EQUIPPING THE PRESERVICE TEACHER WITH PEDAGOGICAL KNOWLEDGE THROUGH OBSERVATIONS OF TEACHING IN GENERAL LISTENING CLASS OF THE ENGLISH EXTENSION COURSE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Anthonia Jessy Perwirasari
Student Number: 121214033

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
EQUIPPING THE PRESERVICE TEACHER
WITH PEDAGOGICAL KNOWLEDGE
THROUGH OBSERVATIONS OF TEACHING IN GENERAL
LISTENING CLASS OF THE ENGLISH EXTENSION COURSE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Anthonia Jessy Perwirasari
Student Number: 121214033

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
A Sarjana Pendidikan Thesis on

EQUIPPING THE PRESERVICE TEACHER WITH PEDAGOGICAL KNOWLEDGE THROUGH OBSERVATIONS OF TEACHING IN GENERAL LISTENING CLASS OF THE ENGLISH EXTENSION COURSE

By
Anthonia Jessy Perwirasari
Student Number: 121214033

Approved by

A Sarjana Pendidikan Thesis on

EQUIPPING THE PRESERVICE TEACHER
WITH PEDAGOGICAL KNOWLEDGE
THROUGH OBSERVATIONS OF TEACHING IN GENERAL
LISTENING CLASS OF THE ENGLISH EXTENSION COURSE

By
Anthonia Jessy Perwirasari
Student Number: 121214033

Defended before the Board of Examiners
on 11 April 2016
and Declared Acceptable

Board of Examiners

Chairperson : Paulus Kuswandono, Ph.D.
Secretary : Christina Lhaksmita Anandari, Ed.M.
Member : Markus Budiraharjo, M.Ed., Ed.D.
Member : Laurentia Sumarni, S.Pd., M.Trans.St.
Member : Christina Lhaksmita Anandari, Ed.M.

Yogyakarta, 11 April 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
“For the LORD giveth wisdom; out of his mouth cometh knowledge and understanding”

~ Proverbs 2:6 (KJV) ~
STATEMENTS OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 April 2016

The Writer

Anthonia Jessy Perwirasari
121214033
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya Mahasiswa Universtas Sanata Dharma:

Nama : Anthonia Jessy Perwirasari
Nomor Mahasiswa : 121214033

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

**EQUIPPING THE PRESERVICE TEACHER WITH PEDAGOGICAL KNOWLEDGE THROUGH OBSERVATIONS OF TEACHING IN GENERAL LISTENING CLASS OF THE ENGLISH EXTENSION COURSE**

beserta perangkat yang diperlukan (bila ada). Dengan demikian, saya memberikan kepada Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu minta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 11 April 2016
Yang menyatakan

Anthonia Jessy Perwirasari
ABSTRACT

Perwirasari, Anthonia Jessy (2016). *Equipping the Preservice Teacher with Pedagogical Knowledge through Observations of Teaching in General Listening Class of the English Extension Course*. English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Yogyakarta: Sanata Dharma University.

According to Indonesian Law No. 14 Year 2005 about Teachers and Lecturers, four competences to accomplish by teacher candidates are professional, pedagogical, social, and personality competence. However, out of 56 compulsory courses in the English Language Education Study Program (ELESP), there are only two courses which give teaching practice for teacher candidates. Based on a preliminary survey, 87% of 16 respondents have taught English outside campus before they graduate. Unfortunately, many teacher candidates who have taught English have lack of pedagogical skills because they have limited teaching practice. 87% of 16 respondents who have taught English felt that their pedagogical knowledge was limited and 25% of 16 respondents think that two courses for practicing teaching are not enough.

Considering the results of the survey, the researcher had an idea to study about teacher candidates’ learning experiences in doing a classroom observation. There are two questions in this research. The first is how teaching dynamics in the General Listening class IB batch 2015 of the English Extension Course (EEC) are best described. The second question is to what extent observation of teaching dynamics throughout one semester equips teacher candidates with pedagogical knowledge.

A case study had been done to study this research further. The research gathered observational data, inquiry data through FGD, and archival data. The study was conducted for 4 months in a General Listening class IB batch 2015 of the EEC. The data were analyzed using a framework of constructivism, backward design principle, cognitive apprenticeship, preservice teacher learning, content-based instruction, and reflection theory.

The researcher found that the teaching dynamics were best described as a combination of Backward Design Principle and Cognitive Apprenticeship. There were three learning goals designed at the beginning of the semester based on the Backward Design Principle. Then, the assignments, materials, and teaching strategies were conducted based on the Cognitive Apprenticeship, especially the Contents and the Methods aspects. To answer the second questions, the researcher found that the preservice teacher conducting the one-semester observation had gained lot of pedagogical knowledge through the observations. The preservice teacher learned some new teaching skills and also what the attitudes of being a teacher are.

Keyword: preservice teacher, pedagogical knowledge, cognitive apprenticeship, backward design principle.
ABSTRAK


Menurut UU di Indonesia No. 14 Tahun 2005 tentang Guru dan Dosen, empat kompetensi yang perlu dicapai oleh calon guru adalah kompetensi profesional, pedagogik, sosial, dan kepribadian. Namun, dari 56 mata kuliah wajib di Pendidikan Bahasa Inggris, hanya ada dua mata kuliah yang memberikan praktek mengajar bagi calon guru. Berdasarkan survei awal, 87% dari 16 responden telah mengajar sebelum mereka lulus. Sayangnya, banyak calon guru yang telah mengajar merasa kurang dalam hal keterampilan pedagogis karena keterbatasan pengalaman praktik mengajar mereka. 87% dari 16 responden merasa bahwa mereka memiliki pengetahuan pedagogis yang terbatas dan 25% dari 16 responden berpikir bahwa dua mata kuliah untuk praktik mengajar tidaklah cukup.


Kata kunci: preservice teacher, pedagogical knowledge, cognitive apprenticeship, backward design principle.
ACKNOWLEDGEMENTS

First of all, I would like to thank My Lord Jesus. There is nothing I can do without His blessings and grace. All parts of this thesis and all processes are finally done only because of His blessings.

I would like to thank my parents, Djunaedi Sutianto and Herlin Bekti Subroto, for all the love, supports, and prayers for me. I thank my parents for trusting me to pursue my dream through learning in English Learning Education in Sanata Dharma University. I would also like to thank my sister, Christine Herdyana Febrianti, for all the love she gives me, through her delicious foods and our small fights.

I would like to thank my thesis advisor, Markus Budi Raharjo, Ed.D., for helping me with my thesis. He has given me lots of opportunities to learn and to grow through our meetings. He also let me fall, so I could stand higher now. Then, I would also like to thank my academic advisor, Veronica Triprihatmini, M.Hum., M.A., for her guidance along these past four years. She has been a good mother for class 2012 A students. I thank her for always burning our spirit to finish our study as soon as possible, through her words and help. Then, I would like to thank all the lecturers in the ELESP who have taught me and who have given me opportunities to work with. All the time in the the ELESP has made me a better person.

I would like to thank my best partners. I would like to thank my best friends, Ocak and Sela, for always supporting me with laughs, some selfies, and
silly conversations. I also thank Rosi and Vita for being tough sparring partners in pursuing our dreams. I also would thank Ryan, for accompanying me, especially for the past few months, and for having and supporting each other. I would like to thank them for all the supports they have given to me.

For all my friends in the ELESP, I would like to thank my classmates, 2012 A, especially 2012 A-b, for always supporting each other academically and emotionally. I would thank Pak Markus’ thesis students for supporting and helping each other. I also would thank all of my friends from some different batches for sharing and inspiring each other by spending our precious time in the very lovable corridor, Lorong Cinta. I really thank them – whom I cannot mention one by one.

I would like to thank Englicious Jogja, to let me learn and grow through the community. I also would like to thank UKM PM USD for giving me chances to learn and to grow by sharing. Then, I would like to thank ViaVia Travel for giving me chances to be a more open-minded person. I would like to thank Studio Kopi for being my most favorite workspace to write my thesis.

In the end, I would like to thank everyone for all the supports, prayers, and even the questions which have burnt my spirit to finish my thesis and my study in the ELESP. I hope they will also be successful in pursuing their dreams.

Anthonia Jessy Perwirasari
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENTS OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I. INTRODUCTION

A. Research Background ............................................... 1
B. Research Problems ................................................... 4
C. Problem Limitation .................................................. 4
D. Research Objectives ............................................... 5
E. Research Benefits .................................................. 5
F. Definition of Terms ............................................... 6

## CHAPTER II. REVIEW OF RELATED LITERATURE

A. Theoretical Description ............................................. 8
   1. Constructivism .................................................... 8
   2. Backward Design Principle ..................................... 10
   3. Research on Teacher Learning ................................ 14
   4. Cognitive Apprenticeship ...................................... 17
CHAPTER III. RESEARCH METHODOLOGY

A. Research Method .......................................................... 28
B. Research Setting ............................................................ 29
C. Research Participants ....................................................... 30
D. Instruments and Data Gathering Technique ....................... 31
E. Data Analysis Technique .................................................. 33
F. Research Procedure ......................................................... 35
G. Analysis Triangulation ..................................................... 36

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

A. Research Results .......................................................... 37
   1. Classroom Activities in General Listening class IB batch 2015 of EEC ......................................................... 37
      a. How the Lecturer Teaches .......................................... 38
      b. Students’ Responses ............................................... 44
   2. Learning Process Gained by Preservice Teacher during the Observation ......................................................... 49
B. Discussion ................................................................. 52

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions ............................................................... 64
B. Recommendations ......................................................... 67
1. The ELESP ................................................................. 67
2. Teacher Candidates or Preservice Teachers .................. 67
3. The Future Researchers ............................................. 68

REFERENCES ..................................................................... 69
APPENDICES ..................................................................... 72
LIST OF TABLES

3.1. Observation Sheet .............................................................. 32
4.1. Observation Result of Opening Activities ...................................... 42
4.2. Observation Results of Main Activities ......................................... 42
4.3. Observation Result of Closing Activities ....................................... 44
4.4. What Students Felt during One Semester in the Class ......................... 46
4.5. Preservice Teacher Reflection related to Teaching Method ................. 49
4.6. Preservice Teacher Reflection related to Attitude of a Teacher .......... 51
LIST OF FIGURES

2.1. Establishing Curricular Priorities.................................................. 11
2.2. Continuum of Assessment Methods........................................... 13
LIST OF APPENDICES

Appendix A. Learning Materials of General Listening Class IB
batch 2015 of the EEC...............................................................73

Appendix B. Observation Results in General Listening Class IB
batch 2015 of the EEC...............................................................89

Appendix C. Reflections of the Preservice Teacher............................105

Appendix D. Transcription of the Focused-Group Discussion...............115

Appendix E. Preliminary Survey..................................................128
CHAPTER I
INTRODUCTION

This chapter would discuss the research background, the research problem, the problem limitation, the research objectives, the research benefits, and the definition of terms of the research.

A. RESEARCH BACKGROUND

Students of the English Language Education Study Program (ELESP) of Sanata Dharma University (SDU) are prepared to become teacher candidates of English. According to Indonesian Law No. 14 Year 2005 about Teachers and Lecturers, four competences to become a teacher candidate are professional, pedagogical, social, and personality competence. In order to achieve the four competences, students are equipped with various skills through 56 compulsory courses during the four-year or eight-semester study. Out of the four competencies, however, two competencies are substantially organized in the courses. The two competencies are professional and pedagogical ones. The two competences are directly related to teaching English, therefore, they have the most courses to be learned. The first part is professional competence; it is a competence which becomes a requirement for teacher candidate to master the materials of a specific subject. There are 35 compulsory courses to master all of the English skills – such as reading, writing, listening, speaking, grammar, and pronunciation – and some other related materials such as linguistics, literatures, and cross-cultural...
understanding. Then, the second part is pedagogical competence. There are 15 compulsory courses to learn pedagogical competence through two different ways: theories and practices. In these subjects, ELESP students are exposed to instructional activities that are geared to prepare them to be professional teachers. The students learn how to teach from the preparatory stages, implemental stages, up to evaluation/assessment stages. However, there are only 2 out of 15 courses which aim to let students practice the teaching.

In contrast to a limited amount of time and opportunity for students to formally practice teaching, however, ELESP students have many job opportunities available in schools or in private courses before they graduate. A case in point, the researcher herself has been teaching English in some places since the third semester. However, as a teacher candidate, the researcher faces the fact that the researcher has lack of knowledge and chances of classroom teaching with a guidance of a proficient teacher or lecturer. As a result, the researcher conducted classroom teaching based on limited teaching practices and experiences. Unfortunately, the researcher finds difficulties in the field because there is no proficient teacher or lecturer who can give example or feedback to the researcher.

To make this statement eligible, the researcher made a small preliminary survey related to students’ teaching experience (see Appendix E). This survey was done to several students and graduates of the ELESP. The result of this survey was 87% of the respondents have taught English before they graduate. Then, 87% of the respondents felt that they experienced difficulties in their teaching performance because of their limited pedagogical knowledge. One of the respondents said that
he had a problem related to classroom management because real class was different from the micro teaching class. Furthermore, 25% of the respondents said that having two courses for teaching practice were not enough. One of the respondents said that the in the real world, pressure for teacher is more than in the university classroom because teachers are needed to be creative to maintain the class lively. The rest of the respondents said that Micro Teaching and Preservice Teaching Program gave them enough knowledge for teaching professionally later.

Based on the explanation above, the researcher has an idea about apprenticeship in teaching according to Dennen (2004) “At the center of apprenticeship is the concept of more experienced people assisting less experiences ones, providing structure and examples to support attainment of goals” (p. 813). Actually, apprenticeship itself has been applied in Pre-Service Teaching Program (Program Pengalaman Lapangan/PPL), one of the compulsory courses in the ELESP. However, it only gives a small amount of time for students to observe and practice teaching. The Pre-Service Teaching Program gives less than one semester to observe and practice teaching. However, in order to be more proficient as teacher candidates, the researcher assumes that having one full semester of observing and teaching a classroom activity with a guidance of a proficient teacher will prepare students to be fully-equipped teacher candidates.

The researcher then joined one English class for adult learners along with the proficient lecturer for class observations throughout one semester. The researcher joined the lecturer not only during class instruction, but also at his office for preparations and after class discussions. It was from such a series of meetings
that, so many things were captured by the researcher for improving teaching capacity, namely from the material preparation, material delivery, student-teacher interaction, student-student interaction, and many more. Furthermore, the researcher also had a discussion with the lecturer to discuss both the researcher’s and the lecturer’s perspectives related to the teaching dynamics in the classroom. From this experience, the researcher realized that this kind of experience is really needed by ELESP students in order to develop themselves in becoming excellent teacher candidates. Therefore, the researcher would like to study whether a one-semester classroom observation will enrich a teacher candidate with classroom teaching dynamics.

B. RESEARCH PROBLEMS

There are two questions to be answered in this research:

1. How are teaching dynamics in General Listening class IB batch 2015 of the English Extension Course (EEC) best described?

2. To what extent does observation of teaching dynamics throughout one semester equip teacher candidates with pedagogical knowledge?

C. PROBLEM LIMITATION

The researcher would like to limit this research in observing the teaching dynamics in General Listening class IB batch 2015 of the EEC. The observation is about in-class activity and the result shown in self-reflection of the researcher. Also,
the discussion of teaching dynamics would be examined by some theories; one of them is the theory of cognitive apprenticeship. However, due to time constraint and capacity of the researcher, the discussion will be limited only to the content and method in cognitive apprenticeship.

D. RESEARCH OBJECTIVES

Objectives of this research can be formulated as follows:

1. To make the best descriptions of the teaching dynamics in General Listening class IB batch 2015 of the EEC.

2. To know whether the observation of teaching dynamics throughout one semester equip a teacher candidate with pedagogical knowledge.

E. RESEARCH BENEFITS

The benefits of this research are:

1. For the proficient lecturer:

   The lecturer can understand what he has done related to the teaching-learning dynamics in the classroom for one semester. By understanding it, the lecturer could make reflections, evaluations, and improvements in order to create a better teaching-learning environment in the upcoming semesters.
2. For the students of English Language Education Study Program:

   The students can develop their pedagogical knowledge by learning how to conduct a dynamic teaching-learning situation by observing and learning from a proficient lecturer’s teaching dynamics.

3. For the future researchers:

   The researcher expects that this research could help further researchers in the same field. Further researchers can examine about the teaching dynamics of a proficient lecturer using sequencing and sociology in cognitive apprenticeship.

F. DEFINITION OF TERMS

Cognitive apprenticeship is a term used by Collins, Brown, & Newman (1989). Cognitive apprenticeship emphasizes “learning-through-guided-experience on cognitive and metacognitive skills and processes” (Collins, Brown, & Newman, 1989). It lets the learners developing themselves through experiences along with an experienced person to guide them while learning. Apprenticeship is usually used for observable things, such as carving. However, cognitive apprenticeship is used for non-observable thinks like how someone is thinking.

Pre-service Teaching Program is a course offered for teacher candidates to practice teaching in real circumstances which could be junior high school, senior high school, or vocational high school. The Pre-service Teaching Program is designed to train teacher candidates to have complete and integrated teaching skills. This program includes practices for teaching and practices for other educational tasks besides teaching.
Teaching dynamics refer to any kind of activities happened during teaching-learning activities in the class. Teaching dynamics could be explained in details as: how a teacher or lecturer teaches students, how students respond their teacher or lecturer, what materials are taught in the classroom, what methods are used by teacher or lecturer, and other things related to class activities.


CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to discuss some theories and studies that are going to be used as the theoretical base of the research. This chapter consists of two main parts. They are theoretical description and theoretical framework.

