlier from the teacher. When the writer came to the class, there is one student is friendly, she persuaded the writer to talk and ask something. In this meeting, before the teacher came to the class, the students were busy with their smartphone, eating, and reading a book. After the teacher came to the class, they were in control during the teaching and learning activity.

In the pre-activities, when the teacher came to the class all of the students stop talking and they took their book and pen. Then, the teacher opened the class by greeting the students in form of *accosting*. She said “*good evening*” and “*how are you*” which was responded by all the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson. And then she is opened Laptop and LCD.

In while activity, when the teacher want opened the lesson there are one student asking about uncountable noun. And then the teacher explained about it. First, the teacher little explained material last week about gerund and infinitive. Then, the teacher asked about homework that she gave last week. After that, the teacher discussed together with students the answer that true. When the teacher explained about homework, students beside writer asked

question that his not understand and the teacher explained it. Not only his but also another students active asked about material that not understand or less.

After that, the teacher made group and divided five groups. Then, the teacher opened LCD. And showed in LCD there are exercise column about Adjective and Adverb. Then, she divided paper that contain words Adjective and Adverb. And each group agglomerated it words are included Adjective and Adverb.

Every students in each group active discussioned about exercise that gave by the teacher. After fifteen minutes the teacher say "*done*". Then, she adhered paper that there are name from each group. After that, the teacher showed answer exercise that gave by the teacher from LCD. Then, every group correctioned the answer which have been randomly with others group before.

After fiveminutes the teacher asked to each groups how many the answer that correct and incorrect. After that, the teacher explained every words to students why can included Adjective and Adverb.

Next, the teacher explained material about Adjectives & Adverb (Descriptive, Present and Past Participle, and Noun District) and why can say it. First, the teacher explained about descriptive adjectives, gave example, and why can say it.. For example, beautiful. Second, the teacher explained about past participle, gave example and sentence, and why can say it. For example bored and interested. Third, the teacher explained about present participle, gave example, and why can say it. For example, interesting, boring, and breaking. Then, after the teacher explained about material she asked the students if there are questions. There are much students that less understand and she is explain more.

After that, the teacher showed ten questions that related with material that explained in

LCD. After ten minutes the teacher want each group analysed the sentence whether correct or incorrect. Next, the teacher want every group correctioned the answer which have been randomly with others group before. Then, the teachers with students discussed questions and answeres that correct. As long as discussion students gave pay attention and active asked if there are that less understand or not. And the teacher more explain about it.

After that, the teacher explained material about Noun Adjunct and gave sentence example. For example, field trip and career woman. Then, the teacher showed picture man and women in LCD and gave example. For example, A girl man and a beautiful woman.

Then, the teacher showed the picture from LCD and choosed the students one by one to made sentence. From example, book, flower, food, house, juice, baby, and car. As long as students made a sentence the teacher gave correction if there are students that mistake.

After that, the students were asked by the teacher do to open the book page 73 and answered questions. The writer saw the students answered questions with seriously, although there are that talked with his friend. After five minutes the teacher said, *"have you done?"* and the students said, *"yes mam"*. Then, the teacher with students correctioned and discuss together. For examples, succesfull, amazed, foolishnesh, frightening movie, stolen jewelry, and prospective job. Then, the teacher said, *"any other questions?"* students said, *"no mam"*.

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. But, before she closed the lesson. She gave suggestioned motivation to the students so that the students had interesting in learning TOEFL. Finally the teacher greeted *"good night, see you next week"*.

During the class room activity, the techniques that she used in teaching TOEFL Preparation Class English was group work, giving feedback, and practice answered questions.

She applied it by made a group to answer the questions then correctioned and discuss together.

The students were asked to answer do the questions in his book.

B. The Second Observation

The writer did the second observation on **Wednesday, October 26th, 2016** which can be held at TP-1. The writer observed **ERS** class. The class started at 19.00 pm until 21.00 pm. The class consists of 4 female and 3 male students. The students did difficult activities didn't like the first observation at class TP 2. In this meeting, before the teacher came to the class, the students were quiet and silent. The writer come to the class earlier from the teacher. When the writer came to the class, the students answered the exercise and read a book. A moment later, the teacher came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the first observation. When the teacher came to the class. She opened the class by greeting the students in form of *accosting*. She said "*good evening everybody*" and "*how are you*" which was responded by all of the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson.

