

Appendix 1

Data 1

{ T :  *anakanak, cobaperhatikan !(Children!)*

*Ini adalahtiruandaripohoncemara, tau*

*tidakbahwapohoncemaraitubagussekali digunakanuntukmenghiaspohon natal. Setiap natal orang orang yang tinggaldiluarnegeri, orang orang yang tinggal di kotakota ,apalagikitasebagai orang yang percaya dengan Tuhan Yesus, setiap natal kitamerayakanhari natal... (It is an imitation of a pine tree, (showing the imitation pine tree) , do you know that it is a nice pine tree used to decorate the Christmas tree. Every Christmas the people who live outside the country, and the people who live in cities, especially we who believe in Jesus Christ, every Christmas we celebrate Christmas. )*

*Perayan natal, biasanyakitamenghiaspohon natal. Nah, pohon natal itusebetulnyaberasadaripohoncemara. Pohoncemaraituciptaansiapa?(When Christmas day, we usually decorate the Christmas tree. Well, the Christmas tree is actually derived from pine trees. Who create the Christmas tree?)*

S :  *Tuhan ( God )*

T:  *beneciptaan Tuhan. Bias tidakmanusiamembuatpohoncemarasungguhan?(That's true. It created by God. Can you make the real of pine tree?)*

S:  *tidak(No, ma'am)*

T:  *tidakbisa - pause -benarkitaidakbisamembuatpohoncemara... (No, ma'am -pause - Yes, we cannot make the real of pine tree...)*

*Kalauinipohoncemaratiruaninisiapa yang membuat? (So, who makes of an imitation of pine tree?)*

S 1:  *Tuhan Yesus (Jesus Christ)*

T:  *bukanini yang membuatadalahmanusia. Kalopohoncemaraini yang membuatmanusiakarenaterbuatdari plastic, tapikalopohonsungguhanitu yang membuatadalahTuhan. (No, this is human's creation, because made of plastic but the real trees what which makes by God.)*

S :  *Tuhan == ( God ) } ( DATA 6)*

T:  *ibumau Tanya – pause – (I want to ask)*

*Biasanyapohon natal itudihiasiapasaja? (What we used to decorate the Christmas tree? )*

*Apasajayangmaukitahiasi? (What any things we used to decorate? )*

S 2 :  *lampu (lamp)*

S3 :  *bintang(stars)*

T:  *adalahlampu, adabintangbintang. (There is lamp, star)*

*Adaapaitu?( And what?)*

S4 : *bulan (moon)*

S : *lonceng (A bell)*

T : *benar, itulonceng. (Yes, that's true)*

*Loncengloncengdigunakanuntukmenghiasipohonnatal . (Bells used to decorate the Christmas tree)*

S5: *loncengberbunyi (A bells are ringing)*

T: *nah, ibumau Tanya? (Well, I want to ask?)*

*Cobaapa yang ibubawahariini? (What the thing that I bring today?)*

S6: *kertas(Papper)*

S7: *lonceng(A bell)*

T: *ooo,,iya, masiingatlagunya (Yes, a bell.Do you remember the song of jingle bells?)*

S: *ingatbu (Yes, I remember it)*

T: *ayobernyanyibersama (came on, sing together)*

T: *biasanyapohon natal inidihiasiolehlonceng. (Generally, the Christmas tree is decorate with a bell, ==)*

*Pagiini, ibuakanmengajakanak-anaksemuauntukmenghiasibukunyadenganlonceng.Ibuakanmembagi kalian menjadi 2 grup, grup A dangrup B (This morning, I will encourage all of you todecorate your book with a bell. I will divide you to be two groups, group A and B.)*

*{Nantianak-anakgrup A, kalian mencocokgambarlonceng, tetapi yang bagian di tengahsinitidakperludicocok, yang perludicocokbagianluarnyasepertiapa. Dicocokdisiniteruskini.( For Group A, Students will pinning a picture of bell, but the center of the picture don't need to pin. == ) } (DATA 1)*