A. THEORETICAL DESCRIPTION

This section presents some meaningful theories that are going to be used as the guidelines and references to conduct the research. Those theories are Constructivism, Research on Teacher Learning, Cognitive Apprenticeship, Content-Based Instruction, Backward Design Principle, and Reflection Theory.

1. Constructivism

Constructivism is a paradigm in teaching and learning which discusses about the way learners build their knowledge in order to learn. "Constructivism is the philosophical and scientific position that knowledge arises through a process of active construction." (Mascolo & Fischer, 2005, p. 49). In other words, the constructivism theory talks about how the learners construct their own understanding towards the learnings they gain. However, constructivism is a wide area to discuss how the learners learn to learn. Therefore, it is divided into two streams: cognitive constructivism and social constructivism.
a. Cognitive Constructivism

One of the experts who talked about cognitive constructivism was Jean Piaget. Piaget’s theory talks about the way human’s brain receiving and storing new information. According on Piaget (1975), human’s brain has their own system in organizing the knowledge related to the learning process. There are three steps in a learning process: assimilation, accommodation, and equilibrium. The first stage is assimilation. Assimilation is the condition where human’s brain will integrate the raw information into the existed organization. The information should fit itself to the organization that has been constructed before by the brain. The second is accommodation. This stage is the opposite of the previous stage. In this stage, the organization in the brain will fit the new information. As a result, there will be a new or a reconstructed organization in the brain. Lastly, there is a term called equilibrium stage. This is the stage when the information would be synchronized between assimilation and accommodation stage.

b. Social Constructivism

Vygotsky (1980) had his own theory about constructivism and it is widely known as social constructivism. Cognitive development is affected by the social and cultural context of the subject. His theory was constructed based on his observation of children’s way of learning. When children have interpersonal contacts, the children will learn something through the interaction, then they will internalize what they have learned. Furthermore, he also mentioned collaborative learning. It said that the success of learning by collaborating with partners –can be
peers or mentors – will help children gain the most of their knowledge, compare to when children learn alone.

As what has been mentioned before, collaborative learning is a learning process which is done collaboratively with partners. Furthermore, Dillenbourg (1999) explained that collaborative learning puts more than one person – it can be a pair, a small group, a class, a community, or a society – to have a learning experience in many ways. The learning itself can be understood as learning both in class, such as learning theories or following courses, and out class, for instance problem solving or work practice. Also, the collaboration can be in many ways, whether face-to-face through meetings or virtually through computer technology.

In summary, the words ‘collaborative learning’ describe a situation in which particular forms of interaction among people are expected to occur, which would trigger learning mechanisms, but there is no guarantee that the expected interactions will actually occur. Hence, a general concern is to develop ways to increase the probability that some types of interaction occur (p. 5).

2. Backward Design Principle

Besides teaching, a teacher also has many activities to accomplish. One of the activities is designing curriculum. There are many ways to design curriculum. According to Wiggins and McTighe (2001), backward design principle is described as the most effective curricular design. Many teachers started with materials and activities rather than goals or standards (p. 8). Therefore, Wiggins and McTighe (2001) recommend backward principle, “One starts with the end—the desired results (goals and standards)—and then derives the curriculum from the
evidences of learning (performances) called for by the standards and the teaching needed to equip students to perform” (p. 8).

Backward design principle presents an arrangement in designing curriculum; it consists of three parts: a) identify desired results, b) determine acceptable evidence, and c) plan learning experiences and instructions.

a. Identify Desired Results

A teacher needs to decide what students should know, understand, and be able to do. Firstly, the teacher needs to consider their goals, standards for materials – including national, state, and district standards – and prospect of the curriculum. Then, the teacher needs to consider materials probably studied in class. Since there are lots of materials to be studied, the following chart will help the teacher to decide suitable materials.

Figure 2.1. Establishing Curricular Priorities (Wiggins & McTighe, 2001)
The first is to decide what students are *worth being familiar with*. The teacher needs to consider what he/she wants students to accomplish. Second, it is specified becoming *important to know and to do*. Something important to know means an important knowledge which can be facts, concepts, and principles. Then, somethings important to do means important skills which included processes, strategies, and methods. Last, the teacher has to make it clearer by *enduring understanding*. The word ‘enduring’ here means selecting important concepts which students have to internalize and remember.

b. Determine Acceptable Evidence

To check whether students have accomplished the desired results, the teacher needs to design assessments as evidences of students’ understanding. Wiggins and McTighe (2001) has provided a continuum of assessment method which will help teacher in considering kinds of assessment. As Wiggins and McTighe (2001) stated,

This continuum of assessment methods includes checks of understanding (such as oral questions, observations, and informal dialogues); traditional quizzes, tests, and open-ended prompts; and performance tasks and projects. They vary in scope (from simple to complex), time frame (from short-term to long-term), setting (from decontextualized to authentic contexts), and structure (from highly to nonstructured) (p. 13).
c. Plan Learning Experiences and Instruction

Previous activities have led the teacher to have clear desired results and suitable assessments as the evidences of understanding. The next step is to plan instructional activities. There are some considerations in planning instructional activities based on Wiggins and McTighe (2001). The students need to perform and achieve the desired results, so the teacher has to think about knowledge and skills that can help students. Then, the activities prepared should be able to equip students with the needed knowledge and skills. Next, the materials should be something needed by the students; and the learning approach should be appropriate with the goals. After that, the materials and the sources must be suitable to accomplish the goals. At the end, the overall design needs to be coherent and effective.

The backward design principle highlights teaching as the ending of all the planning. By having clear learning goals, the teacher can focus on planning appropriate assessments and activities to help the students accomplishing the learning goals.
3. **Research on Teacher Learning**

Teachers help their students to learn. However, teachers also need to keep learning to improve themselves. Therefore, there are some researchers who did a research related to teacher learning.

**a. Teacher Learning and Situative Perspective**

There are many researches discussing about how students learn and develop their knowledge. However, there are only few researches discussing about how teacher should learn and develop themselves to become a better teacher. Borko and Putnam (2000) discussed the issue about teacher learning in their journal by the view of situative perspective. “The activity in which knowledge is developed and deployed, it is now argued, is not separable from nor ancillary to learning and cognition” (Brown, Collins, & Duguid, 1989, p. 32). According to Borko and Putnam (2000), there are three conceptual themes which are essential to the situative perspective.

**a. Cognition as Situated**

Development of one’s cognitive ability affected by the situation around where they learn. “The physical and social contexts in which an activity takes place are an integral part of the activity, and that the activity is an integral part of the learning that takes place within it” (Borko & Putnam, 2000, p. 4). Furthermore, the interaction between an individual to the society in both physical and social situation is constructing their knowledge and affecting the learning process. Brown, *et al.* (1989) suggested that the situation in which the cognitive capacity is constructed refers to authentic activities. Authentic activities are
defined as the ordinary practices of a culture; in other words, they are the activities which are done by the experts (p. 34). “Authentic activities foster the kinds of thinking and problem-solving skills that are important in out-of-school settings, whether or not the activities themselves mirror what practitioners do” (Borko & Putnam, 2000, p. 4).

b. Cognition as Social

A person’s cognitive development is not only affected by the individual him/herself; it is also affected by the relations and connections with the people around him/her. “Interactions with the people in one’s environment are major determinants of both what is learned and how learning takes place” (Borko & Putnam, 2000, p. 5). This idea drives some experts to look into the existence of school which provided a society that helps students to have social interactions. “School should be communities where students learn to learn” (Brown, Ash, Rutherford, Nakagawa, Gordon, & Campione, 1993, p. 190). By this means communities take an important role in the learning process. Communities can be the cognitive tools as well because there will be some ideas, theories and concepts that can be concluded by the students themselves from their experiences of the social interactions.

c. Cognition as Distributed

Cognition is not individuality; it can be distributed as individual, other people, and some tools. Furthermore, cognitive capacity and learning process can be shared with other people. However, school, which is believed as a place to develop cognition, has shown different point of view from it. As Resnick (1987)
wrote, “as long as school focuses mainly on individual forms of competence, on tool-free performance, and on decontextualized skills, educating people to be good learners in school setting alone may not be sufficient to help them become strong out of school learners” (p. 18). School only covers one out of three distributions of cognition, which is individual. Then, students acquire the other two distributions of cognition outside of school context. Therefore, Borko and Putnam (2000) suggested that school needs to consider distributed cognition instead of individual capacity only. This consideration will help students having successful participation in the society.

b. Preservice Teacher Learning

In presenting research on teacher learning, Borko and Putnam (2000) have divided the research into two categories: for preservice and in-service teacher. However, the discussion in this chapter will only cover about the research on preservice learning as written below.

There are many arguments suggesting that a preservice teacher needs to have experiences in both school and university classroom. So far, there is only school experience provided for the preservice teacher. This issue is closely related to the development of pedagogical competence. “Unlike experienced teachers, however, preservice teachers do not have their own classroom in which to situate learning activities and have limited teaching experiences from which to draw in discussion of pedagogical issues” (Borko & Putnam, 2000, p. 7).

Therefore, Borko and Putnam (2000) further suggested that the preservice teacher needs to have a combination of classroom experienced and university
course experienced. This classroom combination puts preservice teacher as an observer. At the same time, the preservice teacher is a student also. Moreover, the class is taught by an experienced teacher whom the preservice teacher can learn from. As a result, the preservice teacher will develop new ideas and practices because they put themselves as an observer as well as the students in the class. In addition, the preservice teacher could also make some reflection about teaching as well as the feedbacks of what the preservice teacher has done. “Situating the preservice teachers’ learning simultaneously in university and field-based experiences was crucial to the success of the course” (Borko & Putnam, 2000, p. 7).

The preservice teacher who observes a class taught by a more experienced teacher could gain more than just observation results and reflections. The advantage of having experienced teacher as a learning source is that the preservice teacher could have a discussion with the experienced teacher. “These people form a type of “mini discourse community” within which the preservice teacher is enculturated into the teaching profession” (Borko & Putnam, 2000, p. 10).

4. Cognitive Apprenticeship

a. Definition of Cognitive Apprenticeship

Apprenticeship is one of many popular ways for teaching and learning. “At the center of apprenticeship is the concept of more experienced people assisting less experiences ones, providing structure and examples to support attainment of goals” (Dennen, 2004, p. 813). In apprenticeship, there are at least two people: the expert and the apprentice. The expert will perform and guide the
apprentice to achieve the objectives. Actually, apprenticeship has been done unconsciously since the beginning of our life. The way we learn how to speak is by using apprenticeship. Our parents – as experts – will show us how to speak and they will assist us to be able to speak. Therefore, apprenticeship is also known as a natural way in learning.

There are two kinds of apprenticeship: traditional and cognitive apprenticeship. Traditional apprenticeship is similar to what we find at school, especially at the vocational school. Students are exposed with the performance of the teacher to do a certain task, then later they have to perform similarly like the teacher, gradually (Collins, Brown & Holm, 1991). Gradually here means that the students will be responsible from a small part of a job until the entire job. On the other hand, cognitive apprenticeship uses the idea of traditional apprenticeship as an exemplary method to develop the cognition (Dennen, 2004). Cognitive apprenticeship is beyond practicing; there is an integration between the skills and the knowledge in order to finish the task.

Cognitive apprenticeship cannot stand by itself without taking some parts from traditional apprenticeship. According to Collins, et al., (1991), some points need to be elaborated in order to develop the cognition, they are explained as follows.

- Teacher needs to make the thinking process visible for both teacher and students. The teacher needs to show his/her students how he/she thinks while reading. Then, the students will observe, learn, and practice it. However, the
teacher needs to find an approach so she/he can observe the thinking process of the students as well, so the teacher can do some corrections on it.

- The teacher needs to bring an abstract concept into an authentic context. When the concept is contextual, it will be easier for the students to grab the material because it has relevancies in their life.

- The teacher needs to provide a wide range of tasks as well as the level of difficulties. These various tasks will help students to reflect and captivate the knowledge. If the students can express what they have learned, then the cognitive apprenticeship has been done well.

b. Cognitive Apprenticeship Framework

In order to create an ideal cognitive apprenticeship situation, a framework is designed based on the related pedagogical and theoretical issue. According to Collins, et al., (1991), there are four dimensions which can create cognitive apprenticeship environment: content, method, sequence, and sociology.

a. Content

Cognitive apprenticeship aims to help students accomplish the most knowledge they are able to gain to develop their cognitive capacity by learning it from the expert. The expert needs to master appropriate strategies to provide the exact examples. There are several types of knowledge which needed to be acquired by the expert:

- Domain knowledge: the knowledge of concepts, facts, and procedures about the particular subject matters; these are mostly provided in the textbooks and lectures.
- **Heuristic strategies**: the effective techniques and approaches for undertaking the particular subject matters; these strategies might not always succeed, but it would be very helpful if it does.

- **Control strategies**: these are the boundaries of how students can be working on their tasks. The expert needs to monitor how the students are doing their tasks, analyze the difficulties they experience, and help them to solve problems in doing tasks.

- **Learning strategies**: these are the strategies in which will help students gaining their knowledge of particular subject matters. Furthermore, the learning strategies will help the expert in delivering the other three contents.

b. **Method**

Some teaching strategies are needed in order to help the students observing, experiencing, and constructing their own understanding based on the expert’s performance. There are six teaching methods which are divided into three groups. The first three methods (modeling, coaching, and scaffolding) are integrated skills which will help students to undergo observation and guided process corresponding with cognitive apprenticeship. The next two methods (articulation and reflection) will help students to learn problem-solving from the expert and check again whether they have already had accurate understanding. The last method (exploration) is to let students perform their problem-solving method which has been learned from the expert.
- **Modeling**: the expert needs to perform the task so that the students can observe how the expert works on the task. As a result, the students can imagine how they should work on the task similarly like the expert.

- **Coaching**: the expert helps and guides the students on how to work on task as what the expert has done.

- **Scaffolding**: the expert provides some helps for students if they find some difficulties while they are working on the task. It could be in a form of suggestions or corrections.

- **Articulation**: the students are asked to present their task which they have done based on the expert’s model.

- **Reflection**: the students need to compare what they have done to what their friends have done and to the expert’s model.

- **Exploration**: the students are insisted to perform their own model of problem-solving on a certain task. In this stage, the expert is entirely not involved in the students’ development.

c. **Sequence**

The content and the method are mainly for constructing students’ knowledge. However, in order to let the knowledge last longer, students need to find the meaningfulness of what they are doing. These three principles are the bases for sequencing the learning activities to create the meaningfulness of learning.
- Global before local: students need to clearly understand the overall concept of the targeted task even if all they have to do is only a small part of it. Then, if they have understood, they can continue to the smaller part of the targeted task.

- Increasing complexity: the expert, as a teacher, needs to provide various levels of tasks: easy, medium, high, etc. However, they do not have to be exactly like the regular order. The expert has to consider about the heuristic strategies and the scaffolding stage.

- Increasing diversity: the expert needs to provide various materials related to the task. The students need to train themselves for various skills as well in order to develop their cognitive ability.

d. Sociology

One important part which will be really helpful for students while learning is the learning environment. A supportive learning environment will encourage students to gain the most of their knowledge. There are four characteristics of supportive learning environment in cognitive apprenticeship.

- Situated learning: the learning process should guide the students to be able to answer the real questions in the real world. Therefore, the learning environment also needs to be situated in order to help the students predicting the real situation in which they will face in the future.

- Community of practice: students need to have a learning environment in which providing interventions from the expert. In other words, the students
need wide opportunities to have communication and be engaged with the skills directly from the expert.

- **Intrinsic motivation**: the learning environment should provoke the students that they have needs to learn this particular subject matters. The students need to realize the goal for their own personal development.

- **Exploiting cooperation**: related to social interactions, students have to make a cooperation with their classmates. The cooperative and collaborative learning activities will bring students to have a more powerful and enriched learning process. Additionally, a cooperation in learning is not always about one group work. This can also be a competition between one group and others.

5. **Content-Based Instruction**

   Learning English is no longer focusing only on grammar and vocabularies. Nowadays, many language institutions teaching English for general purposes prefer to use content-based instruction as the basic of teaching and learning approach. As Short (1993) stated in her TESOL journal, “In content-based language instruction, language teachers use content topics, rather than grammar rules or vocabulary lists, as the scaffolding for the instruction” (p. 629). It does not mean that the teacher does not pay attention to the grammar and vocabularies. In content-based instruction, grammar and vocabularies is implicitly taught. The grammar and vocabularies will be taught later after the students have understood and got the meaning in the content or the material itself.

   Content-based instruction pays attention to the topic that are going to be discussed in the English class. According to Short (1993), teachers who use
content-based language instruction will make a collaboration with other teachers who are the experts of related content in order to create the most of the contextual materials. The materials will not only be meaningful—in the relations with the content—but also be synchronized with the English instruction. In addition, the content-based instruction will elaborate all of the four English skills: listening, speaking, reading, and writing. It is done in such way to keep the learning process become as natural as possible so the students will unconsciously learn English and not feel burdened.