In while activity, the students were asked to take the book and answered do the questions multiple choice. Then, the teacher gave the time five minutes. After that, the teacher said "*stop*". Then, the students were asked to exchange the book with his friend. Then, the teacher asked the answer with the students and why. After that, the teacher explained with detail the correct answer and why. Something like that start number one until ten. As long as the teacher explained, the students active to ask. Especially ainun dan sarah. After that, the teacher asked how many the correct answer with students and gave the score.

After that, the teacher divided the students became three groups. Then, the teacher made a table about subject, object, possessive subject, possessive subject, dan reflexive. Which the subject there are words I, you, we, they, she, he, it. And every students in each groups to fill in form object, possessive subject, possessive subject, and reflexive. Then, the teacher asked that she wrote in white board. She said, "*Do you know what is the topic now?*". One of student said "*Pronoun mam*". Next, the teacher with students correctioned the students answered in white board. And why became false and gave the correct answer.

After that, the teacher asked "*when using my and mine ?*". Then, one student explained it. Next, the teacher said "*right*". Then, the teacher explained the material about Pronoun. After the teacher explained she said "*clear ! any question*". The students said "*no mam*".

After that, the teacher showed exercise questions about distinguish subject and object pronouns in LCD. Then, the teacher explained meaning from exercise and gave the example. The example is "Sally gave the book from John. She gave it to him". Then, the teacher asked number one to students. Next, the teacher explained why became incorrect. After that, every groups analyzed exercise true-false questions in LCD and explained why. Next, the teacher explained the correct answer and why. Then, the teacher wrote the skor from each groups. As long as the teacher explained the writer saw the students gave attention and active.

After that, the teacher showed questions about distinguish possessive adjectives and pronouns in LCD. Then, the teacher explained meaning from exercise and gave example. The example is "*They lent me their book. They lent me theirs*". Then, the teacher asked number one to students. Next, the teacher explained why became incorrect. After that, every groups analyzed true-false questions in LCD and explained why. Next, the teacher explained the correct answer and why. Then, the teacher wrote the skor from each groups. As long as the

teacher explained the writer saw the students gave attention and active.

After that, the teacher showed questions about check pronoun preference for agreement in LCD. Then, the teacher explained meaning from questions and gave example. The example is *"Everyone must gave their name"*. Then, the teacher asked number one to students. Next, the teacher explained why became incorrect. After that, every groups analyzed exercise true-false questions in LCD and explained why. Next, the teacher explained the correct answer and why. Then, the teacher wrote the skor from each groups. As long as the teacher explained the writer saw the students gave attention and active.

After that, the teacher showed questions multiple choice in LCD and the students were asked to answer. Which the teacher already gave paper to answer. After three minutes the teacher showed next slide. In this slide the questions start number 4 until 10. In this slide the students to analyzed each sentence which in the sentence there are word that incorrect. And the students were asked to analyze which that incorrect.

After ten minutes the teacher take and exchanged paper answer every students. Then, the teacher asked students to answer previously and why. Next, if the students wrong the teacher explained the correct answer to students and why. Then, after correctioned the teacher asked to students how many answer that correct. After that, the teacher mentioned skor each studens and asked the students to return paper answer.

After that, the teacher showed questions fill in the blank with pronouns. Then, the teacher asked each groups to answer questions from LCD. If the group answered that correct will get score, and if false didn't get score. And each group answered that correct will choose another group to answer the question. Next, if the students answered that incorrect so the teacher will explained the correct answer and why.

Then, every students in groups asked to made a sentence which have correlation with pronouns. After that, if the sentence is wrong the teacher will be explained and why. Next, each students asked to made a sentence which have correlation with pronouns. After that, if the sentence is wrong the teacher will be explained and why.

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted “*good night, see you next week*”.