*Nah, untukanak-anakgrup B, karenasudahbesar kalian mencocokgambarapaini?(Well, for group B, students will pin a picture, what is this picture? (Showing the picture of Christmas tree))*

S: *pohon natal( Christmas tree )*

T: *iya, pohon natal, Nah, siapa yang bisa?(Yes, that's true. It is a Christmas tree, Well, who can do it?)*

S: *saya, saya (Me, me)*

T: *nah, itubermainkita yang pertama. Bermainkita yang kedua, nantianak-ankaakanmenghitungberapabanyakpohon natal nya. Kalodisinipohon natal nyaadabrapa? (Well, thatis the first game that we do today. The second game is you must count how many Christmas tree in your book.)*

S3: *3 (three)*

S6: 2 (two)

T: *lhodisinipohon natal nyaadaberapa?(How many Christmas tree in here?)*

S: 1 (one )

T: *satu, nantianak-anaktulis, pohonnatalnyaadasatu, tapikalodibukupohonnatalnyaada 3 anak-anakmenghitungpohonnatalnya 3.(One, so you must write one, the Christmas tree is one, but if in your book there are three Christmas tree, you must write three)*

*Nah, bias anakanak? (Well do you understand students?)*

S: *bisabu (Yes, we can)*

{T: *terussetelahitukitabelajarmenulis, untukgrup Amentulishuruf p yaitupohon, ingatmenulisapa? (After than we will learning towriting, for groupA you must write word P, that is Pohon (tree), do you remember it?)*

S: *huruf p(Yes, P)*

T: *nah bener p, pohondanuntukgrup B, kalian akanmenulishurufT ,huruf T yaitutebu .karenapohontebuitujugamerupakananaman.(That's true, P is Pohon (tree) and thenfor group B, you will writingword T, that is Tebu (kind of tree that produce sugar). We write Tebu because Tebu is kind of plant too.)}( DATA 2)*

*Cobatepukbagiantanaman... (Well now, do TepukBagianTanaman (kind of song that mention some parts of plant in Bahasa Indonesia))*

All: *prok..prok.. adaakar..adabatang..adadaun..adabunga...adabuah..tanamankuhore*

T: *samasepertipohonini,pohoninijugapunyabuah...(Same like other tree, this tree have a fruit)*

S: *buahnyamana to bu? (Where is the fruit, ma'am?)*

{T: *Buahnyaitukecil-kecilbentuknya,,tanamancemaraitujugapunyaakartidakanak-anak? (The fruit is small; there is a root in pine tree?)*

S: *ada (Yes,they are )*

T: *iyaada, tapikarnainipohonnatal,bukanpohonaslitapipohon natal makatidakpunyaakar.(However, this is just an imitation of tree so it doesn't have root.)nahtapikalopohonsungguhanbawahnyaituadapanya? (What trees have?)*

S: *akar(root)*

T: *setelahakarapalagi ?(After that?)*

S: *Batang(trunk)*

T: *laluadaapainianak-anak? (After that, there is anything? )*

S: *daun(leaves)*

T: *Terus yang terakhiradaapalagi? (Than the last is?)*

S: *buah (fruit )*

T: itu yang namanya bagian-bagiannya dari tanaman (That are the name part of a plant.) } (DATA 7)

Tuhan itu hebat tidak anak-anak. (Students, Jesus Christ is great or not?)

S: hebat (great)

T: selain menciptakan tanaman cemara, Tuhan juga menciptakan tanaman-tanaman lain (Beside creating a pine tree, God also make the other tree)

Nah, siapa yang membuat pohon (Well, who create the real tree?)

S: Tuhan (God )

T: Can you make it?

All : saya tidak bisa (No, I cannot )

T: siapa yang membuat pohon (Who can do it?)

All: hanya Tuhan saja (Just God)

T: kitab saja bikin pohon tapi hanya menggambar di buku saja, tapi kalau buat pohon sungguhan kita tidak bisa, hanya Tuhan yang mampu membuatnya. (We can make a fruit but just in our book, we can drwing in our book, but if the true fruit we cannot, only God can make it.)