6. **Reflection Theory**

According to Welch (1999), there are three components of written reflection which need to be considered.

a. Reflection should be talking about the content from the course. This needs the creativity of an instructor to generate questions that can help students to transfer their understanding about the course.

b. The instructor needs to be clear about the emotions that students can write in the reflection. There must be no intervention about any kinds of feelings and emotions experienced by the students. Furthermore, the students need to explain why they feel what they feel.

c. There should be influence(s) to students’ behavior related to cognitive and affective learning process. The students must explain more than what they learn and what they feel about it. Additionally, they need to explain what they do in the past, present, and future.
In order to produce a good reflection, Welch (1999) presents three components of reflection which is called ABCs reflection.

a. Affect

These components explore individual feelings and/or emotions related to the topic. Students can elaborate their feelings about how far they can enjoy what they are doing, what they are feeling, and why they are having such kind of feeling.

b. Behavior

This component explores students’ action in three dimension: past, present, and future. The students can report what they have done previously before they know the subject matter. Then, they can say about what they are doing now. Last, they can elaborate about what they might be doing in the future. These activities will help students to realize the mistakes in the past and correct them in the future.

c. Cognition or Content

Students can explain about all of the information, concept, skill, or terms that they have learned from the subject matter. It is probably the easiest part compared to the other two parts. The reflective questions should be related to the goal of the subject itself.
B. THEORETICAL FRAMEWORK

In order to analyze the problems, the researcher considers some important things from all the theories stated before. The theories are formulated into two parts, as explained below, in order to help the researcher answers the research questions.

The researcher wanted to understand how the proficient lecturer conducted teaching dynamics in the classroom. The researcher expects that the experienced teacher designs class curriculum using the backward design principle. As a result, the researcher needs to consider three aspects: 1) learning goals, 2) class assessments, and 3) materials and strategies. Then, the experienced teacher is expected to conduct the learning process by using cognitive apprenticeship approach. Therefore, there are some aspects need to be considered further according to Collins, et al.:

a. Contents of the learning process which are divided into four parts: domain knowledge, heuristic strategies, control strategies, and learning strategies.

b. Methods of the experienced teacher in delivering contents which are divided into six parts: modeling, coaching, scaffolding, articulation, reflection, and exploration.

c. The sequence of how the learning process conducted in three parts: global before local, increasing complexity, and increasing diversity.

d. The sociology of how the learning process conducted which have four categories: situated learning, community of practice, intrinsic motivation, and exploiting cooperation.
However, due to the time constrains, the researcher will only discuss about two aspects: contents and methods.

Furthermore, the researcher – who is a preservice teacher as well – wanted to learn from the proficient lecturer about the teaching dynamics to give the preservice teacher pedagogical skills learning. Therefore, the researcher conducted a classroom experienced in a university course. The classroom experienced is completed through one semester. There are some guidelines in conducting classroom experienced based on Borko & Putnam and Welch.

a. Observation: during the classroom experienced, the researcher records all of the activities happened during the learning process, from the beginning until the end of the learning process in the classroom.

b. Mini discourse community: the researcher should have some discussions with the experienced lecturer related to the observation results.

c. Reflection: the researcher makes reflections of each meeting that are recorded during the observation. Regarding to the reflections, the researcher will take ABCs reflection from Welch (1999) as the guidance of making reflection. The contents of the reflection will cover emotions of the researcher during observation (affect), what the researcher have done, are doing, and will do related to the teaching process (behavior), and what lesson the researcher gets during the classroom experienced process (cognitive or content).
CHAPTER III

RESEARCH METHODOLOGY

This chapter would elaborate six major parts of the methodology. They are research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. RESEARCH METHOD

The research method of this study was qualitative research. According to Lichtman (2012) qualitative research is a term which explains about a research to get deep understanding and to make meaning of it. Qualitative research is also possible to be used in educational research. “The educational experiences of people of all ages (as well as material that expands our knowledge of these experiences); in schools as well as out, can be the subject matter” (Bogdan, 1982). The focus of qualitative research is the understanding of the researcher him/herself towards the behaviors from the subjects’ perspective (Bogdan, 1982). Therefore, it is important for the researcher to be able to be the key instrument because the researcher should understand the whole situation by experiencing or observing it. The researcher may use notes and recordings as other instruments to help him/herself in gathering data. “In addition, mechanically recorded materials are reviewed in their entirety by the researcher with the researcher’s insight being the key instrument for analysis” (Bogdan, 1982).
The researcher chose case study as the form of this research. “A case study is a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event” (Bogdan, 1982). The researcher chose case study because this research only focused on one particular class and one particular course given by one particular lecturer. Case study researcher begins by collecting data, reviewing and exploring it, and making decision about where to go with the study.

Therefore, the researcher decided to conduct the research in two steps. The first one was class observation. This was the step where the researcher tried to collect all data based on researcher’s own perception. Then, the researcher conducted review. The review was done in two ways: interview with the lecturer and focused-group discussion (FGD) with the students. These activities would confirm the researcher’s data from the perspective of the objects themselves. As a result, the researcher could be resulting data as objective as possible.

B. RESEARCH SETTING

The research was conducted in Sanata Dharma University. Specifically, it was conducted in General Listening class IB batch 2015 of the EEC. The researcher observed activities in this class every Friday, 4 P.M. at listening laboratory from August to December, 2015. The researcher joined the class from the very beginning until the end of the class. Then, the researcher made some observation data. However, the researcher only included five meeting observation reports from October to November 2015 as the data to be examined further in this
research. Furthermore, to confirm the data gathered by the researcher, the researcher held an FGD on December 4, 2015. There were 15 people coming and sharing their feelings and ideas about the teaching-learning dynamics in their class. The FGD was facilitated by the proficient lecturer who taught them. The lecturer was then given an initial as Mr. X. The next step was analyzing data. The researcher analyzed the data from December 2015 until January 2016. Then, the last was data confirmation. The researcher confirmed all gathered data to the lecturer in February 14\textsuperscript{th}, 2016 by doing an interview. At last, the researcher combined all the data gathered to be analyzed and discussed in this research.

C. RESEARCH PARTICIPANTS

The research participants of this research were the lecturer –which is called as Mr. X– and the students of \textit{General Listening} class IB batch 2015 of the EEC. Actually, there were 30 students in this class. However, there were 15 people who came on December 4, 2015 – the day of the FGD. In order to keep the authenticity, the participants were called as A, B, C, D, E, F, G, H, I, J, K, L, M, N, and O. These people come from various educational background; for example, there were doctors and university students who learn together in this class. The researcher decided to conduct the FGD because the researcher wanted to know their real perspective about the teaching dynamics in order to verify the data. Therefore, the data would be not only from the researcher but also from the students. The question was only one: how the students felt when they were in this class. The participants then explained their feelings about joining this class by
using their mother tongue language in order to let them express their real feelings. As a result, the participants could easily and freely express their feelings. During the FGD, the researcher recorded all the conversation. Also, the researcher wrote down the main points from each participant in the FGD.

D. INSTRUMENTS AND DATA GATHERING TECHNIQUE

The researcher used three data gathering techniques with two kinds of research instruments in this research. The first data gathering was observation. The observation was done to observe all activities happened in General Listening class IB batch 2015 of the EEC. In order to record all the data during observation, the researcher prepared one research instrument to be used. The researcher made an observation sheet in a form of tables which consisted of four parts: class activity, reflection, question, and comment. Class activity is the column to write down all the activities happened in the classroom. This column was filled by some series of activities in the classroom from the beginning until the end. Then, the next column is reflection. This column was the researcher’s interpretation about this class. The researcher was trying to make meaning in this class, so the researcher interpreted what happened in the classroom in this column. The next one is question. Question column was a column which provided for the researcher if the researcher had questions to the lecturer related to the activities in the classroom. The last is comment. The previous column was the question from the researcher to the lecturer. Then, in this column, the lecturer would answer the researcher questions from the previous column.
The second data gathering used by the researcher was an FGD. The researcher had an FGD together with the lecturer and the students to discuss their feelings about the class. The research instruments were a voice recorder and a note. The researcher paid attention to the discussion. Then, the researcher wrote down all important information. To make the information more accurate, the researcher recorded all the conversation during the discussion and later the researcher would review the records to complete the information from the note.

The FGD was led by the lecturer, not the researcher. According to Millward (1995), the moderator must be someone who is familiar to the participants, so the participants can trust and give commitment to the moderator. Therefore, the researcher decided to ask the lecturer becoming the moderator of the FGD so the participants could express their opinion freely.

The third data gathering used by the researcher was interview. The interview was done with Mr. X as the lecturer to confirm the data gathered by the researcher. In this data gathering, the researcher only used a note as the research instrument.
E. DATA ANALYSIS TECHNIQUE

The researcher used qualitative research as the research method. In qualitative research, there are five steps to analyze the data according to Schutt (2014); they are: 1) documentation, 2) conceptualization, coding, and categorizing, 3) examining relationship and displaying data, 4) authenticating conclusion, and 5) reflexivity. The researcher had already had data from the observation and the FGD. Firstly, these data were transformed into written form, so the researcher had observation sheets and a transcript of the FGD. “Documentation is critical to qualitative research for several reasons: It is essential for keeping track of what will be a rapidly growing volume of notes, tapes, and documents; it provides a way of developing and outlining the analytic process; and it encourages ongoing conceptualizing and strategizing about the text.” (Schutt, 2014). Therefore, the researcher spent much time in understanding these data in order to understand and be familiar with these data so the researcher could continue the analysis well. The next step is conceptualization, coding, and categorization. Conceptualization is needed to deliver comprehensive narrative from the data gathered as well as the understanding of why the data was important. Schutt (2014) suggested to use matrix (a well-designed chart) which can help the researcher in coding and categorizing data. After that, the step is examining relationship and displaying data. According to Schutt (2014), “Examining relationships is the centerpiece of the analytic process, because it allows the researcher to move from simple description of the people and settings to explanations of why things happened as they did with those people in that
setting.” Furthermore, Schutt (2014) recommended to use matrix again in examining relationships. The matrix would help the researcher to find connection in the research; the researcher could also be helped in developing ideas about the research. Then, the data analysis was continued with authenticating conclusion.

To authenticate the informants, the researcher had done three steps. First, the researcher checked the credibility. The credibility here meant that how far the researcher could trust the informants; whether they were capable to give information or not. In this research, the researcher tried to make sure that informants who joined FGD, also joined the class from the beginning until the end so they really knew about the process happened in the classroom. Second, the researcher confirmed whether the statements really responding the questions or just spontaneous. To minimalize the chance of spontaneous responses, the informants were given time to write down their answers before the FGD was started so they had time to think about their answer. The last is to evaluate whether the presence of the researcher could make any difference. The researcher had joined the class from one semester. It made the informants familiar with the presence of the researcher. Therefore, it was very unlikely for the informants to be biased during the FGD because of the researcher.
F. RESEARCH PROCEDURE

This part shows how the researcher conducts the research from the beginning until the researcher write this report. The research procedures are listed as follows:

1. The researcher proposed a research topic to the academic advisor, then it was accepted.

2. The researcher and the academic advisor decided to choose one class to be the object of the research.

3. The researcher joined class activities since the first meeting until the end of the meeting.

4. The researcher made observation reports from every meeting experienced by the researcher. However, the reports for the data of the study were taken from five meetings only.

5. The researcher had discussion with the proficient lecturer at the end of the meetings to confirm the data gathered.

6. At the end of the semester, the researcher and the class lecturer conducted an FGD together with the students of the EEC especially General Listening class IB batch 2015.

7. The researcher recorded the FGD and took notes of it.

8. The researcher made the transcript of the recorded conversation of the FGD.
9. The researcher analyzed the data from the observations and the FGD.

10. The researcher confirmed the data gathered in *General Listening* class of the EEC to the lecturer by doing an interview.

11. The researcher analyzed and finalized all the data.

12. The researcher consulted the data with the thesis advisor.

13. The data was tested in the thesis defense.

**G. ANALYSIS TRIANGULATION**

As a qualitative research, the study relied on the human as a major research instrument. Given the fact that the researcher was still a teacher candidate attending a preservice education, the data analysis triangulation was accomplished following this procedure.

First, an in-depth investigation of a theoretical framework was conducted to establish the theoretical framework. Second, empirical data were obtained through observations, on-going conversation with the thesis advisor, self-reflective journal logs, and an FGD with the students. Third, an independent analysis by the researcher was then presented to the thesis advisor to obtain constructive critiques for the refinement of the analysis.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter discusses the research results and the discussion based on the findings to answer the research questions. The first is the research results about teaching dynamics in General Listening class IB batch 2015 of the EEC. The second is the discussion of cognitive apprenticeship in the class and preservice teacher learning during the research.

A. RESEARCH RESULTS

There are two things presented in the research results. The first is the classroom activities in General Listening class IB batch 2015 of the EEC and the second is the learning process gained by preservice teacher during the observation.

1. Classroom Activities in General Listening Class IB batch 2015 of EEC

The researcher had done class observations in General Listening class IB batch 2015 of the EEC during one semester. There were some notes taken by the researcher during observations. The notes were taken based on observation sheet format as has been discussed in the previous chapter. Then, the researcher chose observation reports from five meetings to be the observation data. The researcher then combined the data from observations with the data from the FGD and the interview. The discussion of classroom activities is divided into two parts: a) How the Lecturer Teaches and b) Students’ Responses.
a. How the Lecturer Teaches

Before starting the course, the lecturer has designed curriculum planning based on Backward Design Principle (Wiggins & McTighe, 2001). Backward design has three steps in designing the curriculum: identify desired results (learning goals), determine acceptable evidence (assessments), and plan learning experiences and instruction (learning materials and strategies). According to the interview with Mr. X as the lecturer, the learning goals has been designed as below:

1) To equip students with skills to learn independently, therefore, language is taught by integrated mechanism,

2) To put the learning in an integrated way, or to situate learning English in a more integrated fashion which is out of past belief, and

3) Creating a community of learners where high-expectation attitude is sustained and maintained.

If we take a look closer at the goals, there is no goal which is talking about specific listening skill or competence to achieve. Even though this was a listening class, the lecturer did not make a specific goal for listening skill. It did not mean that the listening skill is not important. However, the lecturer wanted to emphasize the integrated learning happened in this class. Students learned through content-based materials and some different approaches. They would help students to develop both English skills and general knowledge. At the end, the students could achieve the listening skills or competences by themselves in a way that they did not realize.
In order to achieve these goals, the lecturer designed some sets of assessment which were related one to others and these would help students to learn and to achieve goals of this class. In every meeting, the lecturer gave his students formative assessments in some forms. There were three formative assessments. First, students had True or False statements. This assessment would help students to be thorough in listening English. Furthermore, since it was the first listening class, the students were helped by having clues written in the statements. They only needed to listen carefully and be sure whether the statements were true or false. The second formative assessment was cloze procedure. Students were asked to fill in the blank of each sentence with appropriate words based on the listening passage. The last formative assessment was reflection. Reflection helped students to have a moment to think about what they have learned in class; what they have got and/or what they did not get from today’s meeting. In addition, the lecturer always gave students some time to have peer discussion before working on their assignment. By having peer discussion, students were expected to help each other understanding their assignments before they had to work on it individually. The discussion was not only between students; the lecturer would come to each small group and had a discussion with them.

The lecturer also prepared summative assessment to measure their ability and improvement of listening English. In one semester, there were two examinations: mid-term and final examination. The kinds of test in examination were not different from their daily practices; there were three kinds of test: vocabulary test, three sets of prepared materials, and one additional surprised
material (see Appendix A). Vocabulary test was made based on vocabularies that students had learned previously from listening passages in the class. Then, there were three listening passages played as the materials. These materials had been played before in regular class, so students were expected to be more prepared in responding these three materials. Tests of these materials were in forms of True or False statements and Cloze Procedure sentences. Last, students had additional one set of True and False statements. To answer these questions, students would listen to a new listening material which had not been learned in the class before.

The third step of backward design is deciding the learning materials and strategies. Materials in this class were designed based on content-based instruction which put context first before grammar (Short, 1993). Most of class materials were taken from Learning English with VOA News (available at www.learningenglish.voanews.com). To provide various materials, the lecturer also took materials from TED Talks (available at www.TED.com/talks). Furthermore, the lecturer did not just take any material. The lecturer picked materials which were up-to-date and having suitable topics for students; also, the lecturer considered level of difficulty of every material. The suitable topic of materials meant that the students could understand the materials because they had prior knowledge about it, or if they did not know about the materials, at least the materials would enrich them with useful knowledge. For example, there was a material about forest fire in Indonesia. All students were excited because they also knew about this news so they had their own knowledge about it. Another example was a topic about teaching. There were only some people who wanted to be a teacher or a lecturer, but other students also
learned about the art of teaching, which maybe it could be applied when they want to teach their children or their colleagues.

The lecturer did not state what kind of teaching approach he applied to teach his students. At first, the researcher wanted to study about apprenticeship in teaching. Then, the researcher read about the cognitive apprenticeship related to apprenticeship in teaching. This theory seemed to be more suitable in studying this topic. It is not only about teacher and teacher candidates, but also between teacher, teacher candidates, and students. Therefore, the researcher found out that the lecturer applied cognitive apprenticeship approach to teach his students. Furthermore, in this approach, there were some strategies which were also used by the lecturer; they were: heuristic strategies, control strategies, and learning strategies (Collins, et al., 1991). The heuristic strategies were strategies which would help students to be able to have good listening skills; they were: repetition – by listening to a passage for several times, critical thinking – by generating 5W+1H from each statement, and vocabulary enrichment – by working on cloze procedure sentences. Furthermore, the control strategies were strategies which controlled students to work on their tasks; they were peer discussion, small group-lecturer discussion, and class discussion. However, the learning strategies were strategies which would help students learning to learn. The learning strategies applied by the lecturer was repetitive strategy and independent learning. The lecturer performed almost the same activities in every meeting. Also, the lecturer always gave learning sources to students so they could try to learn independently.
The researcher provides tables showing activities from five meetings. The researchers divided tables into three categories: opening, main, and closing activities. Thus, the researcher could draw a pattern of class activities based on the data.