During the class room activity, the techniques that she used in teaching TOEFL Preparation Class English was group work or pair work, quiz true-false, giving feedback, practice answered questions, quiz fill in the blank, and practice made a sentence. She applied it by made a group to answer the quiz True-False from LCD and after that correctioned and discuss together. Then, the students were asked to answer do the questions in LCD. Then, she made a group to answer the quiz fill in the blanks from LCD and after that correctioned and discuss together. And every students asked by the teacher in groups to made sentence.

C. The Third Observation

The writer did the third observation on **Friday, October 28st 2016** which can be held TP-2. The writer observed **NK** class. The class started at 19.00 pm until 21.00 pm. The class consists of 6 female and 7 male students. The students same activities like the second observation at last week. In this meeting, before the teacher came to the class, the students were quiet and silent. The writer come to the class earlier from the teacher. When the writer came to the class, the students answered the exercise, read a book, and played a smartphone. A moment later, the teacher came to the class, the students were in control during the teaching and learning activity.

In the pre-activities, when the teacher came to the class all of the students stop talking

and they took their book and pen. Then, the teacher opened the class by greeting the students in form of *accosting*. She said “*good evening*” and “*how are you*” which was responded by all the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson. And then she is opened Laptop and LCD.

In while activity, before start the lesson the teacher tried to remember again about lesson last week. She said, “*do you still remember with study last week?*”. Then, the students said, “*two syllable adjective*”. Next, she more explained about it.

After that, the teacher said, “*today we will continue about adverbs*”. Then, she showed questions in LCD. The tittle of question is “*is it adjective or adverb*”. In LCD there are some words, which the students were asked to analysize. The words like recently, public, friendly, well, and extremely. After the students analyzied words. She explained why can adjective and adverb.

After that, the teacher showed table in LCD about Irregular Adverbs and Adverbs Not Formed From Adjective. Next, she explained Adverbs of Frequency (like, always, usually, normaly/generally, often, sometimes, and occasionally). Then, one student asked about it and she explained.

Then, the teacher showed in LCD “*what is adverb*” and and explained it. After that, she showed in LCD about Functions of Adverb. Next, she explained Adverbs are use to modify verbs. And she gave example like, she carefully does herwork, it is raining heavily. After that, one student asked, “*is adverb can explain adverb mam*”. Then, the teacher explained about it.

After that, the teacher showed exercise in LCD which the answers is loudly, easily,

slowly, angrily, beautifully, gently, softly, honestly, and quickly. Next, she showed the questions beside the answers. Then, the teacher divided 13 students became 4 groups. And she explained the meaning from exercise. Next, the students answered the exercise.

Next, after five minutes the teacher said, *“done”*. Then, the students said, *“not yet mam”*. After three minutes the teacher said, *“done and don’t forget to write name of your group”*. After that, she took the paper from each group and exchanged with other groups. Then, the teacher showed the answers from each question in LCD. Next, she asked how many the answers that correct. And she wrote score from each group. Then, the teacher explained and discuss exercises with the students. Next, there are one student asked, *“why the answer is quickly mam”*. Then, she explained why can it.

Then, she explained Adverbs are use to modify adjective. And she gave example like, I’m a beautiful, i`m spectacularly beautiful; I’m strong, i`m extremely strong; The movie is funny, the movie is seriously funny. Then, the teacher explained about it.

Then, the teacher said, *“now, individual exercise”*. Next, she divided answer papers to every students. Which this rule is every students made a sentence with an adjective in it. Then, gave it to your friend and modify the adjective with an adverb. Next, one student asked by the teacher to said the sentence that already modify the adjective with an adverb. Something like that until finish. As long as the students said the sentences, she corrected if there are that false. Then, the teacher asked, *“any questions”*. The students said, *“no mam”*.

Then, she explained Adverbs are use to modify other adverbs. And she gave example and explained like, The man walks slowly. The man walks very slowly; Firna studies seriously. firna studies rather seriously. Next, the teacher said, *“any other question”*. There are one student said, *“what’s the meaning of rather mam”*. Then she said, *“the meaning of rather*

is agak".