Mengerti anak-anak? (Do you understand students?)

S: mengerti (understand)

T: sudah siap untuk bermain? (Are you ready to play?)

{Yok semua bangkit berdiri dulu, kita mau menyanyi} (Come we standing up and we sing together)

Menyanyi bersama aku adalah setangkai bunga (Singing together aku adalah setangkai bunga )

T: lalu berdiri tegak seperti pohon (After that standing up like a tree)

Semua berdiri seperti pohon ( Everyone standing up like e tree )

T: pohonnya bertiup ke arah kanan (The tree is blowing to right)

S: kanan {sambil bergerak ke arah kanan} (Right (move to the right))

T: pohonnya bertiup ke arah kiri (The tree is blowing to left )

S: kiri {sambil bergerak ke arah kiri} (Left (move to left))

T: pohonnya bertiup ke arah atas (The tree is blowing up)

S: Atas {sambil bergerak ke arah atas} (Up (moving up))

T: pohonnya bertiup ke arah bawah (The tree is moving down)

S: bawah {sambil bergerak ke arah bawah} (Down {moving down})

T: lalu pohonnya bertiup ke arah berputar-putar (Than the tree blowing spin)

S: *berputar-putar {sambilbergerakarahberputar}* (Spin {moving spin})

T: *pohonnyadiam {Semuadiam}*( The tree is stop {Everyone stop})

T: *karenaanginnyasudahpergi* (Because the win is gone)} **(DATA 3)**

*Lihatkebunku* (Now we sing lihatkebunku )

*Lalusemuamenyanyilihatkebunku* (Then all singing lihatkebunku)

T: *pintar*(good)

*Tepukbagiantanaman*( clapbagiantanaman)

T: *silahkanduduklagi, sekaranganak-anaksiapkanbukunyalalumengerjakansemuanya* (Ok, sit down students, now you prepare your book and do the assignment)



Appendix 2

Data 2

- T: *Anak-anak, perhatikan Miss Mima == (students pay attention to Miss Mima!)*  
*Peter, duduk... –pause- duduk disana ! (Peter sits down, please! – sit there!)*
- S: *aaa...*
- T: *tolong duduk di tikar (Please sit on the mat!)*  
*Kalau kalian tidak duduk di tikar, kalian tidak dapat hadiah... (If you do not sit on the mat, you do not get a reward)*  
*Siapa mau dapat hadiah ?(Who want get a reward?)*
- S: *== saya... (Me)*
- T: *== good morning students?*
- S: *good morning Miss Mima*
- T: *how are you today?*
- S: *I am fine thank you...and you*
- T: *I am fine too...*  
*I love you students*
- S: *I love you too MissMima*
- T: *ok == now...*  
*Senang bertemu kalian lagi, minggu lalu kita tidak bertemu dikarenakan Miss Mima tidak datang. (Nice to meet you, last week we do not meet because Miss Mima did not come)*  
*Baiklah...hari ini kita akan belajar tentang animal (Well... today we will learn about animal)*  
*Siapa yang masi ingat, apa itu animal? (Who still remember what is animal?)...*
- {T: there is dog...  
There is duck...  
There is goat...  
There is sheep...  
Siapa yang suka nonton Shaun the sheep? (who like watching Shaun the sheep (TV show) )
- S: saya...saya... (Me... me...)

T: apa itu sheep ? (What is sheep?)

Sheep adalah domba (Sheep is domba)} (DATA 8)

*Nah, ibu membawa gambar-gambar hewan (Well, I take a picture about animal [showing the picture])*

*Nanti, Miss Mima akan menyebutkan nama-nama hewan dan kalian semua harus menyebutkan suara hewan yang Miss Mima tunjuk. [murid-murid bebrbicara dngan temannya sendiri] (Later, Miss Mima will say the name of the animal and all of you say the sound of the animal which I point out [Students talking with another student and did not pay attention the teacher])*

T: *hey! perhatikan Miss Mima (hey! Pay attention to Miss Mima!)*

Pause- 3second

T: *kita belajar dari Rabbit (we learn from rabbit)*

S: rabbit

T: rabbit

S: rabbit...