**Table 4.1. Observation Result of Opening Activities**

<table>
<thead>
<tr>
<th></th>
<th>First Activity</th>
<th>Second Activity</th>
<th>Third Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2nd</td>
<td>Students read the text given by the lecturer. The text was an introduction of the video which would be watched then.</td>
<td>Class was opened with a small chat with the students.</td>
<td>Lecturer discussed three new vocabularies; the meaning and pronunciation.</td>
</tr>
<tr>
<td>Oct 16th</td>
<td>Class was opened with a small chat with the students.</td>
<td>Lecturer discussed three new vocabularies; the meaning and pronunciation.</td>
<td>Starting the class with the discussion of “words in this story” or new vocabularies.</td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>The class was started with vocabularies discussion which are provided in the text given.</td>
<td>The class was started with vocabularies discussion which are provided in the text given.</td>
<td>Lecturer discussed provided vocabularies which will support learning activities later. The discussion was serious but not tense.</td>
</tr>
<tr>
<td>Nov 6th</td>
<td>Lecturer started the class by greeting students with “good morning” even it is an afternoon class.</td>
<td>Lecturer discussed about title of today’s activity and its meaning.</td>
<td>Lecturer discussed provided vocabularies which will support learning activities later. The discussion was serious but not tense.</td>
</tr>
<tr>
<td>Nov 20th</td>
<td>Lecturer started the class by greeting students with “good morning” even it is an afternoon class.</td>
<td>Lecturer discussed about title of today’s activity and its meaning.</td>
<td>Lecturer discussed provided vocabularies which will support learning activities later. The discussion was serious but not tense.</td>
</tr>
</tbody>
</table>

**Table 4.2. Observation Result of Main Activities**

<table>
<thead>
<tr>
<th></th>
<th>Pre Listening</th>
<th>Listening Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2nd</td>
<td>Text discussion between students and lecturer guided with 5W+1H questions</td>
<td>Students watched the video once. Students were assigned to only watch.</td>
</tr>
<tr>
<td>Date</td>
<td>Pre Listening</td>
<td>Listening Session</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 16th</td>
<td>• Students and lecturer had deeper discussion by discussing details of the text</td>
<td>• Students watch the video for the second time, then they worked on T/F statements.</td>
</tr>
<tr>
<td></td>
<td>• Students and lecturer discussion of T/F statements by generating 5W+1H questions</td>
<td>• Students had peer discussion about the T/F statements.</td>
</tr>
<tr>
<td></td>
<td>• Lecturer shared personal stories in between the class discussion.</td>
<td>• Students and lecturer discussed answers of T/F statements. Each student had to read a statement out loud.</td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>• Students discussion about T/F statements</td>
<td>• Students listened to the passage twice nonstop.</td>
</tr>
<tr>
<td></td>
<td>• Students and lecturer discussion of T/F statements by generating 5W+1H questions</td>
<td>• Students and lecturer discussed answers of T/F statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students listened to the passage twice to fill the missing words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students and lecturer discussed answers of missing words together.</td>
</tr>
<tr>
<td>Nov 6th</td>
<td>• Issues discussion between students and lecturer guided with 5W+1H questions</td>
<td>• Students listened to the passage once.</td>
</tr>
<tr>
<td></td>
<td>• Students discussion about T/F statements</td>
<td>• Students and lecturer discussed answers of T/F statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students listened to the passage once to fill the missing words.</td>
</tr>
</tbody>
</table>
### Pre Listening

- Students and lecturer discussion of T/F statements by generating 5W+1H questions

### Listening Session

- Students had peer discussion about the answers of missing words.
- Students checked answers of missing words together by using provided answer key.

Nov 20th

- Class discussion about quote provided in the handout
- Students discussion about T/F statements
- Students and lecturer discussion of T/F statements by generating 5W+1H questions
- Students listened to the passage twice nonstop.
- Students and lecturer discussed answers of T/F statements.
- Students listened to the passage twice to fill the missing words.
- Students and lecturer discussed answers of missing words together.

### Table 4.3. Observation Result of Closing Activities

<table>
<thead>
<tr>
<th>First Activity</th>
<th>Second Activity</th>
<th>Third Activity</th>
<th>Fourth Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 16th</td>
<td>Mid-semester reflection. The lecturer asked students to make a reflection about the class activities since it has arrived the middle of the semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>Lecturer plays a video of a campaign about smoking habit. This video is very popular worldwide. The message is very strong to ask people to stop smoking.</td>
<td>Students have discussion among them about the video. After that, the lecturer asks some of them about their opinion after</td>
<td></td>
</tr>
<tr>
<td>First Activity</td>
<td>Second Activity</td>
<td>Third Activity</td>
<td>Fourth Activity</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>watching the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>video.</td>
</tr>
<tr>
<td>Nov 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecturer shared his personal project about education. He showed a video he has made related to his other job.</td>
<td>Lecturer shared a personal story about his family. It was about his son who would join story telling contest. Then, the lecturer performed a story telling which he made for his son.</td>
<td></td>
</tr>
<tr>
<td>Nov 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Students made a reflection of today’s lesson at least two points.</td>
<td>Lecturer shared his personal story through reading aloud.</td>
<td></td>
</tr>
</tbody>
</table>

Based on these findings, the researcher drew a pattern of how the lecturer conducted classroom teaching. Firstly, the class was started with small talks. Then, it was continued with pre-activity which could be reading activity or vocabulary discussion.

Before playing a listening passage, the lecturer would ask students to discuss what they knew after reading true or false statements. Next, the lecturer would teach them how to generate 5W+1H questions from statements by giving some examples, then students had peer discussion to learn them. Then, students tried to generate questions by themselves or together with the lecturer. After that, students would have a listening passage. It could be played once or twice, regarding to difficulty level. Then, there would be class discussion to answer true or false statements. The lecturer would let students to read each statement one by one. After finishing it, students were asked to be prepared for cloze procedure sentences. As what had been done in the previous activity, the listening passage would be played.
once or twice. The next activity was sharing the correct answers together with the whole class.

The closing activity would be making a reflection. The lecturer would ask students to have a discussion about what they had learned on that day, mostly the lecturer would ask what three big takeaways they got from today’s meeting. They could write or discuss them with friends. Next, the lecturer would give them extra material to be reflected. This material could be a story or a video. Last but not least, the lecturer would always ask students to check learning sources as VOA News Learning English and TED Talks so they could learn independently at home. Therefore, the students could practice their listening skill outside the class.

b. Students’ Responses

At the end of the semester, the researcher and the lecturer had FGD with class members. There was only one question for them. The question was, “What did you feel during one semester in the class? It could be about your moods and feelings.” The table below would classify their responses about the class activities during one semester.

Table 4.4. What Students Felt during One Semester in the Class

<table>
<thead>
<tr>
<th>Teaching Dynamics</th>
<th>Responses</th>
</tr>
</thead>
</table>
| Feelings          | A: happy, excited  
B: comfort  
D: the use of VOA video was really helpful  
D: confused at the beginning, but enjoying the learning process  
E: enthusiastic and curious  
F: interesting and fun |
<table>
<thead>
<tr>
<th>Teaching Dynamics</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>G: happy</td>
<td>I: quite hard to understand</td>
</tr>
<tr>
<td></td>
<td>J: the most interesting class</td>
</tr>
<tr>
<td>K: even though tired, I was still excited to learn</td>
<td></td>
</tr>
<tr>
<td>L: I was excited</td>
<td>M: happy, enjoy, relaxed, not intense</td>
</tr>
<tr>
<td>N: happy, relaxed, excited, enthusiastic</td>
<td></td>
</tr>
<tr>
<td>O: more enjoy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Material</th>
<th>A: new materials for me</th>
</tr>
</thead>
<tbody>
<tr>
<td>B: the materials were quite similar, but we were asked to be more careful. The materials were also up-to-date so they were contextual</td>
<td></td>
</tr>
<tr>
<td>D: contextual, they were about things and events around us</td>
<td></td>
</tr>
<tr>
<td>E: confused at the beginning because the speaking was quite fast; but getting accustomed after knowing the strategy and being more relaxed</td>
<td></td>
</tr>
<tr>
<td>F: unique, the themes were up-to-date and actual.</td>
<td></td>
</tr>
<tr>
<td>G: good delivery of materials, the examples are good and easy to understand, and there was always different level of materials in every meeting</td>
<td></td>
</tr>
<tr>
<td>I: not really get a lot, but still trying</td>
<td></td>
</tr>
<tr>
<td>K: the materials were general knowledge so they enriched my own knowledge</td>
<td></td>
</tr>
<tr>
<td>N: I liked most of the materials and they were easy to understand; the materials also had connection to our previous knowledge</td>
<td></td>
</tr>
<tr>
<td>O: they were unique because they were spoken by native speaker (with the accent)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Method</th>
<th>A: learning methods were new</th>
</tr>
</thead>
<tbody>
<tr>
<td>C: the method was quite boring, but theme wasn’t</td>
<td></td>
</tr>
<tr>
<td>E: learning method in the class inspired my learning method outside the class</td>
<td></td>
</tr>
<tr>
<td>F: it is stimulating</td>
<td></td>
</tr>
<tr>
<td>Teaching Dynamics</td>
<td>Responses</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>I: get many strategies to learn</td>
<td></td>
</tr>
<tr>
<td>K: the most unique method</td>
<td></td>
</tr>
<tr>
<td>L: the method was unique, because it was not only about detail but also about meaning; not only listening but also watching</td>
<td></td>
</tr>
<tr>
<td>M: I enjoyed the method, it was serious but relax (not intense)</td>
<td></td>
</tr>
<tr>
<td>N: it was unique because it was involving students</td>
<td></td>
</tr>
<tr>
<td>N: It was relaxed but we could still grab the meaning</td>
<td></td>
</tr>
<tr>
<td><strong>Uniqueness of the Class</strong></td>
<td></td>
</tr>
<tr>
<td>F: I found reflection in this class. Reflective question was really good (for us) after learning process</td>
<td></td>
</tr>
<tr>
<td>F: students could construct their own knowledge. It made us proud and curious.</td>
<td></td>
</tr>
<tr>
<td>G: the knowledge gained in class was useful for everyday life</td>
<td></td>
</tr>
<tr>
<td>J: always asked for being reflective; even though feel bored sometimes, but always being asked about what you got</td>
<td></td>
</tr>
<tr>
<td>K: the atmosphere was different because it was interactive</td>
<td></td>
</tr>
<tr>
<td>L: personal stories shared by lecturers were interesting</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Independently</strong></td>
<td></td>
</tr>
<tr>
<td>E: if I could not follow the learning in the class, I would learn outside the class to fulfill my curiosity</td>
<td></td>
</tr>
<tr>
<td>F: students were stimulated to learn the materials further, I became more curious outside the class</td>
<td></td>
</tr>
<tr>
<td>K: more curiosity to learn</td>
<td></td>
</tr>
<tr>
<td><strong>Impression about the Lecturer</strong></td>
<td></td>
</tr>
<tr>
<td>F: compared to other courses, Mr. X’s way of teaching was the most comfortable one for me. Also, the lecturer put his students as researchers.</td>
<td></td>
</tr>
<tr>
<td>N: only Mr. X could raise the learning motivation and teach the meaningful learning</td>
<td></td>
</tr>
<tr>
<td>O: Mr. X was funny</td>
<td></td>
</tr>
<tr>
<td><strong>Class Environment</strong></td>
<td></td>
</tr>
<tr>
<td>B: friends were enthusiastic and affecting my mood</td>
<td></td>
</tr>
<tr>
<td>H: everyone supported me to learn</td>
<td></td>
</tr>
</tbody>
</table>
2. Learning Process Gained by the Preservice Teacher During the Observation

During the observation, the researcher, which is also a preservice teacher, also wrote down a reflection for every meeting related to class activities. Then, the content of reflections was used to examine further about any learning process gained by preservice teacher during observation. There are three main points of reflection: cognition, behavior, and affect (Welch, 1999). The researcher divided content of reflections into two categories: teaching method and attitude of a teacher.

Table 4.5 Preservice Teacher Reflection related to Teaching Method

<table>
<thead>
<tr>
<th>Date</th>
<th>Cognition</th>
<th>Behavior</th>
<th>Affect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2nd</td>
<td>• A good video could inspire students.</td>
<td>• Teaching is not only about delivering material, but also</td>
<td>• I was so inspired by the video. It gave me great</td>
</tr>
<tr>
<td></td>
<td>Cognition</td>
<td>Behavior</td>
<td>Affect</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct 16th</td>
<td>• Asking students to make a reflection was powerful for learning improvement.</td>
<td>• building relations between teacher and students.</td>
<td>• motivation about teaching.</td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>• Good choices of topic would help learning process ran well.</td>
<td>• Casual talks let students feel relax and enjoy before learning.</td>
<td>• I felt happy when students felt happy because learning process was integrating all skills for learning English.</td>
</tr>
<tr>
<td></td>
<td>• High-expectation attitude succeeded peer discussion.</td>
<td>• Constructive feedbacks were good for students.</td>
<td></td>
</tr>
<tr>
<td>Nov 6th</td>
<td>• Providing vocabularies could be not only words but also phrases.</td>
<td>• From today’s activities, I got many new ideas for teaching, such as vocabulary choices and video as a medium for reflection.</td>
<td>• I felt happy because learning new phrases.</td>
</tr>
<tr>
<td></td>
<td>• Peer discussion was important to improve speaking skill and confidence.</td>
<td></td>
<td>• I felt happy because the class were alive.</td>
</tr>
<tr>
<td></td>
<td>• Being reflective could be from watching a meaningful video.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 20th</td>
<td>• Providing extra clues for difficult material.</td>
<td>• Giving repetitive activities helped students become more proficient.</td>
<td>• I felt different vibe at this meeting. Students seemed more enjoy learning activities</td>
</tr>
<tr>
<td></td>
<td>• Personal story could inspire students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• There was a significant difference of students’ attitude. When learning</td>
<td>• Students seemed enjoy the learning because they realized the</td>
<td></td>
</tr>
<tr>
<td>Cognition</td>
<td>Behavior</td>
<td>Affect</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>English, students’ confidence was raised, feel enjoy and happy.</td>
<td>importance of these activities.</td>
<td>then they usually did.</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.6 Preservice Teacher Reflection related to Attitude of a Teacher

<table>
<thead>
<tr>
<th>Date</th>
<th>Cognition</th>
<th>Behavior</th>
<th>Affect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2nd</td>
<td>• The lecturer did not waste his students’ time so he started the class outside while waiting.</td>
<td>• Teacher should be sensitive of what happens in the class. If some students look tired, teacher could share jokes or stories to freshen up class.</td>
<td>• The researcher finally had better preparation before coming to class. Good preparation is important.</td>
</tr>
<tr>
<td>Oct 16th</td>
<td>• Casual talks could build relations and trust between teacher and students.</td>
<td>• Always-appreciate-student attitude would help students improve themselves.</td>
<td>• Feeling inspired by lecturer-student casual conversation.</td>
</tr>
<tr>
<td>Oct 23rd</td>
<td>• The lecturer really paid attention to students’ discussion.</td>
<td></td>
<td>• I felt grateful from today’s learning activity because I learned a lot.</td>
</tr>
<tr>
<td>Nov 6th</td>
<td>• Sharing personal story to students to be a real example.</td>
<td>• The lecturer acted-out the story telling while teaching in class.</td>
<td>• I was excited because the lecturer could say and do.</td>
</tr>
</tbody>
</table>
B. DISCUSSION

The English Language Education Study Program prepares its students to become excellent teacher candidates by providing learning program to complete four competences: professional, pedagogical, social, and personality competence. As has been stated in chapter one, a part of pedagogical competence, which is practicing teaching, has a small portion in ELESP courses by having only two courses for teaching practice. Therefore, observing teaching dynamics in a class throughout one semester has lead the researcher – as a preservice teacher as well – gaining lots of knowledge which will equip the preservice teacher with pedagogical knowledge (Borko & Putnam, 2000).

Before a class is started, a curriculum is designed to meet specific purposes. In this research, the lecturer designed a curriculum for his General Listening class. The General Listening class was aimed to let adult students in elementary level be...
able to listen and follow an English listening passage in general context. The curriculum was designed based on Backward Design Principle (Wiggins & McTighe, 2001). According to Wiggins & McTighe, there are three steps in designing curriculum backward: goals, assessments, and learning materials and strategies.

The lecturer had designed three learning goals to be accomplished in General Listening class. The first goal was, “to equip students with skills to learn independently, therefore, language is taught by integrated mechanism”. Integrated mechanism here means that even though there are some methods applied in the class, but each of the method is connected to each other. Surprisingly, students did not know what were the learning goals of the class. However, based on the FGD results, students’ statements could confirm that this goal was accomplished. Student E explained that he would learn outside the class if he could not follow the learning in the class in order to fulfill his curiosity. Similarly, student F stated that he was stimulated to learn the materials further, and he became more curious outside the class. The curiosity to learn was also experienced by student K.

The second goal of the class was “to put the learning in an integrated way, or to situate learning English in a more integrated fashion which is out of past belief.” He explained that students must feel relaxed and enjoyed before starting a learning process so they could maximize their capability in learning. Therefore, the class was started with small casual talks between the lecturer and the students. It showed that the class was started in an easy-going situation. This situation could help students to have a relaxed mood so they could enjoy the learning process.
Similar with it, one of the students – called M – stated in the FGD session that he enjoyed the method because it was serious but still relaxed (not intense). He also said that he felt happy, enjoy, relaxed, and not intense during the learning activities in the class. Other student, called N, also stated that he felt happy, relaxed, excited, and enthusiast when he learned in the class. He said that the learning process was relaxed but the students could still grasp the meaning of what they learned in class.