After that, the teacher choosed one student to made a sentence. His name is Mr.Okny. Then, friend beside him asked by the teacher to increase with adverb. For example, Mr.Irwan thinking about something seriously. Mr.Irwan thinking about something very seriously; Mr.Wahyu looks very beasy. Mr.Wahyu looks rather very beasy; and Aida talk softly; Aida talk very softly. Something like that until finish. As long as the students talked, the teacher always correctioned and gave suggestion if there are sentences that false. Then, the teacher asked, "*any questions*". The students said, "*no mam*".

Then, the teacher showed ten questions in LCD and the students were asked to analysize it sentence (correct or incorrect). After ten minutes the teacher said, "*done*". The stuents said, "*yes mam*". Then, the teacher and students answered each questions. Next, there is one student asked, "*truly is adverb mam*". She said, "*no, it is adverb*". After that, the teacher explained every questions why became correct and incorrect.

After that, the teacher time for the writer to gave questionnaire. She said, "*There are someone which had been two times observation for his thesis and want ask to fill questionnaire. He is wendy and university student in IAIN Antasari English Department*". Then, the teacher gave time for the writer. Next, the writer said, "*thank you mam*". After that, the writer gave the questionnaire to every students and after 5 minutes taked it. Then, the writer said, "*thank you for miss Ninit and all of brother and sisters*". Next, there are said, "*you are welcome*".

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted "*good night, see you next week*".

During the class room activity, the techniques that she used in teaching TOEFL

Preparation Class English was group work, giving feedback, practice made a sentence. She applied it by made a group to answer the questions and after that correctioned and discuss together. Then, the students were asked to made a sentence which choose your friends to correlate your sentence. Next, all of students were asked by the teacher to made a sentence which related with the topic. Next, the students were asked to analysize the sentences in LCD (correct or incorrect).

D. The Fourth Observation

The writer did the fourth observation on **Wednesday, October 31th, 2016** which can be held at TP-1. The writer observed **ERS** class. The class started at 19.00 pm until 21.00 pm. The class consists of 4 female and 1 male students. The students did same activities like the third observation. In this meeting, before the teacher came to the class, the students were quiet and silent. The writer come to the class earlier from the teacher. When the writer came to the class, the students answered the exercise and read a book. A moment later, the teacher came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the third observation. When the teacher came to the class. She opened the class by greeting the students in form of *accosting*. She said “*good evening everybody*” and “*how are you*” which was responded by all of the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson.

In while activity, the teacher said, “*there are homework*”. The students said, “*no mam*”. Then, she said, “*please open exercise page 67 – 69 and after ten minutes we discuss*”. After ten minutes she said, “*finish and time is up*”. Then, she said, “*from page 67, who is*

number one, ok sarah". Next, the student said, *"I choose B mam"*. Then, the teacher said, *"Sarah choose your friend to answer next number"*. Sarah said, *"I choose ka Wahyu"*. Like that until number five. As long as the students answered the questions. The teacher corrected and explain why.

Then, the teacher said, *"next questions in number 1 until 10, I give you ten minutes"*. After ten minutes she said, *"ok finish, we discuss together"*. Next, the students answered the questions and after that the teacher explained and discuss together every questions and why.

After that, the teacher opened LCD. Then, one student asked to made a sentence. The student said, *"I wrote a poem, the poem is about my life"*. Next, the teacher wrote and explained it sentence became, *"I wrote a poem which the poem is about my life"*.

Then, the teacher showed in LCD about relative pronouns and adverbs (who, whom, which, whose, and that) and she explained it. Next, the teacher showed example sentences that related with topic like, *"the person who phoned me last night is my teacher, the person that phoned me last night is my teacher, the person whom I phoned last night is my teacher, the car which I drive is old, the car that I drive is old"*. Then, the teacher explained every example sentences mentioned and why. Next, she said, *"any questions"*. One of student asked, *"why use whom mam"*. Then, the teacher explained and why.

Then, the teacher showed quiz ten questions in LCD which this instructions is fill in the blanks with the correct relative pronouns or adverbs. After that, the students were asked to answer do the questions mentioned. Is using who, which, where, whose, and whom. Then, the students answered each questions mentioned. And each after one number the teacher explained and why.