T: good...

Now, cat...

S: cat

{T: cat

Apa itu cat? (What is cat? )

S: kucing } (DATA 8)

T: kucing... good

Now, rabbit...

S: rabbit

S1: rabbit itu kelici (Rabbit is kelinci)

T: good

== (teacher repeat from rabbit and cat)

Pause- 3second

T: *nah, sekarang siap yang suka hewan ini?apakah ini? (Well, now who like this? What it is?)*

S1: *saya...kupu-kupu (me...butterfly)*

T: good

Butterfly...butterfly... (Point out the picture of butterfly)

(Students repeat "butterfly")

T: good

== (teacher repeat from rabbit, cat and butterfly)

T: rabbit...cat...butterfly...turtle

Turtle... Turtle...

Turtle...butterfly...cat...rabbit...

(The teacher point out the picture and Students repeat what the teacher said)

{T: sekarang, kalian menyebutkan sendiri apa yang ibu tunjuk (now, mention by yourself what I point)

== (Teacher point out the picture and students say the name of the animal)

S: rabbit

T: good

S: cat...

Cat...

T: Good...

Sekarang, apakah ini? (Now, what it is? (Point out the picture of butterfly))

S: butterfly

T: apa itu butterfly? (What is butterfly?)

S: kupu-kupu

T: (point out the picture of Turtle) apa ini? (What it is?)

S: turtle } (DATA 5)

{T: baik,sekarang apakah ini? (Well, now what it is?)

Siapa yang pernah digigit oleh hewan ini? (Whoever bitted by this animal?)

S: saya...saya... (Me...me...)

T: apa ini? (What it is?) [Point out the picture of bee]

S: lebah

T: yes, it is lebah

Lebah adalah bee (Lebah is bee)

Bee...} (DATA 8)



(The students repeat the teacher says)

{T: siapa yang tau ini? (Who know what it is?)

S: monyet

T: iya benar (yes, that's true)

Siapa yang pernah lihat monyet? (Who ever see the monkey?)

S: saya... (Me...)

T: dimana itu? (Where it is?)

S2: di kandang (in the cage)

T: monkey...monkey...monkey (point out the picture of monkey)

Apa yang monkey makan ? (What monkey eats?)

S: pisang (banana)

T: good...} (DATA 8)

Sekarang,siapa yang suka minu susu? (Now, who like drink that milk?)

S: saya...saya...saya... (Me...me...me...)

T: cow...cow...cow (point out the picture of cow)

== (Repeat again from begin)

-Pause-

Ant...Ant..

Bagaimana suara dari ant? (How the sounds of ant?)

S: ...

T: ant tidak mengeluarkan suara (ant is not produce sound)

Apa itu ant? (What is ant?)

S: semut

T: siapa yang pernah digigit ant? (Whoever bitted by ant?)

S: saya (me)

T: sakit tidak? (it is hurt?)

S: iya... (Yes...)

T: well...

Lion...Lion...Lion... (point out the picture of lion)

Siapa yang berani dengan lion? (Who brave with lion?)

S: *saya...saya...saya... (Me...Me...me...)*

==

T: *hey, pay attention to me!*

*Siapa yang mau hadiah? (Who want get a reward?)*

S: *saya... (me...)*

T: *makanya,perhatikan Miss Mima (so, pay attention to Miss Mima!)*

(Repeat a whole animal)

T: *now, what it is? (Point out the picture of mouse)*

S: *tikus*

{T: *ini adalah mouse (it is mouse...)* [Point out the picture of mouse]

*Siapa yang pernah lihat mouse? (Whoever see mouse?)*

S: *saya...saya...saya... (Me...me...me...)*

T: *ketika ada tikus di rumah kalian, kalian bilang nya ke ibu kalian bahwa ada mouse (when there is a mouse in your home, you can tell your mom there is a mouse)*