Another activity which had help students to have new experience in learning English was the opening activity. As the opening activity, it could be reading activity or vocabulary discussion. This activity helped students to have prior knowledge about what they would watch or listen later. According to the lecturer’s comment on the observation sheet, he wrote, “you will only get enough attention when you focus on meaningfulness.” Therefore, prior knowledge activity was important for students to achieve the meaningfulness of learning process. Furthermore, the vocabulary discussion was not only about the meaning, but also about the spelling and pronunciation. Even though it was a listening class, it is important for students to learn other English skills. Some activities to practice spelling and pronunciation would help them to improve writing and speaking skills.

When the researcher confirmed this activity, the lecturer wrote in the comment part of the observation sheet that he was very keen on an integrated language learning; also called content-based. It was the reason why he included spelling and pronunciation learning in his listening class.

The third learning goal of this class was, “creating a community of learners where high-expectation attitude is sustained and maintained.” Some students
expressed their gratitude of learning in this class. Students K, N, and O said that friends were welcome in the class. Furthermore, students H, I, and K shared same ideas that friends in the class were supporting each other and providing helps to learn together. In addition, student B said that friends in the class were enthusiast and could affect his mood in learning. Not only did friends create a community of learners, but also the lecturer. Stated by student N, the lecturer could raise learning motivation in class, also he taught a meaningful learning to the students. Nevertheless, student F showed another perspective. Compared to other courses, student F felt that he was really comfortable with how the lecturer taught. Also, the lecturer put his students as researchers. He found that students could construct their own knowledge in this class. Therefore, all of the learning processes made him felt curious about learning materials and also proud of what he could find through learning. Furthermore, two students commented on how the lecturer acted in class. student L thought that personal stories shared by the lecturer were interesting, while student O focused more on the lecturer’s attitude in delivering personal stories which was funny.

The preservice teacher who did class observation had joined the lecturer even before the class was started. As a result, the preservice teacher could understand and learn how the lecturer designed the curriculum—including learning goals, assessments, and materials and strategies—using backward design principle. In the regular courses, there were no activity like this. Students learn theoretically how a curriculum is designed. Then, students are only designing lesson plans in micro teaching class and preservice teaching program. Furthermore, the preservice
teacher could see from students’ responses that learning goals set by the lecturer were accomplished in this course. According to Borko & Putnam (2000), “How a person learns a particular set of knowledge and skills, and the situation in which a person learns, become a fundamental part of what is learned” (p.4). Therefore, by having this experience, a preservice teacher can learn how to design a curriculum for a specific course with specific needs, so students can develop their knowledge and skills about designing curriculum through real experience. There are many definitions of curriculum. One of the definition is curriculum is small scope, which is in a specific course. “Curriculum is all the experiences learners have under the guidance of the school (Wilson, 1997).” Thus, series of activities happened in the classroom could also be called curriculum.

After learning goals were set, the lecturer could start deciding assessments, learning materials, and learning strategies. In this research, these aspects are discussed as the teaching dynamics. Teaching dynamics in classroom used cognitive apprenticeship approach. According to Collins, et al., (1991), there are four dimensions of cognitive apprenticeship. However, only two dimension discussed in this research. The first dimension is content; it consists of four parts: domain knowledge, heuristic strategies, control strategies and learning strategies. Domain knowledge means learning materials designed for this course. The materials of this course were designed based on content-based instruction which put context before grammar (Short, 1993). Therefore, the materials for this course were taken from VOA News Learning English audios and TED Talks videos. Furthermore, the picked materials were chosen based on suitability of topics and
level of difficulties, also the materials should be up-to-date or contextual with recent conditions. The students found that materials given in the class were contextual. Student D agreed that materials were discussed things and events around students. Similarly, students B and F said that materials were up-to-date so they were obviously contextual. Added by student N, he said that the materials were connected to their prior knowledge so they found it easy to understand. Student O explained that the materials included general topics so they were enriching him.

The next part is the heuristic strategies which consist of repetition, critical thinking activity, and vocabulary enrichment. The listening materials played several times in class so students could practice their listening skill over and over again. Then, the critical thinking activity helped students preparing themselves for upcoming listening materials by analyzing true or false statements through 5W+1H questions. This type of questions confirmed main information of each sentence, so students could have a better preparation and understanding of upcoming materials. Before starting a listening passage, some new vocabularies were provided to help them in the listening passage. Then, before ending the listening session, there were cloze procedure sentences to enrich their vocabularies. This activity also indirectly teach grammar to students by paying attention to details, such as pronunciation, spelling, and parts of speech.

The next strategies were control strategies which consist of peer discussion, small group-lecturer discussion, and class discussion. These discussions helped students to construct their knowledge by having collaborative learning. Through
some interactions among people, whether they were friends or lecturer, students would learn more and gain more from learning process (Dillenbourg, 1999).

The last strategies were learning strategies which consist of repetitive strategy and independent learning. The students had more or less same activities in every meeting. Repetition of these activities would let students becoming more proficient in learning listening skill. Every time students did these activities, they could improve their skill from every meeting. Then, the learning sources were always provided for students so students could learn independently at home. All learning activities were applicable to be used outside the class. These activities helped students to continuously improve their listening skill.

Some students responded the strategies in class. Student E said that he found difficulties at the beginning, but as soon as he knew the strategies (listening strategies: analyze statements using 5W1H), he could enjoy the learning process. Students G also enjoyed learning materials because there were different levels of material in every meeting. These statements confirmed that the choices of content were really helpful for students and they could enjoy the learning process.

The next dimension of cognitive apprenticeship is method (Collins, et al., 1991). There are six methods in conducting cognitive apprenticeship. The first step is modelling. A teacher should give examples of how to solve problem. In this research, the lecturer performed a strategy to help them getting clues and prepared before listening. The strategy was analyzing true or false statements by generating 5W+1H questions. The lecturer started first by showing them how to generate 5W+1H questions from the statements. After giving some examples, the lecturer
asked students to try generating 5W+1H questions in pairs. This is assimilation stage, where students put new knowledge in their brain storage (Piaget, 1975). This part is the second step of cognitive apprenticeship method: coaching. However, the lecturer would not let students to discuss by themselves. The lecturer would come to each small group and help them by joining their discussions. By having discussion with the lecturer, the students could reconstruct their knowledge in brain storage, or known as accommodation stage (Piaget, 1975). After having discussion with each group, the lecturer then discussed again questions generated from the statements in front of the class. The third step of cognitive apprenticeship method is scaffolding. This step let students to perform what they have learned under the control of the teacher. The lecturer would not always speak in front of the class. He would let students to try generating questions and speak them up among classmates. According to Piaget (1975), students would achieve equilibrium stage after completing two previous stages. By letting students perform their understanding, the lecturer could check whether students had achieved their equilibrium stage, so the lecturer could give them constructive feedbacks for their improvements. Then, the lecturer played listening passage and students worked on true or false statements. They would check answers together so if some students showed difficulties in understanding the statements, the lecturer could give feedbacks in forms of suggestions or corrections.

The next three steps of cognitive apprenticeship method were articulation, reflection, and exploration. These three steps would let the lecturer interfere students’ learning process as minimum as possible (Collins, et al., 1991). In the
articulation stage, students perform learned strategies with limited help from a teacher. In this research, the lecturer only played the listening passage then students worked on cloze procedures statements. At the end, the lecturer would help them by providing correct answer for each statement. Then, the next step is reflection. This step helps students examining themselves whether they have performed well compared to their friends and teacher. Collaborative learning (Dillenbourg, 1999) has a big effect here. By having discussion with peers and the lecturer, the students could realize what they had achieved and what they had to learn more in next meeting. The last step in cognitive apprenticeship method is articulation. Students will perform their ability with no interference from teacher. In this research, the lecturer would let students to try having listening practices independently by applying some activities they have learned at class.

Surprisingly, students had positive thoughts related to these teaching methods. Student A said that he found these methods were new. Students K, L and M expressed that they found these methods as unique. The uniqueness they found was because they did not find such methods in any other class. The methods were listening and watching through videos, also concluding meaning of a statement by using 5W1H. For student L, it was because the methods covered both details and meanings. However, student K felt different atmosphere because the learning process was interactive. Then, student N also found that the methods were unique because the methods involved students’ participation. He also could enjoy the learning process because it was relaxed. Similarly, student M also felt enjoy while learning in this class. Furthermore, students E, F, and I were inspired from the
learning methods. Student E now discovered learning method he could apply outside the class. Student I also found many strategies to learn listening, while student F found that these methods stimulated him to learn. He also found reflection in this class, and he was happy because he could enjoy the benefits of reflection. Similarly, student J said that even though he was bored sometimes in class, he would be serious in learning because reflective question would ask what he got on that day. However, student G felt that knowledge gained in class was useful for his everyday life. On the other side, student C said that the methods were boring. Fortunately, he was helped by topics chosen by the lecturer.

All of the teaching dynamics happened in the class were experienced by the preservice teacher. The classroom observations of teaching dynamics aimed to equip the preservice teacher with pedagogical knowledge which are not taught in the regular class. According to Borko & Putnam (2000), “The learning of teachers is intertwined with their ongoing practice, making it likely that what they learn will indeed influence and support their teaching practice in meaningful ways” (p. 6). Based on preservice teacher’s reflection, she was influenced and inspired by the contents and methods performed by the lecturer. There were many aspects changed in her perspective related to her knowledge and teaching skills. The first is student-teacher relation. A teacher can build warm student-teacher relations by having casual conversation as the opening activity. The second is materials’ topics. The topics for materials were essential in learning process because they would affect how a learning process runs. The third is learning clues. Vocabularies and/or other clues provided to support learning are important, especially when the level is
difficult; in addition, vocabularies can be in forms of both words and phrases. The fourth is peer discussion. Peer discussion is important to improve students’ speaking skill and confidence, especially when high-expectation attitude is given. Furthermore, students can improve their skill more by having constructive feedbacks from their teacher. The fifth is reflection. A reflection for students is powerful for learning improvement. Also, a reflection can be not only by asking questions but also by doing other activities, such as providing inspiring videos and telling inspiring personal stories. Last but not least, repetitive activities can help students becoming more proficient in performing target skill. Students’ confidence is raised day by day; it can be seen by how they enjoy and feel happy while learning English in the class.

Through observation, the preservice teacher learned both teaching knowledge and skills as well as an attitude of being a teacher. Borko & Putnam (2000) stated, “The classroom is a powerful environment for shaping and constraining how practicing teachers think and act. Many of their patterns of thought and action have become automatic-resistant to reflection or change. Engaging in learning experiences away from this setting may be necessary to help teachers “break set”-to experience things in new ways.” (p. 6). Therefore, the preservice teacher also learned how to act in a classroom as a teacher. There are some points the preservice got about attitudes as a teacher. The first, a teacher should be respectful to his/her students. There are many ways to show respects to the students. A teacher should be fully prepared before into the class. Then, a teacher should not waste students’ time by doing unnecessary thing because a
human error. Besides, a teacher needs to be sensible of what happens in the class. For example, if some students look tired or sleepy, a teacher could share some jokes to the class so every student can have their right to get new knowledge in the class. Also, a teacher should always appreciate students’ efforts, not focus on the final results because it will improve students’ ability. Second, a teacher has to be able to say and act, not only say. For example, a teacher can tell students a story for story-telling contest, then he/she will perform it as the example of a story telling. The third is professionality. It means that a teacher should perform all-out whenever he/she has to teach despite off his/her personal businesses outside the class.

On the other side, there is also an aspect in the lecturer’s teaching which can be learned by the researcher as something unnecessary to do. The lecturer was usually excited in teaching and sharing his experiences. He would talk a lot about the materials and his experiences, which could take more than 15 minutes. However, it led the learning activity to become teacher-centered. The lecturer would have big portion in speaking, then the students would only listen to the explanation of the teacher, this situation caused minimum practices for students. Therefore, the researcher learned that even though there are many things to deliver to the students, the teacher also needs to limit his/her speaking chance in order to let his/her students have more chances in practicing their English.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two parts in this chapter. The first part is conclusions. This part discusses about the conclusions of this study. The second part discusses about some recommendations drawn from the study for related parties.

A. CONCLUSIONS

This study was conducted based on the researcher’s concern related to the limited teaching practice for teacher candidates. Students of the ELESP need to finish the study by taking 56 compulsory courses. However, as teacher candidates, the students only have two courses to practice their teaching. Unfortunately, these courses are not enough to learn about teaching since they only give limited time and opportunities for teacher candidates. Nevertheless, there are many job opportunities provided for teacher candidates because of the needs of learning English. Yet, teacher candidates of the ELESP are not fully ready because they have lack of knowledge and experiences. As a result, the researcher considered a classroom observation as a way for teacher candidates to learn more about teaching.

Therefore, the researcher conducted a research to know whether class observations through one semester in a proficient lecturer’s class could equip teacher candidates with pedagogical competence. There are two questions in this research. The first is how teaching dynamics in the General Listening class IB batch
2015 of the EEC are best described. The second question is to what extent observation of teaching dynamics throughout one semester equips teacher candidates with pedagogical knowledge.

To describe the teaching dynamics in the General Listening class IB batch 2015 of the EEC, the researcher refers to some theories. The first theory is the Backward Design Principle (Wiggins & McTighe, 2001). This theory explains how to design curriculum backward. There are three steps: 1) setting the learning goals, 2) designing the class assessments, and 3) choosing the materials and strategies. The third step is explained further by the Cognitive Apprenticeship theory (Collins et.al., 1991). This theory will explain further about the teaching activities. There are two aspects taken from this theory: contents and methods. In the content aspect, there are four parts: domain knowledge, heuristic strategies, control strategies, and learning strategies. In the method aspect, there are six parts: modeling, coaching, scaffolding, articulation, reflection, and exploration. These theories would help the researcher to make a best description of teaching dynamics in the General Listening class IB batch 2015 of the EEC.

In conducting the observations of teaching dynamics throughout one semester, the researcher refers to Preservice Teacher Learning theory (Borko & Putnam, 2000). A preservice teacher will observe teaching dynamics in a class. The preservice teacher will be both the observer and the student. Therefore, there are three steps in conducting class observations for preservice teacher learning: 1) observation, 2) mini discourse community, and 3) reflection. The preservice teacher will firstly record all activities happened in the class during the learning process.
Then, the preservice teacher will have some discussions about observation results recorded by him/her with the proficient lecturer – the lecturer of the class which the preservice teacher is observing. At the end, the researcher will make reflections related to the observation he/she has done. Furthermore, the researcher used ABCs Reflection theory (Welch, 1999). It explains that a reflection should contain three aspects: subject’s feelings related to activities he/she makes reflection about (Affect), subject’s ideas of changing behavior after experiencing the activities (Behavior), and subject’s improvement of knowledge, or related to cognitive area (Content).

After analyzing the data, the researcher could describe the teaching dynamics in the General Listening class IB batch 2015 of the EEC as follows. There were three learning goals for the class. The learning goals were designed by the lecturer based on the Backward Design Principle. Surprisingly, based on students’ comments in FGD, these goals were fully accomplished in the class. Then, the lecturer had several teaching steps which were repeatedly done in every meeting. These steps were similar to the steps in the Cognitive Apprenticeship theory. All of the steps could be seen from the class observation results. In addition, these activities were experienced by the preservice teacher. Then, regarding to the reflections, there were certainly some changes happened to the preservice teacher after doing class observations. The preservice teacher learned many things throughout one-semester observation. There were some teaching knowledge and skills she learned from the observation. Furthermore, she also learned the good attitudes of being a teacher. These experiences were not taught in the university.
classes. Yet, these experiences truly give the preservice teacher more knowledge and skills related to teaching and being a teacher.

B. RECOMMENDATIONS

In this part, the researcher would like to give some recommendations to some related parties.

1. The ELESP

To the ELESP, this study has brought many benefits for the preservice teacher. The preservice teacher had learned some new knowledge and skills related to teaching. These things have equipped the preservice teacher with more pedagogical competence. Thus, a one-semester observation of teaching dynamics in a class guided by a proficient lecturer could be considered as an extra course for teacher candidates in order to give the teacher candidates more learning about teaching and classroom experience.

2. Teacher Candidates or Preservice Teachers

For teacher candidates or preservice teachers, this study has shown benefits for a preservice teacher related to teaching knowledge and skills. Therefore, a one-semester observation in a proficient lecturer’s class is worth to be done by teacher candidates or preservice teachers in order to improve your pedagogical competence and to enrich you with an experience of teaching dynamics.
3. The Future Researchers

For the future researchers, there are still many aspects from this research can be explored further. The future researchers could study more about two other aspects of Cognitive Apprenticeship which are not being discussed in this study; they are Sequence and Sociology. Furthermore, the future researchers can also make a further study from this study about teaching practices of a preservice teacher in the observed class.
REFERENCES


APPENDIX A

LEARNING MATERIALS OF GENERAL LISTENING CLASS IB BATCH 2015 OF THE EEC
Every kid needs a champion by Rita Pierson
October 2, 2015

*Rita F. Pierson spent her entire life in or around the classroom, having followed both her parents and grandparents into a career as an educator.*

**Why you should listen**

Rita F. Pierson, a professional educator since 1972, taught elementary school, junior high and special education. She was a counselor, a testing coordinator and an assistant principal. In each of these roles, she brought a special energy to the role -- a desire to get to know her students, show them how much they matter and support them in their growth, even if it was modest.

For the past decade, Pierson conducted professional development workshops and seminars for thousands of educators. Focusing on the students who are too often under-served, she lectured on topics like “Helping Under-Resourced Learners,” “Meeting the Educational Needs of African American Boys” and "Engage and Graduate your Secondary Students: Preventing Dropouts."