After that, the teacher divided small papers and every students asked by the teacher

wrote three sentences that related with self and one sentences that lie. Next, after five minutes she said, *“finish”*. Then, the teacher said, *“who`s the first”*. Then, one student raised hand his name is Patrice. Next, she is read three sentences which one sentences is lie. After that, every students asked by the teacher to analysize that lie. After that, all of students with the teacher analysize which that lie. Next, after the students and teacher analysize she is read one sentence that lie. Then, Patrice asked by her to choose your friends in her class. Like that until four students.

Then, one student (sarah) asked by the teacher to explain how many causin who she have. And as long as the student explained the teacher typewrited in her laptop. Then, she gave underline words another and other.

After that, the teacher showed slide in LCD about Forms of Others and Others and explained it and gave example. The example like, *“I have three books”. Two are mine. The other book is yours. And, I have three books. One is mine. The others books are yours”*. Then, the teacher said, *“any questions”*. The students said, *“no mam”*.

After that, the teacher showed quiz ten questions about it in LCD which this instruction is fill in the blanks with another, other, the other, others, and the others. Then, every students were asked to answer each questions. Next, every students were answered each questions with alternate. After that, after every students were answered the questions the teacher explained and discuss each questions and why.

After that, the teacher time for the writer to gave questionnaire. She said, *“There are one someone which had been two times observation for his thesis and want asked to fill questionnaire. He is wendy and university student in IAIN Antasari English Department”*. Then, the teacher gave time for the writer. Next, the writer said, *“thank you mam”*. After that,

the writer gave the questionnaire to every students and after 5 minutes took it. Then, the writer said, *“thank you for miss Emma and all of brother and sisters”*. Next, there are said, *“you are welcome”*.

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted *“good night, see you next week”*.

During the class room activity, the techniques that she used in teaching TOEFL Preparation Class English was practice answered questions, quiz fill in the blank, games, quiz fill in the blank, giving feedback. She applied it by the students were asked to answer do the questions in his book after that correctioned and discuss together. Then, the students were asked to answer do the questions in LCD. Next, After that, every students asked to made three sentences and the others student analyzed one sentence that lie. Then, the students were asked to answer do the questions in LCD after that correctioned and discuss together.

E. The Fifth Observation

The writer did the fifth observation on **Tuesday, November 15th, 2016** which can be held at TP-1. The writer observed **NM** class. The class started at 19.00 pm until 21.00 pm. The class consists of 11 female and 4 male students. The students did difficult activities didn't like the fourth observation at last week. In this meeting, before the teacher came to the class, there are just some students because the weather is rain. The writer come to the class earlier from the teacher. When the writer came to the class, the students answered the exercise, read a book, and played a smartphone. A moment later, the teacher came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the fourth observation. When the teacher came to the class. She opened the class by greeting the students in form of *accosting*. She said *“good*

evening everybody” and *“how are you”* which was responded by all of the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson.

In while activity, the teacher said, *“Ok guys today about listening”*. Next she is opened the laptop and LCD. After that she said, *“please, opened unit 2 page 5”*. Next, the teacher showed and explained strategy number one in LCD about *“who, whome, whose, and where”*. Then, she gave the examples and explained it. After that, the teacher continued strategy number two. She is explained again to the students and gave the examples that related it. Next. The teacher played the audio. Then, she is explained the meaning from strategy number three.

After that, the students were asked by the teacher to answer do the questions that related with the topic. Then, she played the audio. After some minutes she turn off the audio. Next, the students asked by her pair with his friends to discuss the answee. After some minutes the teacher said, *“done”*. The students said, *“finish mam”*.