*Bu...bu...ada mouse (Mom...mom... there is a mouse)*

*Jadi kalian jangan omong ada tikus lagi,tapi bilang ada mouse (So you do not say there is a tikus but you must say there is a mouse)* **(DATA 8)**

S: *ya Miss (yes, Miss)*

T: *nah, apa ini anak-anak? (Well, what it is? ) [Point out the picture of snack]*

S: *ular...*

S3: *ular...*

T: *ini adalah snack... (it is snack)*

*Snack...snack. Snack...*

S: *snack...snack. Snack...*

T: *nah,sekarang hitung ada berapa animal yang kita pelajari tadi ? (Now, we count how many animal we learn before)*

T & S: *1...2...3...4...5...6...7...8...9...10...11 animals*

T: *sekarang, Miss Mima mau... == (in here I want to...)*

*Hey! Pay attention to me!*

*Siapa yang mau hadiah? (Who want get the reward?) (Showing the reward)*

S: *saya...saya...saya... (Me...me...me...)*

T: hey! Vino...Eka... russel...

{Pause – 4second}

*Coba perhatikan!* (Pay attention!)

{Sekarang, mana hewan yang memiliki suara? (Now, where is the animal that has voice?)}

S4: cat...

T: good...

Bagaimana suaranya? (What the voice of cat?)

S: meow...

T: ketika Miss Mima tanya apa suara dari cat, kalian jawan meow... (When Miss Mima say what is the voice the cat? You must say meow...)

sekarang,bagaimana suara nya monyet? (Now, what is the voice of monkey?)

S5: auk..Auk..auk..auk

T: nah, bagus (well, good )

Bagaimana suara dari cow? (What the voice of cow?)

S: shhh...sshh...

T: no... itu suara dari ular (that is the voice of snack)

Suara cow begini moo...moo...moo... (The voice of cow is moo...moo...moo)

S: moo...moo...moo } ( DATA 8)

== [The teacher present the voice of animal that she point out and the students repeat it]

T: animal

*Apa itu animal (What is the animal?)*

S6: *binatang*

T: good

Animal is *binatang*

*Nah, berapa animal yang kalian tau? (Now, how many animals that you know?)*

*Sebutkan ! (Mention it!) [Point out the picture]*

Rabbit...cat...

[Students repeat the teacher]

*Apa suaranya cat? (What the voice of cat?)*

S: meow

T: good

*Apa suaranya sapi? (What the voice of cow?)*

S: moo...moo...moo...

T: *nah, sekarang apa ini? (Well, what it is?) [Point out the picture of ant]*

S: ant...

T: good

*Nanti kalau kalian digigit semut, cerita sama ibu kalian digigit ant ya... jangan semut (When you bitted by an ant you can tell your mother that you bitted by an ant not semut)*

Now, lion...lion..Lion...

*Apa suara dari lion? (What is the voice of lion?)*

S: auww...auww...

T: good... *kalau ini apa? (What it is?)*

S: mouse

T: *gimana suaranya ? (What the voice of mouse?)*

S: cit...cit...Cit...

T: good

*Yang terakhir adalah snack (The last animal is snack)*

*Bagaimana suaranya? (What the voice of snack?)*

S: shh...shhh...shhh...

T: good

*Nah, sekarang satu per satu dari kalian semua, maju ke depan dan tunjukan animal dan suaranya ! sebutkan minimal 3 animals dan Miss Mima akan memberi kalian hadiah. (Please all of you one by one come forward and show us where the animal with the voice is! Mention 3 animals and MissMima will give you the reward)*

S: aaa... (Talking with another)

T: hey! Pay attention!

*Apakah kalian semua mengerti? (Do you understand?)*

S: ...

T: *siapa yang au maju pertama? (who want to be the first?)*

*Ok, Vino maju ke depan (Ok,Vino come forward)*

(The teacher does the same with other students)

==

T: ok thank you students, see you next week

S: thank you Miss Mima



Appendix 3

Data 3

T: How are you students

S : I am fine thank you, and you?