Pierson passed away in June 2013.

**What others say**

“Parents make decisions for their children based on what they know, what they feel will make them safe. And it is not our place [as educators] to say what they do is ‘wrong.’ It's our place to say maybe we can add a set of rules that they don’t know about.” — Rita Pierson

Check out the video on this link:
http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=id

First, carefully read and study the following statements. Second, go the the video, watch it (for a couple of times if necessary) and decide whether the following statements are true or false.

1. [ T / F ] Rita Pierson thinks that there are only three reasons why kids drop out of schools, i.e. poverty, negative peer influence, and low attendance.
2. [ T / F ] Rita Pierson believes that all students can learn well even with their teachers are not good at maintaining good relationship with their students.
3. [ T / F ] Rita Pierson cites James Comer to support her belief that a good teaching necessitates a good relationship between a teacher and his/her students.

4. [ T / F ] From the video, it is clear that George Washington Carver is said to have a contradictory perspective in viewing the importance of relationships between a teacher and his/her students.

5. [ T / F ] The colleague described by Rita Pierson in this video was an agreeable lady who maintained great relationships with her students.


7. [ T / F ] Rita Pierson recalls her experience of challenging her colleague who believed that the teacher’s task is a matter of delivering learning materials, not maintaining good relationships with the students.

8. [ T / F ] According to Stephen Covey, it is important for us to seek first to understand than to be understood.

9. [ T / F ] In her speech, Rita Pierson describes one of her experiences to apologize for the mistake that she had.

10. [ T / F ] Rita Pierson describes herself as a teacher who does not complain no matter how poor and academically unprepared her students are.

11. [ T / F ] Rita Pierson maintains the high expectation attitude, i.e. how to raise the self-esteem of a child and his academic achievement at the same time.

12. [ T / F ] Rita Pierson said, "Really. We have to show the other classes how to do it, so when we walk down the hall, people will notice us, so you can't make noise. You just have to strut." The word strut means to walk proudly and show off one's best features or talents.

13. [ T / F ] Rita Pierson shows her frustration after finding out that her students got only two correct answers out of 20 problems she presented in the quiz.

14. [ T / F ] As a teacher, Rita’s mother had shown exemplary deeds, i.e. taking care of the welfare of her students in its fullest sense.

15. [ T / F ] When her mother died in her 92, Rita was touched by the fact that many former students of her mother came to her funeral.

Let’s stop for a moment and reflect! Identify at least three big take-aways that you can draw from accomplishing this assignment!
General Listening, October 16, 2015

Words in This Story

aeronautics – n. the science that deals with airplanes and flying
acute – adj. very serious or dangerous
respiratory – adj. relating to the act or process of breathing

Read and guess whether the following statements are correct or incorrect!
1. [ T / F ] Until now, the president of Indonesia does not want to get help to fight forest and agricultural fires in Indonesia.
2. [ T / F ] The reports says that Indonesia has repeatedly refused offers to help from oversees to fight the smoky fires.
3. [ T / F ] It is reported that Singapore has offered some assistance to solve the problem.
4. [ T / F ] In addition to Singapore, Indonesia seeks to help from three other countries, i.e. Russia, Malaysia, and Thailand.
5. [ T / F ] The president talked about the fact that Indonesian helicopters are only able to carry a small amount of water needed to put out the fires.
6. [ T / F ] According to the Indonesian National Institute of Aeronautics and Space, there are less than 1,300 fires burning across the country.
7. [ T / F ] It is reported that the government has deployed about 25,000 soldiers in six provinces to battle the fires.
8. [ T / F ] It is not unusual for Indonesian farmers, developers and other businesses to burn rain forest to clear land at this time of year.
9. [ T / F ] It is reported that that a large rise in palm oil production on peat lands is blamed for the many fires this year.
10. [ T / F ] The problems caused by the forest and agricultural fires in Indonesia this past few months are: worsening air quality, schools closed, cancellation of sporting events and other outdoor activities.
11. [ T / F ] It is reported that some babies in Sumatera (Pekanbaru) were taken to air-conditioned office of the governor.
12. [ T / F ] The smoke is reportedly also affecting wildlife.
13. [ T / F ] It is reported that 16 orangutan babies are suffering from acute respiratory infections.
14. [ T / F ] El Nino, a weather system, has created extremely dry conditions in Indonesia.
Now, let’s go to the details!

1. ….. Indonesia had repeatedly ___________ offers of help from overseas …..
2. … on Thursday that the Indonesian government was ____________ for help from Singapore …
3. …. helicopters are only able to carry a small ______ of the water needed to put out the fires.
4. …. says more than 1,300 ___________ are burning across the country.
5. …. has deployed about 25,000 soldiers, police and _____________ in six provinces to battle the fires.
6. The burning usually ___________ place during the country’s dry season.
7. But a large rise in palm oil production on peat lands is ______ for the many fires this year.
8. It burns easily and is often used as ______________ fuel.
9. The burning has ______________ air quality, closed schools and forced the ____________ of sporting events and other outdoor activities.
10. To escape the unhealthy air, some babies were ___________ to air-conditioned office of the governor.
11. Her child, she adds, is ___________ normally since he was brought inside the building.
12. In Indonesian Borneo, an orangutan ___________ center says some of its animals have …
13. 16 orangutan babies are suffering from acute ____________ infections.
14. He says he is _____________ that if the fires continue, a lot more orangutans could …
15. …. the fires this year could be ____________ever because of a weather system called El Nino.

This class is half-way through the completion of the course. Discuss with your pair, how much have you learned from this class. Summarize your conversation with your pair below. Identify three major points that you have learned so far.
Report: Smoking Will Kill One in Three Young Men in China
October 23, 2015

Words in This Story

1. habit – *n.* usual way of behaving: something that a person does often in a regular and repeated way: a strong need to use a drug, to smoke cigarettes, etc.
2. conduct – *v.* to plan and do (something, such as an activity)
3. tobacco – *n.* a plant that produces leaves which are smoked in cigarettes, pipes, etc.
4. silver bullet – *n.* something that very quickly and easily solves a serious problem
5. fashionable – *adj.* currently popular: dressing and acting in a way that is currently popular
6. appealing – *adj.* having qualities that people like: pleasing or attractive
7. epidemiology – *n.* medical: the study of how disease spreads and can be controlled
8. social circle – *Informal n.* a group of close friends

Decide whether the following statements are correct or incorrect

1. [T / F] Researchers reported their findings in *The Lancet* medical journal.
2. [T / F] The researchers conducted three large, countrywide studies on the health effects of smoking.
3. [T / F] Researchers say that in China, the number of deaths each year resulting from tobacco use will rise from about one-million in 2005 to two-million in 2030.
4. [T / F] China smokes more than one-third of the world's cigarettes. It also has one-sixth of all smoking-related deaths worldwide.
5. [T / F] Twenty percent of women born in the 1930s were smokers. But among those born in the 1960s, only about one percent smoke.
6. [T / F] Researchers note that smoking now seems more fashionable among Chinese women.
7. [T / F] Richard Peto said that "over the past 23 years, tobacco deaths have been decreasing in Western countries, partly because of price increases.”
8. [T / F] There it says Richard Peto’s investigations into the worldwide health effects of smoking have helped to change "national and international attitudes about smoking and public health."

9. [T / F] Mr. Peto was knighted by Queen Elizabeth in 1999 for services to epidemiology.

10. [T / F] In 2010 and 2011 he received the Cancer Research UK and the British Medical Journal Lifetime Achievement Award.

1. … one in three of all the young men in China will die from smoking ________________ or other tobacco products.

2. , "About __________ of young Chinese men become cigarette smokers, and most start before they are 20 years old.

3. The first study took place in the ____________ and involved about 250,000 men.

4. They warn that the number will rise to _______________ by 2050.

5. … no silver bullet to make these ______________ go down, meaning there is no easy answer to make the problem go away.

6. It seems not many _______________ are smoking in China today.

7. And the _______________ of death by cigarette among women have also dropped.

8. Some women think it makes them seem more ________________.

9. He said increasing the _______________ of cigarettes may be one way to reduce smoking rates.

10. For China, he adds, a large increase in cigarette prices could __________ tens of millions of lives.

11. More information about our ________________ expert, Richard Peto, can be found on ….

12. He was the first to describe clearly the future worldwide health _______________ of current smoking patterns.

I’m Anna Matteo.

Reflection
What can you do to make this world better, especially with regards to cigarettes and smoking habits?
Revisiting the Gun Debate in America
November 6, 2015

Words in This Story

- **mass** - *adj.* involving, affecting, or designed for many people
- **abut** – *v.* to touch along an edge
- **commercially** – *adv.* related to or used in the buying and selling of goods and services
- **divisive** – *adj.* causing a lot of disagreement between people and causing them to separate into different groups
- **infringed** – *v.* to wrongly limit or restrict (something, such as another person’s rights)
- **concealed** – *adj.* hidden from sight
- **executive order** – *n.* an order that comes from the U.S. president or a government agency and must be obeyed like a law
- **rhetoric** - *n.* language that is intended to influence people and that may not be honest or reasonable

Discuss two big issues below:

1. On the day of the Sandy Hook shootings, an emotional President Barack Obama addressed the nation. In his speech, Obama demanded “meaningful action.”

   “As a country we have been through this too many times, whether it’s an elementary school in Newtown, or a shopping mall in Oregon, or a temple in Wisconsin, or a movie theater in Aurora, or a street corner in Chicago. These neighborhoods are our neighborhoods. And these children are our children. And we’re going to have to come together and take meaningful action to prevent more tragedies like this, regardless of the politics.”

2. This is the source of the problem in the US, i.e. a divisive country:

   The Second Amendment of the United States Constitution says: “A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”
Decide whether the following statements are correct or incorrect!

1. [ T / F ] Close to Franklin Sherman Elementary School in McLean, Virginia, a new gun store, named NOVA Firearms, was just opened, causing people to protest.
2. [ T / F ] There has been 170 school shootings in the US since the end of 2012.
3. [ T / F ] Jane Strauss, a longtime school board member at Fairfax County Public Schools, finds that the opening of the new gun store is agreeable.
4. [ T / F ] Rachel Dresser, the manager of NOVA Firearms, complains about the response from the community after the opening of her store.
5. [ T / F ] All states in the US agree to follow one regular gun law across the country.
6. [ T / F ] The National Rifle Association is a nationwide organization that advocates for the rights to own guns.
7. [ T / F ] Candidate Hillary Clinton came to an agreement to opponent Bernie Sanders for his position on gun control.
8. [ T / F ] Republican candidate Donald Trump disagreed to Ms. Clinton’s position with regards to gun bans in the US.
9. [ T / F ] The more rhetoric in the politics about the issue, the better sales are going to be for the guns in the US.
10. [ T / F ] The executive order on gun access by President Obama intends to require dealers who sell a high number of guns to have a licence from the Bureau of Alcohol, Tobacco, Firearms, and Explosives.

1. December, 20 young children and six staff members were ____________ in a shooting at Sandy Hook Elementary School in Newtown, Connecticut.
2. It was the _________________ mass shooting in United States history.
3. Nine people died and nine others were ____________ at Umpqua Community College.
4. … the opening of a nearby gun store ____________ to fear, protests and anger.
5. “The gun store itself sits…it’s property directly ____________ Franklin Sherman Elementary School.
6. Hundreds of parents ____________ on the store’s opening day. They argued that it is too close to
the school. Some said they did not feel safe enough to send their children to Franklin Sherman.

7. The state of Virginia permits firearms to be sold in any area that is **commercially** ________________.

8. “The community response, which was extremely unexpected. I did expect some people to maybe not be as excited. But I did not expect this level of resistance and ________________.”

9. .. that permit a person to carry a gun, either openly or as a ________________ weapon.

10. After the shooting at Sandy Hook, a Gallup poll found that _____ percent of

11. In the most recent **Gallup poll**, taken after the shooting in Oregon, 55 percent of Americans felt the same way. And _____ percent said they own a gun.

12. A month after the shooting at Sandy Hook, Obama _______ several new measures to help keep student safe.

13. The group regularly works to defeat politicians who speak out in _______ of stricter gun laws.

14. “I think that we have to look at the fact that we lose 90 people a day from gun violence. This has gone on too long and it's time the ________ country stood up against the NRA. The majority of our country supports background checks, and even the majority of gun owners do,” Clinton said.

15. Republican presidential candidate Donald Trump has called the ________ executive order a move to “take your guns away.”

16. “They wanted to be on the news and get their point across, but at the same rate, they put us on the news and got our name out there. It brought ________________ to us on both sides.”

17. “Mostly we see an increase in sales because of an increase in __________ regarding gun restrictions.

Discuss three big take-aways that you obtained today!
What Makes Beauty So Appealing?
November 20, 2015

Words in This Story
1. attractive - adj. having a pleasing appearance
2. preference - n. a feeling of liking or wanting one person or thing more than another person or thing
3. unique - adj. used to say that something or someone is unlike anything or anyone else
4. beauty is in the eye of the beholder - expression judgment on what is beautiful is personal, not objective

Discuss the following quote from Ms. Laura Germinė:
"So I think most people agree, for example, that Brad Pitt is better looking than, say, [American presidential candidate] Donald Trump. But when it comes to Brad Pitt versus [actor] George Clooney versus [actor] Ryan Gosling, then reasonable people might disagree."

Decide whether the following statements are correct or incorrect
1. [ T / F ] The list of the most beautiful in the world is published annually by the entertainment magazine People.
2. [ T / F ] In this passage, the selection of the most beautiful figures by the magazine is made on financial considerations (i.e. how to attract more readers).
3. [ T / F ] Laura Germinė is a researcher in psychiatric genetics at Massachusetts General Hospital and Harvard Medical School.
4. [ T / F ] The study conducted by Laura Germinė and her colleagues involved less than 35,000 people by rating the faces of people in photographs posted on the website TestMyBrain.org.
5. [ T / F ] According to Ms. Germinė, the study focused on the individual judgments of face attractiveness that are similar to each other.
6. [ T / F ] The research conducted by Laura Germinė suggests that identical twins share the preference for beautiful faces up to 75%.
7. [ T / F ] It is believed that identical twins share 100 percent of their genetic material.
8. [ T / F ] The scientists believed that fraternal twins’ preferences would be more diverse compared to those of identical twins.”
9. [ T / F ] The research found that the preference for beautiful – or dislike of average – faces among those identical twins agreed only about 50 percent of the time.

Let’s learn the details! Fill out the missing words. Perfect spellings are of great value!

1. … Sandra Bullock _________ and others think she is just attractive?
2. … another person is shaped by the___________ environment and experiences.
3. Laura Germine is a researcher in ________ genetics at Massachusetts General Hospital and Harvard Medical School.
4. She __________ the study, published in the journal Current Biology.
5. …by rating the faces of people in photographs ________ on the website TestMyBrain.org.
6. The scientists got a good idea of the uniqueness of individual face __________ from examining the choices made by the online group.
7. They included _____ sets of identical twins and _____ pairs of same sex, non-identical twins.
8. So, the scientists _______ that the identical twins would share an identical face preference.
9. … the fraternal twins’ preferences would be more________like the general population.
10. … of very positively, the ______________ of that person’s face will then seem more attractive to them even on other people."

Let’s reflect! What are three big take-aways that you obtained from this class?
**Progress Test I: General Listening**
Instructor: Markus Budiraharjo, Ed.D.

**Class:**  Tuesday     Friday (circle one!)

**Vocabulary:** Match each definition with its respective word. Write down only the number. **Number 5 is done for you as an example.**

<table>
<thead>
<tr>
<th>No.</th>
<th>Definition</th>
<th>No.</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>a movie that tells the facts about actual people and events</td>
<td>5</td>
<td>a soldier or member of a group who is sent to get information about the size, location and equipment of an enemy</td>
</tr>
<tr>
<td></td>
<td>a person who is not a police officer but who tries to catch and punish criminal</td>
<td></td>
<td>to secretly and illegally gain access to information or resources, such as power</td>
</tr>
<tr>
<td></td>
<td>nonsense</td>
<td></td>
<td>to walk proudly and show off one’s best features or talents</td>
</tr>
<tr>
<td></td>
<td>a small hole formed in a tooth by decay</td>
<td></td>
<td>the very hard outer layer of a tooth</td>
</tr>
<tr>
<td></td>
<td>a tool used for making holes in hard substances</td>
<td></td>
<td>the act or process of forcing a liquid medicine or drug into someone or something by using a special needle</td>
</tr>
<tr>
<td></td>
<td>material that is used to fill something</td>
<td></td>
<td>a substance that is found in most plants and animals and that is especially important in people for strong healthy teeth and bones</td>
</tr>
<tr>
<td></td>
<td>a salt or compound that has phosphorus in it and that is used especially in products (called fertilizers) that help plants grow</td>
<td></td>
<td>a chemical that is sometimes added to drinking water and toothpaste to help keep teeth healthy</td>
</tr>
<tr>
<td></td>
<td>a way of getting near or at something or someone</td>
<td></td>
<td>able to be trusted to carry out agreements; dependable</td>
</tr>
<tr>
<td></td>
<td>to change (something) into a different for or so that it can be used in a different way</td>
<td></td>
<td>to produce something</td>
</tr>
<tr>
<td></td>
<td>the process of keeping places free from dirt, infection, and disease by removing waste, trash and garbage and by cleaning streets</td>
<td></td>
<td>an area of a city where poor people live and the buildings are in poor condition</td>
</tr>
</tbody>
</table>
Bloggers

You are to listen the passage twice. Fill out the missing words. Any misspelling will be considered as a mistake.