After that, the teacher said, *“ok we discuss together”*. Then, she asked with the students, *“is there are was born in November ?”*. Next, there are one student raised the hand. Then, the students were asked to answer number one. After that the student mentioned answered number one. Next, the teacher discussed and explained it. Then the teacher said, *“next number two”*. Then, she asked with the students, *“is there are was born in October ?”*. Next, there are one student raised the hand. Then, the student asked to answer number two. After that the student mentioned answered number two. Next, the teacher discussed and explained it. Then the teacher said, *“next number three”*. Then, she asked with the students, *“is there are was born in December ?”*. Next, there are one student raised the hand. Then, the student asked to answer number three. After that the student mentioned answered number

three. Next, the teacher discussed and explained it. Then the teacher said, “*next number four*”. Then, she asked with the students, “*is there are was born in September ?*”. Next, there are one student raised the hand. Then, the student asked to answer number four. After that the student mentioned answered number four. Next, the teacher discussed and explained it. Then the teacher said, “*next number five*”. Then, she asked with the students, “*is there are was born in August ?*”. Next, there are one student raised the hand. Then, the student asked to answer number five. After that the student mentioned answered number five. Next, the teacher discussed and explained it. After that, there are one student asked number two. Next, the teacher played more the audio and explained it. Then, she answered the question from number two.

After that, the teacher said, “*next number six until ten*”. Next the students were asked to answer do the questions. Then, she played the audio. After some minutes she turn off the audio. Next, the students were asked to pair with his friends to discuss the answeres. After some minutes the teacher said, “*done*”. The students said, “*finish mam*”.

After that, the teacher said, “*ok we check the answer*”. Then, she asked with the students, “*is there are was born in July ?*”. Next, there are one student raised the hand. Then, the student asked to answer number six. After that the student mentioned answered number six and said, “*A*”. Then, the teacher said, “*there are any opinion*”. There are one student said, “*C*”. After that the teacher said, “*why*”. Then, the student mentioned explained it. Next, the teacher discussed the answer and explained it.

Then the teacher said, “*next number seven*”. Then, she asked with the students, “*is there are was born in June ?*”. Next, there are one student raised the hand. Then, the student asked to answer number seven. After that the student mentioned answered number seven and

said, “C”. Next, the teacher discussed and explained it.

Then the teacher said, “next number eight”. Then, she asked with the students, “*is there are was born in May ?*”. Next, there are one student raised the hand. Then, the student asked to answer number eight. After that the student mentioned answered number eight and said, “C”. Next, the teacher said, “*true*”. Then, she is discussed and explained it.

Then the teacher said, “*next number nine*”. Then, she asked with the students, “*is there are was born in April ?*”. Next, there are one student raised the hand. Then, the student asked to answer number four. After that the student mentioned answered number nine and said, “A”. Next, the teacher discussed and explained why A.

Then the teacher said, “*next number ten*”. Then, she asked with the students, “*is there are was born in March ?*”. Next, there are one student raised the hand. Then, the student asked to answer number ten. After that the student mentioned answered number ten. Next, the teacher discussed and explained it.

After that, the teacher made group which consist of five groups. Then, the students were asked to answer do the the questions which it is no there are in book. Next, she showed the answer ten questions multiple choice in LCD. After that, the teacher played the audio. Then, the students from each groups asked to answer number one and discussed with his friends. After some minutes the teacher delegation from each groups asked raise the fingers to answer the question number one. Next, the teacher repeat again the audio. Then, explained and discuss the answer that true which the answer is “B”.

Then the teacher said, “*next number two*”. The students said, “*yes mam*”. After that, the teacher played the audio. Then, the students from each groups asked to answer number two and discussed with his friends. After some minutes delegation from each groups asked raise

the fingers to answer the question number two. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is “A”.

Then the teacher said, “*next number three*”. The students said, “*ok mam*”. After that, the teacher played the audio. Then, the students from each groups asked to answer number three and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number three. Next, the teacher repeat again the audio. Then, she explained and discuss the answeare that true which the answer is “D”.

Then the teacher said, “*next number four*”. The students said, “*ok mam*”. After that, the teacher played the audio. Then the students from each groups asked to answer number four and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number four. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is “B”.

Then the teacher said, “*next number five*”. The students said, “*yes mam*”. After that, the teacher played the audio. Then, the students from each groups were asked to answer number five and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number five. Then, the teacher asked with the students, “*how do you get the clue*”. After that one of student explained it. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is “B”.

Then the teacher said, “*next number six*”. The students said, “*yes mam*”. After that, the teacher played the audio. Then, the students from each groups were asked to answer number six and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number six. Then, the teacher asked with the

students, *“how do you get the clue”*. After that one of student explained it. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is *“C”*.