T : i am fine too. I love you students

S : I love you too

{: dua minggu yang lalu kita belajar tentang apa?

\_\_\_\_\_ (what did we learn two weeks ago?)

S : .....

T : Occupation. Artinya apa occupation? (What is the meaning of occupation?)

S : pekerjaan [tidak semua] Work [Not all]

T : Coba sebutkan pekerjaan apa saja yang kalian tahu? (Let's mention, what kind of occupation that you know?)

S : .....[no answer]

T : doctor, chef, policeman, pilot, teacher, tailor, ...} (DATA 9)

T : Mari anak-anak kita bernyanyi bersama. { Miss Mima punya lagu baru, perhatikan ya...ayo semuanya berdiri. (Let's sing together students. Miss Mima has new song, let's pay attention.....stand up please)

Miss Mima melentangkan tangannya sambil menyebutkan pilot, menunjuk mata sambil menyebutkan teacher, kemudian menyilangkan kedua tangannya didada sambil menyebutkan doctor dan tangannya melakukan gerakan memasak sambil menyebutkan gerakan chef, kemudian yang terakhir tangannya bergerak menyerupai ikan disungai sambil menyebutkan fisherman (Miss Mima stracted her hands whilesaid pilot, then pointed her eyes while said teacher, then cross her hand in her chess while said doctor, then she made movement like cooking while said chef and her hand moved like swimming fish while said fisherman)} (DATA 4)

Kemudian mengulangi nanyian dan gerakan tersebut berkali-kali hingga murid mengerti dan hafal nama pekerjaan yang disebutkan (Then Miss Mima repeated the song and movement many times until students memorize the name of occupation).

T : OK sekarang kalian semua maju ke depan satu per satu. Setelah itu Miss Mima akan memberikan hadiah. Siapa yang mau maju duluan dari TK besar? (OK...now you must come foward one by one, and I will give you a reward. Who want to be the first?)

## Interview

Interviewer : How long have you been a teacher in this school?

Miss Mima : I have been a teacher in here since 2007

Interviewer : Is it difficult? Because this school only have one room and put all students here in one class.

Miss Mima : Of course. I have to differentiate about the task between Grade A and Grade B, In line with their ability.

Interviewer : IS it effective to teach like that?

Miss Mima : Actually it is not effective because we make together all students although they Come from different level. But we have weakness here, namely in terms of Infrastructure. We, as a teacher should find the best way although we have weakness in infrastructure because the class must go on.

Interviewer : OK. Now I would like to ask about teaching method. In terms of teaching, what is the best way to teach kindergarten students?

Miss Mima : Teaching kindergarten student is unique because we have to know and understand about their ability especially in terms of brain development. What we can do and what we can't do for kindergarten student. When we teach them, of course we will use demonstration because we have to show them step by stem the task that we ask. We have different grade of class here, that's why we explained about the task per group.

Interviewer : Do they understand when you explain?

Miss Mima : Sure

Interviewer : Is it another teaching method beside demonstration?

Miss Mima : Sure. In terms of demonstration, we not only use words to explain about task or

new material, but we also use song because this trick is very effective. Song and game are the most interested thing for kindergarten students, therefore we use it to explain.

Interviewer : OK. What is the next trick for demonstration?

Miss Mima : sometime we use gesture or movement for demonstration. Then beside demonstration we also use drill and practice and also didactic question.

Interviewer : Do you practice it all?

Miss Mima : Sure. We teach in line with the aim of teaching. Take an example when we want to explain about new material we use demonstration; when we want to drill about some lesson because we have aim that all of students must memorize it we use drill and practice; then when we want to attract students' ability and experience we use didactic question. The aim of didactic question is to attract students to be active in class.

Interviewer : Which is the most effective for teaching?

Miss Mima : All are effective because the implementation of teaching method and communication to students is in line with the aim of teaching. What is the objective? Take an example when we want to introduce something new, we have to use demonstration by explaining to students and giving song and we use gesture also like movement.