1. An Islamist group in Bangladesh has __________ to kill 20 outspoken Bangladesh bloggers, writers and activists.
2. However, some are now fearful that the Islamist group plans to carry out __________ on the writers and bloggers outside the country.
3. In the past two years, five atheist bloggers and five activists who __________ them were murdered.
4. Mr. Islam told VOA that police have identified most members of ABT who were involved in the __________ killings.
5. The bloggers and activists whose names __________ on the recent ABT list said they believe they are in danger.
6. Media reports say British __________ told the bloggers to stay alert and use caution.
7. But I am dead sure that in no situation I can stop writing. With my __________ and rationalist belief, I shall keep on writing as long as I am alive,” he said.
8. She arrived in the United Stated last week after being __________ early from a 10-year prison sentence in Vietnam.
9. She targeted the government for what she saw as __________ and incompetence.
10. But journalist and human rights groups continue to criticize the government in Hanoi for __________ rights to free speech.

You are to listen the following passage four times. Decide whether the statements are true or false (please circle your answer!). For numbers 7 and 8, fill the missing information.

1. [T / F] #FOMO stands for Fear of Missed Out.
2. [T / F] All US adults think checking our phone is rude in social situations.
3. [T / F] It was found that only 15 percent of Americans felt that checking your cellphone during a meeting is acceptable.
4. [T / F] The study concludes that according to Americans, using cellphone in social gathering hurts the group in which they are participating.
5. [T / F] Someone is considered to be antisocial when he or she uses his/her phone in front of other people, and ignore them.
6. [T / F] Cell phone used at the dinner table in movie theatres, meetings, and places of worship is considered to be rude among most US adults.
7. ______ percent said they had used their cell phones during a recent social event.
8. ______ percent said that when people use their cellphones at social gatherings, it occasionally hurts the conversation and atmosphere of the gathering.
APPENDIX B

OBSERVATION RESULTS IN GENERAL LISTENING CLASS IB BATCH 2015 OF THE EEC
The Observation Result of General Listening Class

Friday, October 2, 2015

| No | Class Activity                                                                 | Notes                                                                 | Related Question(s)                                                                 || Comment(s)                                                                                         |
|----|-------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1  | Students read the text given by the lecturer. The text was an introduction of | I had enough time to understand the text. It helped me guess what the main activity of the meeting was likely to head to. | What is the significance of pre-reading activity before watching or listening activity? | Prior knowledge activities or constructivist perspective → you will only get enough attention when you focus on meaningfulness. |
| 2  | the text which would be watched then.                                          |                                                                      |                                                                                   |                                                                                                   |
| 2  | Students had a discussion about the text with the lecturer directly after finishing reading. The discussion was guided with 5W+1H questions. | The given questions really helped me to understand the basic information of the text. | How to make a set of questions which could help students to improve their understanding? | The given questions seem to have degree. By this means the questions should follow some considerations. What is the consideration to make the questions? |
| 3  | Students and lecturer continued the discussion about the text with deeper discussion. The questions asked about the detail of each sentence. | The given questions had helped students to have a deeper understanding on the text by understanding every element in each sentence. |                                                                                   |                                                                                                   |
| 4  | Students and lecturer discussed true or false statements as written in the handout. The true or false statements really helped students to develop their imagination about what they would | True or false statements really helped students to develop their imagination about what they would | What is the significance of true and false statements related to the | No exact rule, drawn from an extended experience                                                                 |
|    |                                                                 |                                                                 |                                                                                   |                                                                                                   |
| 5 | Some true or false statements included new and rarely-used vocabularies. | There were some new vocabularies i.e. “hooey” and “strut”. I had heard those words before but I did not know the meaning. The discussion of these vocabularies certainly enriched my knowledge. | • How to make good true or false statements?  
• What information should be included in the true or false statements? | Empathy  
Testimonials are found to play great roles → Jeremy Rifkin’s emphatic civilization (mirror neuron) |
|---|---|---|---|---|
| 6 | Lecturer shared personal stories in between the class discussion. The personal stories contained jokes. | The lecturer realized that some of the students looked tired and sleepy. It is an avoidable factor because the class was on Friday at 4 p.m. and this is the perfect time to get some rest. However, the lecturer tried to cheer the class up by giving them some jokes from the lecturer’s personal experiences. The jokes certainly made students fresher. Moreover, the stories, | • What is the significance of sharing personal stories?  
• Is it necessary?  
• What kind of personal stories which could be shared to the students? | Different levels, going greater first → go to details later |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Students watched the video for the first time. Students had to do nothing on the first watching.</td>
<td>This activity helped students to grasp the overall meaning of the content. Students could enjoy and focus on understanding the main points of the video.</td>
</tr>
<tr>
<td>8</td>
<td>Students watched the video for the second time. Students had to work on their true or false statements.</td>
<td>Students watched the video one more time. This time, they focused on the details. The details were used to answer the true or false questions.</td>
</tr>
<tr>
<td>9</td>
<td>Students had a discussion with their friends related to their answer of true and false statements.</td>
<td>Having discussion with friends could help students to share their knowledge and helping each other. By having discussion, students can also build good relations with their classmates.</td>
</tr>
<tr>
<td>10</td>
<td>Students had a class discussion with the lecturer to answer true or false statements. Each student had to read a statement out loud.</td>
<td>Class discussion was good to help students having same perception and understanding about the video. Furthermore, reading out loud helped students to improve their</td>
</tr>
</tbody>
</table>

A model of high-expectation attitude! Trust, appreciation, authentic listening, encouragement + constructive critiques.
During the lesson, the lecturer did not just sit or stand in front of the class. The lecturer walked around the class, had a direct contact with students, and also chatted with students. The lecturer showed attention to their students. The attention was not only for the whole students, but also for each student. This activity may lead to a good relation between lecturer and students.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 11 | During the lesson, lecturer did not just sit or stand in front of the class. The lecturer walked around the class, had a direct contact with students, and also chatted with students. | The lecturer showed attention to their students. The attention was not only for the whole students, but also for each student. This activity may lead to a good relation between lecturer and students. | • How should a lecturer act in the classroom?  
• What kind of connection or relation should be built with the students? |
# The Observation Result of General Listening Class

**Friday, October 16, 2015**

<table>
<thead>
<tr>
<th>No</th>
<th>Class Activity</th>
<th>Notes</th>
<th>Related Question(s)</th>
<th>Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class was opened with a small chat with the students.</td>
<td>These activities help students and lecturer to become closer. There is no gap between superior and inferior people. The can interact as like with their own friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecturer checked the presence of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lecturer discussed three new vocabularies; the meaning and pronunciation.</td>
<td>Even though this is a listening class and pronunciation is related to speaking, it is important to improve all aspects of English in every English class.</td>
<td>What is the importance of practicing pronunciation in listening class?</td>
<td>I am very keen on an integrated language learning; also called content-based.</td>
</tr>
<tr>
<td>4</td>
<td>Students discussed the T/F statements in pairs, they tried to decide whether the statement were true or false.</td>
<td>Students can practice their spoken English by discussing with friends. Moreover, a discussion with friends is less threatening so they can practice their English with no hesitation.</td>
<td>What is the significance of peer discussion?</td>
<td>Learning takes place in a social context; I need to ensure that some portions of class are used for students to practice.</td>
</tr>
<tr>
<td>5</td>
<td>Lecturer asked students to develop questions 5W+1H from the statements.</td>
<td>Lecturer encourage students to develop their ability in making 5W+1H questions. It seems that the lecturer</td>
<td>Is there any relation with the Bloom taxonomy?</td>
<td>1. Monitoring comprehension strategy 2. Done no more than 15</td>
</tr>
</tbody>
</table>
Ex: 
(+) Until now, the president of Indonesia does not want to get help …
(?) Who does not want to get help … ?
Then, lecturer did a class discussion to formulate 5W+1H questions together with the students.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Higher-order thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>minutes</td>
</tr>
</tbody>
</table>

---

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Students listened to the passage twice with no stop. There is almost no pause between one sentence to another.</td>
<td>The listening passage and T/F statements seem to be more difficult than the previous meetings. It has less pauses. The sentences also need to be really understood.</td>
</tr>
<tr>
<td>7. Lecturer discussed together with the students about the answers of T/F statements.</td>
<td></td>
</tr>
<tr>
<td>8. The listening passage was played again twice to fill the blanks.</td>
<td></td>
</tr>
<tr>
<td>9. Mid-semester reflection. The lecturer asked students to</td>
<td>Reflection from the students is needed to improve the learning process so it will</td>
</tr>
<tr>
<td></td>
<td>What is the significance of</td>
</tr>
<tr>
<td></td>
<td>This is a half-way through. Surprisingly: almost all were</td>
</tr>
</tbody>
</table>

---

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
| make a reflection about the class activities since it has arrived the middle of the semester. |
| have better outcomes. Lecturer can evaluate learning process from what the students really experience. |
| reflection and feedback from students? Any related theory? |
| happy! Because there is a sense of growth and mastery. Most got A. |
The Observation Result of General Listening Class

Friday, October 23, 2015

<table>
<thead>
<tr>
<th>No</th>
<th>Class Activity</th>
<th>Notes</th>
<th>Related Question(s)</th>
<th>Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Starting the class with the discussion of “words in this story” or new vocabularies.</td>
<td>The discussion is done in fun way, it is serious, but still fun. There are certainly some jokes which make the class not intense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students discuss about the T/F statements in pairs. There are 10 numbers. Students are given 10 minutes to have a discussion.</td>
<td>Even though the discussion is done in pairs, lecturer still pays attention to the discussion by having small talks with the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lecturer makes a quick review of T/F statements by asking them the 5W+1H questions based on the statements.</td>
<td>Students do not have the chance to build their understanding by making 5W+1H questions by themselves. However, it is because of the limited time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students listen to the passage twice for checking the T/F statements. After that, they check the questions together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students listen again to the passage twice to fill the missing words. Then, they checked the answers together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lecturer plays a video of a campaign about smoking habit. This video is very popular worldwide. The message is very strong to ask people to stop smoking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students have discussion among them about the video. After that, the lecturer asks some of them about their opinion after watching the video. The video was really inspiring. It is not every day that the lecturer shows a reflective video. It certainly brought personal impact for students to make a reflection in their life.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# The Observation Result of General Listening Class

**Friday, November 6, 2015**

<table>
<thead>
<tr>
<th>No</th>
<th>Class Activity</th>
<th>Notes</th>
<th>Related Question(s)</th>
<th>Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The class was started with vocabularies discussion which are provided in the text given.</td>
<td>This activity is quite different. Previously, there were no issue or statement discussed in the meetings. These issues certainly will help students to understand the upcoming listening passage. The issues discuss about politic matters which are still related to the main topic.</td>
<td>Why are two big issues provided here? It is different from previous meetings. What is the significance?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There were two big issues provided. Lecturer and students continued the class with a discussion about these two issues by using 5W+1H. Lecturer would ask students then students answered it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students discussed the T/F statements with friends near them.</td>
<td>Students are given time to understand the statements before they listen to the listening passage. They can have a discussion which will help them to understand more about the passage. They also</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>could prepare themselves for the upcoming listening passage, as well as the important things that they have to pay attention to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lecturer and students discussed the T/F statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Students listened to the passage only once.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lecturer and students discussed about the answer of T/F statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students listened to the passage one more time to fill the blanks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students have a short discussion with peers about the answers (of fill in the blanks).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students checked their answers with key answers provided by the lecturer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lecturer shared his personal project about education. He</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>showed a video he has made related to his other job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Lecturer shared a personal story about his family. It was about his son who would join story telling contest. Then, the lecturer performed a story telling which he made for his son.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Observation Result of General Listening Class

Friday, November 20, 2015

<table>
<thead>
<tr>
<th>No</th>
<th>Class Activity</th>
<th>Notes</th>
<th>Related Question(s)</th>
<th>Comment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecturer started the class by greeting students with “good morning” even though it is an afternoon class.</td>
<td>Lecturer tries to make students always have a morning spirit by saying “good morning!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecturer discussed about title of today’s activity and its meaning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lecturer discussed provided vocabularies which will support learning activities later. The discussion was serious but not tense.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Class activity was continued with discussion of related quote which has been provided in the handout.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lecturer assigned students to discuss T/F statements. Students seems to enjoy doing this assignment. They did the</td>
<td>I can see that students enjoy discussing T/F statements. They really discuss the statements. Moreover, some</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>assignment seriously but in a relaxing environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of them are laughing while discussing the statements. It can be an indicator of a stress-free environment for learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lecturer and students discussed T/F statements together by using 5W+1H.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students listened to the listening passage twice in order to answer T/F statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lecturer and students discussed about the correct answers of T/F statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students listened again to the listening passage twice in order to answer fill-the-blank statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lecturer and students have a discussion related to vocabularies of gap-filling assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11 | Students made a reflection of }
today’s lesson at least two points.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Lecturer shared his personal story through reading aloud.</td>
<td>The story contains a strong message; it is a true commitment of what one person is doing in order to be success.</td>
</tr>
</tbody>
</table>
APPENDIX C

REFLECTIONS OF THE PRESERVICE TEACHER
Less Enthusiastic Champion

Anthonia Jessy Perwirasari

I joined the General Listening Class of EEC on Friday, October 2, 2015 at 4 pm. Previously, I had joined some of the meetings. However, this meeting was different. I came to the class with better preparation. I knew what I had to do before coming to the class. Few days before, I had a short conversation with Pak Markus related to what I would be doing in the classroom. He told me about the more systematic way to do the observation, which was using table as what I had written. For the past few weeks, I realized that I did not have a good observation result in the classroom, so I was confused about what I would do. By using this table, I felt more confident about my research.

The class was started a little bit late because Mr. Markus still had some other things to do and also the class was still locked. However, I could see that the students were still excited to learn with Pak Markus. While waiting the class to be opened, Pak Markus started the class outside with the discussion related to the topic of today’s material. He did not waste their time. As soon as the class opened, students could continue the lesson with the next activity, which was getting deeper understanding of the reading passage. Most of the students followed the activities in the classroom. Then, Pak Markus shared his personal stories with jokes to the students. I realized that there were some students who were sleepy or looked tired. No wonder, the schedule of the class was the perfect time to have some rests. Nevertheless, students were freshened and could continue the lesson. Pre activities could be done nicely.

Then, the activity was continued with watching the video. I was so inspired by the video. It gave great motivation about teaching. For me personally, as a teacher candidate, a video entitled “Every Kid Needs a Champion” have given me a whole new perspective about teaching. Teaching is not just for delivering material, it is also a matter of relation between students and the teacher. Surprisingly, I think the material was not only meaningful for me, but also for the students of the EEC class. The lecture given by Rita Pearson was very powerful. Moreover, the language was not too difficult. It was easy to be understood. I could see that students were also inspired by the video.

At the end of the class, it was usually used for writing reflection, more or less 3 points. Unfortunately, the time was used to explain about progress test 1. The reflection of students was actually really powerful for the improvement of the learning in the classroom. Overall, the class dynamic was good, but it was not great. Students were not as enthusiastic as usual.
Friendly Class Environment, Better Learning Outcomes

Anthonia Jessy Perwirasari

On Friday, October 16, 2015 I joined General English Class at English Extension Course Sanata Dharma. Specifically, I joined class IB at 4 pm.

This class was started differently than other usual classes of English courses. At the beginning, the lecturer had a small talk with the students. This talk did not directly talk about learning materials. The talk was simply about their daily life and some light jokes. This conversation could change students’ mood become more relax and enjoy. It would help the learning process. Also, I could see that the lecturer has been building a strong relation and connection between him and his students, and it was worth it, because I could see students put their trust on him by also sharing their own personal stories. I could feel a warm and close relations between them. It is unlikely found in regular classes. It inspired me a kind of attitude to be a good teacher in the future.

The lecturer then continued to the material. He started by discussing vocabularies provided in the handout. The vocabularies were related to the listening passage which they would learn later. Anyway, the listening passage was about forest fires which was a hot issue in Indonesia. I could see that students felt happy because they also knew about the news. It made them easier to understand the listening passage. Then, they also could practice English with their friends by having a discussion about the topic that they had already known. Choosing topics is important in learning process because it would affect how students want to learn.

The learning process was running well. The students could have a discussion with their friends as well as their lecturer. They seemed enjoy all the discussions whether with friends or with the lecturer. I was wondering why the students could have real discussion, because sometimes when students were asked to discuss learning material, they would discuss other things. However, it did not happen here. The students really discussed about the learning material. As what I asked the lecturer last week, he put a model of high-expectation attitude. He put his trust on the students. Also, he appreciated all things that his student had done. He would never say something is wrong. He would accept all students’ answers and opinions even though he might think differently. However, he would keep giving feedbacks in form of encouragement if his students doing right and constructive critiques if his students doing not-too-right.
Today, the lecturer asked students to write down their reflection related to learning process for half semester. Students were given about 10 minutes to write it down, then the lecturer walked around the class and have discussion about their reflection. It was surprising for me myself to know their reflection. They felt some improvements in learning English. There was no more fear of listening to English, whether it is news, songs, or film. They also said that they were happy because this listening class did not only teach them listening, but also other skills of English such as speaking, writing, reading, and pronunciation. Students really expected many English classes integrated all English skill, not only always teach one specific skill. I could also feel their happiness of having such an integrated learning in this listening class. Good energy was everywhere in the classroom.
Smoking Videos
Anthonia Jessy Perwirasari

The lecturer started the class just like any other day. He gave students handouts of today’s material then they had a discussion related to today’s vocabularies. Anyway, today’s topic was about smoking. Specifically, the title was “Report: Smoking Will Kill One in Three Young Men in China”. There were some vocabularies related to smoking, such as habit and tobacco. However, there was also a new vocabulary for students, even it was new for me. The vocabulary was silver bullet – n.: something that very quickly and easily solves a serious problem. I learned today that providing vocabularies should not only be words related to topic, but also new words or phrases which would enrich students’ vocabulary. I could see that students were happy understanding very new vocabularies, and I also felt happy because I add some words to my own vocabularies.