Then the teacher said, *“next number seven”*. After that, the teacher played the audio. Then, the students from each groups were asked to answer number seven and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number seven. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is *“A”*.

Then the teacher said, *“next number eight”*. After that, the teacher played the audio. Then, the students from each groups were asked to answer number eight and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number eight. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is *“C”*

Then the teacher said, *“next number nine”*. After that, the teacher played the audio. Then, the students from each groups were asked to answer number nine and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the question number nine. Then, the teacher asked with the students, *“how do you get the clue”*. After that one of student explained it. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is *“C”*.

Then the teacher said, *“next number ten”*. Next, she said, *“Ok this is the last question, are you ready”*. The students said, *“ready mam”*. After that, the teacher played the audio. Then, the students from each groups were asked to answer number ten and discussed with his friends. After some minutes delegation from each groups asked raise the fingers to answer the

question number ten. Then, the teacher asked with the students, *“how do you get the clue”*. After that one of student explained it. Next, the teacher repeat again the audio. Then, she explained and discuss the answer that true which the answer is *“C”*. Next, the teacher asked with students, *“any questions ?”*. Then, the students said, *“no mam”*.

After that the teacher gave the paper to the students. Then, she said, *“because this class like bet, so I made bet point from five questions”*. Next the students said, *“Ok mam and yes mam”*. Then the teacher explained this bet regulation. She said, *“ I gave you 100 point, the maximal bet point is 100 and minimal 5, then if the answer is true so point before added bet point, and if the answer is false so point before decreased bet point”*. Then the teacher ask, *“understand ?”*. The students said, *“yes mam”*.

After that the teacher played the audio. Then, the students were asked to answer number one. Next, the students answered question number one and wrote point bet in paper.. After that the teacher repeat again the audio. Next, she explained and discuss the answer that true. Then, the students were asked to wrote the point based point bet that his wrote.

Then the teacher said, *“next number two”*. After that the teacher played the audio. Next, the students were answered question number two and wrote point bet in paper. Then, the students asked exchanged his paper with friend beside right. After that the teacher repeat again the audio. Next, she explained and discuss the answer that true. Then, the students were asked to wrote the point based point bet that his wrote. After that the students were asked to return paper his friend.

Then the teacher said, *“next number three”*. After that the teacher played the audio. Next, the students answered question number three and wrote point bet in paper. Then, the students were asked exchanged his paper with friend beside left. After that the teacher repeat

again the audio. Next, she explained and discuss the answer that true. Then, the students were asked to wrote the point based point bet that his wrote. After that the students were asked to return paper his friend.

Then the teacher said, "*next number four*". After that the teacher played the audio. Next, the students answered question number four and wrote point bet in paper. Then, the students were asked to exchange his paper with friend in backside. After that the teacher repeat again the audio. Next, she explained and discuss the answer that true. Then, the students were asked to wrote the point based point bet that his wrote. After that the students were asked to return paper his friend.

Then the teacher said, "*next number five and the last question*". After that the teacher played the audio. Next, the students answered question number five and wrote point bet in paper. Then, the students were asked to exchange his paper with friend in front of. After that the teacher repeat again the audio. Next, she explained and discuss the answer that true. Then, the students were asked to wrote the point based point bet that his wrote. After that the students were asked to return paper his friend. Next, the teacher asked, "*who is the get point above 100 ?*". Then, there are many student raise his hand. The teacher said, "*great*".

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted "*good night, see you in friday*".

During the class room activity, the techniques that she used in teaching TOEFL Preparation Class English was practice answered questions, group work, quiz multiple choice, games, and giving feedback. She applied it by the students were asked to answer do the questions in LCD after that correctioned and discuss together. Then, the students were asked to answer do the questions in LCD and discuss with his friend. After that, the students were asked

to answer do the questions in LCD after that discuss together and wrote the point. Next, the students were asked to bet answer questions.

F. The Sixth Observation

The writer did the six observation on **Tuesday, November 29th, 2016** which can be held at TP-1. The writer observed **NM** class. The class started at 19.00 pm until 21.00 pm. The class consists of 10 female and 3 male students. The students did same activities like the fifth observation at last week. In this meeting, before the teacher came to the class, the students were quiet and silent. The writer come to the class earlier from the teacher. When the writer came to the class, the students were answered the questions, read a book, and played a smartphone. A moment later, the teacher came to the class, the students were in control during the teaching and learning activity.

The pre-activities were same like the fifth observation. When the teacher came to the class. She opened the class by greeting the students in form of *accosting*. She said “*good evening everybody*” and “*how are you*” which was responded by all of the students. After that, the teacher gave about list of students. Next, while the students signed the absent list one by one, the teacher start the lesson.

In while activity, the teacher explained why last week she is absent. Next, she ask with the students whether that bring cassette because she want to saw how much track unit three. Then, she is opened the laptop and LCD. After that, she said, “*ok, are you ready, the last time unit 2*”. Next, she is explained abut score middle last week.

After that, she wrote in the white board, “*Bagus like jengkol, Bagus dislike jengkol*”. And, “*Firdha would be sad if that thing happened, Firdha would be unhappy if that thing happened*”. And, “*it is impossible for cats to cook*”. Then, she explained the meaning from

sentence mentioned if not all negative sentence using not.

Next, the students asked wrote one negative sentence that using not. Then, the teacher checked and saw some students who his wrote. After that, one of students asked to read the sentence that his wrote. Next, she wrote in the white board the sentence mentioned, *“every moment that I spent with you was unforgettable”*. Then, some of students asked to read one sentence that his wrote and the teacher wrote in white board. *“I never felt so insecure until you came into my life”*. *“When my message was not replied, I felt unmood”*. *“I can` t sing well”*. *“It`s unbeautiful and out of stones”*. *“Sometimes I disagree with my opinions”*.

After that, some of students asked by the teacher to read the example of word and sentence from understanding statement and negative expression. Next, there are one student ask whether Adjective word if added un or in still negative mam. Then, she answer and explained it.

After that, the students were asked to open page 12 strategy number one A. Then, she played the audio and explained the meaning from audio mentioned. Next, she played the audio from strategy one B and explained it. After that, the teacher explained the meaning from strategy number 2. Next, she played the audio and explained the meaning from it.

After that, the students divided became 3 groups by the teacher. Next, the students were asked to answer do the questions number 1 until 5. Then, she played the audio and every students in groups asked to answer the questions. Next, the students were asked to discuss with his friends in group. After some minutes, delegation from each group asked to said the answer and key word. Next, the teacher with students repeat again the audio. Then, the teacher explained the answer that correct and why. (Questions number 1 until 5)

Next, the students were asked to answer do the questions number 1 until 5. Then, the

teacher played the audio and the students answered the questions. After that, the students discussed with his friends in group. After some minutes, delegation from each group asked to said the answer and key word. Then, the teacher with students repeat again the audio. Next, the teacher explained the answer that correct and why.

Next, the students were asked to answer do the questions number 6 until 10. Then, the teacher played the audio and the students answered the questions. After that, the students discussed with his friends in group. After some minutes, delegation from each group asked to said the answer and key word. Then, the teacher with students repeat again the audio. Next, the teacher explained the answer that correct and why.

After that, the teacher time for the writer to gave questionnaire. She said, *“There are one someone which had been two times observation for his thesis and want asked to fill questionnaire. He is wendy and university student in IAIN Antasari English Department”*. Then, the teacher gave time for the writer. Next, the writer said, *“thank you mam”*. After that, the writer gave the questionnaire to every students and after 5 minutes taked it. Then, the writer said, *“thank you for miss Nunu and all of brother and sisters”*. Next, there are said, *“you are welcome”*.

In the post-activity, because running of time, she closed the lesson and ended the class by reciting accosted together. Finally the teacher greeted *“good night, see you next week”*.

During the class room activity, the techniques that she used in teaching TOEFL Preparation Class English was practice made a sentence, practice answered questions, group work, and giving feedback. She applied it by the students were asked to made a sentence. Then, the students were asked to answer the questions in his book and discuss with his friend.

After that, the teacher and the students discuss together the answer that correct and why.

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