# Classroom Observation Form

**Instructor** : Ibu Yemima Rosa Putri Bunga a  
**Topic** : Concept of God  
**Date** : 5 December 2013  
**Place** : TK. TUNAS HARAPAN  
**Learners** : Kindergarten students (25 students)

## Notes :

In the class the teacher using direct instruction, first the teacher explain about the concept of God using Christmas tree, the teacher use the real Christmas tree to explain them and they give the good feedback to the teacher.

The teacher used didactic question to the students. in this case, the students can answer some question from the teacher, its shown that the student understand what the teacher explained. When the teacher give the instruction to sing they follow the teacher to sing together and when the teacher give instruction to stand up and sit they do it.

Second the teacher shows the student a paper with a bell picture in it and then the teacher give instruction to the students to pin the picture, in this case the teacher demonstrated how to pin to the students and they say that they can do it, it's mean that the students do the task well. The meaning of negotiation was achieved between the teacher and the students, it was proven when the students did the task well. All steps of meaning negotiation will be discussed in chapter 4.

**Evaluator** : Christmas Fian P

# Classroom Observation Form

**Instructor** : Ibu Yemima Rosa Purtri Bunga a  
**Topic** : Animal  
**Date** : 16 Januari 2014  
**Place** : TK. TUNAS HARAPAN  
**Learners** : Kindergarten students

## Notes :

In this second observation, the evaluator observed in the English classroom in TK. TUNAS HARAPAN. The Instructor is Yemima Rosa, she is the English teacher in the TK. TUNAS HARAPAN. Today, the teacher using direct instruction all the time in the English classroom, but the indirect instruction is not used in this classroom until this class end. In the beginning the teacher give opening and the students give direct feedback to the teacher. The theory will be explain is about Animal.

First, the teacher gives explanation about what is animal? , what kinds of animals? , what sounds animals have? And then the teacher using a picture of animal to support her explanation. She showing some picture of animals like cat, rabbit, cow, butterfly, etc. The teacher also give example how sounds of that animal, and the students following the teacher. After that the teacher asking all of the student what is the English of the picture that she appoint, for example she appoint *kucing*, so the students answer cat. Next, the teacher ask, how the animal sounds? When the teacher appoint cat, the students answer meong, the condition above is showing the direct instruction in the English classroom because is centered to the teacher. In this classroom the teacher always using direct instruction to the student and it is success. The students understand and get the goal of the explanation about animal; it is evidenced with the feedback from the student when the student must go forward one by one to answer the question from the teacher.

The teacher instruct the student to appoint three pictures of animals and mention the name of the animal and how sounds of that animals. The evaluator take five samples of students and all of the samples give good feedback to the teacher. That's means that the direct instruction is easy to achieve meaning negotiation. All steps will dicussed in chapter 4.

**Evaluator** : Christmas Fian P

# Classroom Observation Form

**Instructor** : Ibu Yemima Rosa Putri Bunga a  
**Topic** : Occupation  
**Date** : 16 May 2014  
**Place** : TK. TUNAS HARAPAN  
**Learners** : Kindergarten students (25 students)

## Notes :

In this meeting, the teacher open the class same as usual. The teacher introduced to the students about occupation. The teacher used demonstration to show the kind of occupation. The teacher use body movement to demonstrate it. First, the teacher stretched her hands while saying pilot, then pointed her eyes while saying teacher, then cross her hand in her chest while saying doctor, then she made movement like cooking while saying chef and her hand moved like swimming fish while saying fisherman.

The writer observed that the students could do what the teacher had told them. The demonstration was conducted one time by describing the steps of doing task in a small group of around twenty-five students. Then, the students could do what the teacher demonstrated. Therefore, it can be concluded that direct instruction with demonstration could help the students know and memorize the lesson. After that the students could finish the task that the teacher give to them, the students could mention the name of occupation and did the movement correctly. In this case, the meaning of negotiation was achieved between the teacher and the students. For all steps of meaning negotiation will be discussed in chapter 4.

**Evaluator** : Christmas Fian P