Learning process was continued by some discussions, whether between students, between teacher-students, or also between class. All discussions were fun. I could see students enjoying having discussion with their friends as well as with the lecturer. Moreover, the lecturer really paid attention to students’ discussion, not just a formality. Also, class discussion was fun. The lecturer was not only talking about the materials. Sometimes he gave students fresh jokes. These jokes made students felt fresher. I also felt happy when joining this class because this class was really alive. I learned that discussion was something important for students to improve their speaking ability and confidence in speaking. By having a lecturer paying attention to each small group discussion, it gave students a good feeling because they knew that the lecturer cared about their learning process. This was something I should learn to do when I will be a real teacher later.

At the end of the class, the lecturer did not just end the class. He showed students as advertisement video. Turned out, the advertisement came from Thailand with Thai speech but English subtitle. This video became a small joke because there were two Thai people, but they enjoyed all jokes in class, no hard feeling. However, this video was about a company which helped smokers to stop. It showed that smokers had already known that smoking was bad because it caused many diseases. They could say it was not good because the ones who asked for smoke were children, but they did not realize that they also put themselves in bad situation. This video surprised almost all of students because it showed a regular condition but from different perspectives. At the end, the lecturer asked students about their opinion. Unfortunately, there was no student
who was a smoker so it was quite difficult to know a smoker’s perspective. Nevertheless, students got new idea about smoking habit, its bad effects, and etc.

Today’s lesson brought me many new things. I felt grateful joining this course because I learned many things. I learned that providing vocabularies should not only be words, but also phrases. I learned also that being reflective can also from watching video. It gave me a new idea to conduct a reflection session. Hopefully, I could apply these strategies if someday I have a chance as a real English teacher.
Today’s topic was about “Revisiting Gun Debate in America.” It was a quite difficult material for students because many of students were not familiar with it. Also, the vocabularies were quite difficult because we rarely saw or learn those words. However, students were still excited to learn today. On handouts, there were two statements provided. One was from the President of US, Barrack Obama, other was from US Amendment. Both statements were related to shootings and protection. In my opinion, the lecturer provided these statements to help students understanding upcoming listening passage, because it was probably really new for students.

As usual, the lecturer would ask students 5W+1H questions related to T/F statements. Today, I saw that students seemed to enjoy this analysis process. Students did not only wait the lecturer to form 5W+1H questions for them, but also they started to generate questions from statements. This activity proved that repetitive activity would help students to become more proficient day by day. Students become more proficient in analyzing sentences.

Class activities ran as usual. Students enjoyed listening session. Even though the material was quite difficult and they faced some difficulties, but they were still excited to learn listening here. It seems like nothing could let them not be excited of learning English. I also saw that students were getting serious in peer discussion. They really discussed subject matter. After listening and assignments were done, I saw that students looked happy. They did not look tired. Well, maybe some of them looked tired because it was the end of weekdays, but I could see that they were still happy learning here.

Before closing the meeting, the lecturer showed students a video of his job. He made a video about his project. By showing this video, he wanted his students to realize that there was no limit or boundaries for everyone to improve themselves, as long as they wanted to keep learning. It was because he showed that this was his first time learning to make video and he nailed it.

Emphasizing his experience, he also told students about his son who learned English for the first time because he would join a story telling contest. The lecturer told students how he taught his son. It was by showing interactive videos so his son could learn by himself under his control. Then, he showed students how he taught his son by practicing a story telling. It was really entertaining for students. Students looked happy and excited because they learned
something new. They learned about what was story telling look like and they watch how a story telling performed. I was excited about the story telling because the lecturer showed that he really did what he said, not only told other people to do it. Acts should be similar with talks.
Smiling Face in a Fully-Loaded Day

Anthonia Jessy Perwirasari

I felt a different vibe at this day’s meeting. When I arrived at the class, Pak Markus was not there yet, so I came to his office looking for him. Five minutes later, he came and seemed a little it in rush. Along our way to the classroom, we had a small chat. He told me about how busy he was at that day; he had a fully-loaded day today. He had several activities previously with no break. They are not only teaching, but also some meetings. He also told me that he had to go to several places which are quite far just to finish his work. As soon as we arrived at the class, Pak Markus greeted his students cheerfully as usual. After that, the class was started.

I could imagine how tired Mr. Markus was after long hours of driving, working, and thinking. Honestly, I was thinking that Mr. Markus will perform differently in the classroom. I imagined that the class could be gloomy and not as soulful as usual. Also, the class situation can also be boring because a tired lecturer may not perform as well as he usually did. Surprisingly, the real situation is totally different with what I was imagining.

He began the class with a different greeting “good morning!” Some students looked confused because it was afternoon, at 4 pm. Then, Mr. Markus explained that even though it was afternoon, we still had to have morning spirit, which meant we had to be so soulful and cheerful. After that, he shared his personal story about his fully-loaded day today. Again, he still told the story with smiling face and some laughs. It did not look like he was tired. Then, he continued teaching just like any other day. He was still excited in teaching as in previous meetings. I could not capture anything different compare to other meetings, unless the power was less than usual.

This day was just few more meetings before the final test. Students obviously have done some learning processes throughout one semester. Especially, in the terms of how they can understand the listening passage by the helps of vocabulary discussion, T/F statements and fill in the blanks. I realized that students’ attitude has changed. At this time, I could see that students can enjoy the three activities that I have told before. In the earlier meetings, these activities may lead them to difficulties. They can feel burdened and stressed. However, I saw that students were enjoying activities. There were some students laughed while doing pre-listening discussion about T/F statements with their friends. The enjoyment that students feel may show that they finally realized the importance of these activities because they were very helpful.
The value that I got today is the lecturer was really a professional. Despite of his activities, he still gave the best for his students. His power may not be as much as usual, but there is no difference in the point of spirit. He could maintain his emotion and spirit in the classroom. Another point from today’s observation is I could see there is a significant difference of the students from the very first time until now. Students have raised their confidence in learning English from the repeated activities throughout one semester. Besides, they also can enjoy learning English because they look happy while learning English.
APPENDIX D

TRANSCRIPTION OF THE FOCUSED GROUP DISCUSSION

Mr. X : Oke, silahkan, ada yang melanjutkan? Bagi yang baru datang, nanti melihat ya bagaimana ini mengalir sambil menyiapkan ya. Silahkan.


Mr. X : Kontekstual ya? Oke. Well, you know, we are working to take a look our past experiences and the question is the degree of happiness. And most of them agree to speaking both languages. And we are talking, using in
Indonesian, not to make you away from us, but sometimes something emotional that only be expressed in our own language. Jadi, well, we do not say that things to you. Silahkan.


Mr. X : Excellent, thank you. Saya mau membutuhkan berbagai macam hal karena dengan cara seperti ini kalian bisa merasakan perbaikan yang terus-menerus. Thanks a lot. Yang lain?


Mr. X : Terima kasih. Oke, silahkan, ada yang lain? Nah, dari sini ini. Warnanya cerah sekali ini!

Mr. X : Terima kasih. Yang lain, silahkan?


Mr. X : Ya. Silahkan yang lain.


Mr. X : Thank you. Next please.

H : Terima kasih. Selamat sore. For me, I was blessed to learn in this class. I feel. But sometimes if you some, do not understand, because maybe my English is no good, not really good. But the lecturer, my friend, understand me. And everyone try to help me. Help me to learn together. I think it is like swim. I can’t swim but everyone help me swim, go to get the goal. Okay, thank you.

Mr. X : I think it’s good to learn here. Plus, the community that we create is fabulous. Okay, I. I want to hear from you.

I : (Speaking in Thai) I have learned with this class. I am very proud of the lecturer. Because, before I came here, I know him before, and I hope that one day I would be a lecturer like him. But I am not sure is going well or not. But in the class, I think the lecturer gives us many strategies and methods, and the issues also. And that’s why I learned by his experiences, and all of our classmates learn together. I think we are like the flower. Because the flowers have many colors also and put in the vase. So that’s why some of the flowers cannot be shy of the colors, I mean the color is not really colorful, but I we put them around together, make them beautiful. So my experience about the study I think I not
really get a lot, but I try to do that. So that’s why I hope that I can use this strategy for other people when I will be a lecturer in my future. And I would like to thanks the lecturer and our friends in here also. Like H said, both of us from another country, sometimes difficult for understand or sometimes is not our language. And why both of us just use English but sometimes when I in the class, the lecturer explained to our friends in their own language, but if he explained in English I can’t understand well also. How can I do that for help? Especially for H. if I don’t understand, and I can’t help her also. And I would like to thank our friends the helper? How to say that? (the researcher) also sometimes she came and learn together. Thank you so much.

(clapping hands)


Terima kasih.

APPENDIX E

PRELIMINARY SURVEY
Survey Pengalaman Mengajar Calon Guru

untuk Mahasiswa dan Lulusan Pendidikan Bahasa Inggris USD

usia :

gender :

status : mahasiswa/lulusan

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
2. Pada semester berapa kamu memulainya?
3. Adakah hambatan yang kamu rasakan?
4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membesalimu?

Terima kasih atas bantuanmu mau membaca dan menjawab pertanyaan ini.

Semoga sukses dalam semua yang kalian kerjakan ☺
usia : 21

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Belum pernah ngajar Bahasa Inggris sama sekali di dalam/di luar kampus (kecuali kaitannya dengan micro teaching dan PPL)

2. Pada semester berapa kamu memulainya?

3. Adakah hambatan yang kamu rasakan?

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Dari micro teaching, teori dan strategi yang diterapkan sangat membantu ketika terjun PPL, jadi kalau seandainya aku mengajar Bahasa Inggris setelah dapat experience di micro teaching dan PPL, aku rasa cukup untuk membekaliku.
usia : 22  
gender : laki-laki  
status : mahasiswa semester 10

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?  
   - Pernah.
2. Pada semester berapa kamu memulainya?  
   - Semester 5
3. Adakah hambatan yang kamu rasakan?  
4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)  
   - Pernah, terutama pengetahuan dan sikap.
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?  
   - Cukup membekali.
usia : 21

gender : perempuan

status : mahasiswi semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?  
   - Ya, pernah

2. Pada semester berapa kamu memulainya?  
   - Semester 3 (melalui divisi pendidikan UKM PM)

3. Adakah hambatan yang kamu rasakan?  
   - Hambatan dari luar: sikap murid-murid waktu belajar  
   - Hambatan dari dalam: nervous, kendala dalam menerangkan suatu materi, padahal tahu bagaimana yang benar

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)  
   - Pernah, dulu sewaktu baru pertama mengajar.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?  
   - Yup, sangat cukup.
usia : 21

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Iya.

2. Pada semester berapa kamu memulainya?
   - Semester 3

3. Adakah hambatan yang kamu rasakan?
   - Ada, kurangnya ide untuk teknik mengajar yang efektif

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Iya.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Ya, sangat membekali.
usia : 22

gender : laki-laki

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?
   - Kondisi murid yang kurang memiliki motivasi dalam belajar.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah. Terlebih untuk sisi percaya diri ketika pertama bertemu dengan murid yang seumuran dengan saya.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Sangat membantu. Terutama untuk micro teaching yang mampu membentuk teknik dan metode dasar untuk setiap calon guru.
usia : 21

gender : laki-laki

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Saya sudah sering mengajar sebelum lulus.
2. Pada semester berapa kamu memulainya?
   - Semester 4.
3. Adakah hambatan yang kamu rasakan?
   - Gramar, pronunciation, dan pengetahuan mendalam soal beberapa hal detail yang saya belum benar-benar mengerti, saya mengajar hanya berdasarkan yang saya tahu.
4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah.
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Cukup. Sebenarnya micro dan PPL adalah ladang untuk menerapkan apa yang saya dapat pada semester-semester sebelumnya. Di PPL dan micro saya hanya mengulang dan diingatkan akan apa yang sudah saya pelajari sebelumnya dan mungkin berupa tambahan pengalaman.
usia : 21

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 4.

3. Adakah hambatan yang kamu rasakan?
   - Ada.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Cukup, tapi untuk mahasiswa yang benar-benar ingin jadi guru sepertinya kurang.
usia : 21

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Iya pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?
   - Iya. Sulit untuk memunculkan minat belajar siswa.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Tidak.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Ya sudah sangat cukup.
usia : 22

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 4.

3. Adakah hambatan yang kamu rasakan?
   - Awal-awal terhambat, kalau tidak bisa terus bingung.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah di awal mengajar.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Cukup.
usia : 27

gender : laki-laki

status : lulusan PBI

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Ya, pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Ya, tentu pernah.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Belum cukup, karena pressure mengajar di dunia luar lebih tinggi. Perlu penekanan ke aspek kreativitas dengan memanfaatkan resources yang seadanya untuk mengajar. Di dunia yang sebenarnya, guru dituntut untuk menciptakan suasana kelas yang hidup dan tidak monoton. Lulusan PBI harus bisa menciptakan suasana itu.
usia : 22

gender : laki-laki

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah. Seperti di nomor 3 sebelumnya, kemampuan untuk classroom management sangat berbeda dari micro teaching dan mengajar sungguhan. Saya merasa masih kurang tau apa yang harus dilakukan jika murid benar-benar tidak bisa dikontrol

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Kurang.
usia : 21

gender : perempuan

status : mahasiswi semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?
   - Ada. Ketika mahasiswa tidak bersemangat dan tidak memiliki motivasi untuk belajar Bahasa Inggris.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Basically cukup, tetapi seiring berjalan waktu, pengalaman ngajar di luar mata kuliah itu sendiri juga penting karena latar belakang murid yang berbeda-beda bisa bantu kita belajar juga how to handle them.
1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.
2. Pada semester berapa kamu memulainya?
   - Semester 2.
3. Adakah hambatan yang kamu rasakan?
   - Kadang murid nanyain grammar yang kita belum terlalu mudeng.
   - Metode mengajar yang belum bagus. Kurang tahu tarif ngelesin.
4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah. Awal-awal kuliah.
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Cukup. Tapi perlu diperbanyak juga pengalaman dengan mencari pengalaman mengajar sendiri.
usia : 21

gender : perempuan

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.
2. Pada semester berapa kamu memulainya?
   - Mulai semester 5.
3. Adakah hambatan yang kamu rasakan?
   - Tidak ada hambatan.
4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Kalau disuruh ngajar/ngelesi sesama anak kuliah dulu merasa tidak percaya diri.
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Mungkin cukup mungkin juga tidak. Soalnya belum mengalami secara langsung menjadi seorang guru (guru beneran). Tapi untuk saat ini karena saya sedang PPL, micro teaching cukup untuk membekali saya.
usia : 21

gender : perempuan

status : mahasiswi semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Ya.

2. Pada semester berapa kamu memulainya?
   - Semester 5.

3. Adakah hambatan yang kamu rasakan?
   - Class management, malas.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Tidak terlalu, Cuma kalo siswanya nakal atau males banget ya jadi tidak terkontrol.

5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?
   - Lumayan, bisa membuat kita bisa mengajar. Tapi untuk jadi mengajar dengan BAIK dan STABIL BAIKNYA itu butuh jam terbang yang tinggi, kalau cuma micro teaching sama PPL kurang memberikan jam terbang. Butuh bertahun-tahun untuk memang benar-benar katham mengajar.
usia : 22

gender : laki-laki

status : mahasiswa semester 8

1. Apakah kamu pernah mengajar Bahasa Inggris sebelum lulus?
   - Pernah.

2. Pada semester berapa kamu memulainya?
   - Di semester 6 dan 7 (ngajar di lower class dan PPL).

3. Adakah hambatan yang kamu rasakan?
   - Hambatan yang dirasakan adalah pertama, saya tidak termotivasi untuk menjadi guru. Hal ini membuat motivasi saya untuk mengajar pada waktu itu adalah bagaimana mendapat nilai yang bagus, bukan termotivasi untuk menjadi guru yang baik. Kedua, penguasaan Bahasa inggris saya masih kurang, terutama grammar. Terkadang hal ini menjadi penghambat saya ketika mengajar terutama ketika ada siswa yang bertanya berkaitan dengan hal tersebut. Ketiga, ketersediaan penunjang pembelajaran seperti halnya ketika saya mengajar di ppl, suatu ketika viewer yang ada di ruangan rusak, sehingga menghambat proses pembelajaran.

4. Pernahkah kamu merasa tidak cukup mampu untuk mengajar karena belum cukup kemampuan pedagogismu? (Baik pengetahuan, keterampilan, maupun sikap)
   - Pernah. Seperti yang saya sampaikan sebelumnya saya masih merasa lemah terutama pada grammar. Sehingga saya merasa takut kalau siswa yang saya ajar lebih pintar daripada saya dan menanyakan banyak hal.
5. Apakah menurutmu mata kuliah praktik mengajar di PBI (PPL dan Micro Teaching) cukup untuk membekalimu?

Pengalaman Mengajar Sebelum Lulus

- 87% Ya (mata kuliah)
- 13% Ya (non mata kuliah)

Memulai Mengajar Bahasa Inggris

- Semester 2: 1
- Semester 3: 2
- Semester 4: 3
- Semester 5: 8
- Semester 6: 2

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI