

Appendix 1: Samples of Classroom Observation Field Notes

Lesson focus: spelling list

Location: Grade 5	Role of researcher: Observer
Date: Monday, August 27 th , 2018	Number of Students present: 19
Time: 13.00 p.m.	Teacher: Mr. Sam
Length of Activity: 40 minutes (one block)	
Description of Subject: (Spelling class) Students are able to distinguish the sound of <i>er, ir, ur</i>	
Descriptives Notes	Reflective Notes
<p>Students started with greeting. The homeroom teacher informed the students to pay attention to Mr. Sam. Mr. Sam started the class by talking about today's spelling list. He wrote "ir" on the board and pronounced it loudly. Number 6 to 11 in the students' worksheet were about the sound of <i>ir</i>.. He modelled the pronunciation and students repeated it after him. He boarded three words with similar sound "her, girl, hurt". They had the same sound. He said, "So. How do you know? Which one is <i>er, ir, ur</i>?" One student answered, "you can use your brain to.....spell it."</p>	<p>Establishing the class for word study Focus: phonics principle of short vowels <i>i, e, u</i>.</p>
<p>Mr. Sam gave a brief description of how important reading was. "If you read a lot in English, it will really really really help your spelling and your vocabulary because you will see many many time words like this. And then, exactly.. your brain will remember that. So, please keep reading as much as you can in English. That will really help you."</p>	<p>The important of reading for spelling</p>
<p>Mr. Sam started to read the word on the list in the worksheet one by one. Students repeated after him. He stopped in no. 3 when he pronounced "things". "Look at my mouth. T h i n g." "If you are gonna have the 'th' sound in the beginning of the word, your tongue has to distort it out." The students could be heard practicing to pronounce "thing". Mr. Sam watched them for a while and noticed several students who could pronounce it</p>	<p>Students are doing repetition. Teacher's level of support: high The teacher is giving emphasis on the right and wrong</p>

<p>correctly. ”Exactly! Perfect!” he said while pointing to those students. It was pretty fast to pronounce it that he should give another example in a sentence. Students should pay attention to how his tongue and mouth pronounce it correctly. “If I don’t move out my mouth, I can’t say it.” He also gave an example of a wrong pronunciation. He pronounced it without moving his tongue and it sounded like “I have many <u>sing</u> or I have many <u>ting</u>”</p>	pronunciation.
<p>He continued to number 4 “hour”. Some students still pronounce it wrong. He stopped for a while and wrote it on the board. “It’s not ha-u-er but it is a-u-er.” “I study for seven hours.” He continued to number 5 “just”. He said that starting from no 6 to 11, all words were based on the sound <i>ir, er, ur</i>. “girl” “dirt” “shirt” “third” “thirst” “birth”</p>	Giving emphasis on the words with <i>ir, er, ur</i> sound
<p>The restarted to no 12. They stopped when they read “cycle”. “Don’t you think ‘cycle’ is an interesting word?” They discussed it together. He elicited student’s answers. A student said, “the y is like <i>i</i>”. Mr. Sam added, “yes the <i>c</i> at the front sounds like <i>zi</i> or <i>s</i> while this one sounds like <i>k</i>”. He explained of why two <i>c</i>’s in one word can be pronounced differently. Students asked him why and he jokingly said he loved how people asked him why because his brain is big. However, he also loved to reply it with “I don’t know”. Then, he began to tell students about English language were derived from a long history. He put one example “knife”. Students knew how the <i>k</i> was silent sound when they had to pronounce it. Moreover, it made nonsense for them why the <i>k</i> was omitted orally but still available on the written text. Mr. Sam explained how many years ago, English came from several different countries and there was no exact reason of how those typical sounds were decided.</p>	<p>The teacher gives a brief explanation about sound and word as an arbitrary thing.</p> <p>Teacher’s level of support: moderate to high</p>

Students were working on the worksheet. Mr. Sam suggested that they could jump to the next question if they found difficulty in solving it. They had five minutes to work by themselves and after that, they could discuss it with their friends.

While students were working by themselves, Mr. Sam was monitoring and walking around to help students in need.

“I always force them to try by themselves because this is a big problem in schools everywhere. Certain kids just rely on the other kids and teachers let them. [laugh]. He’s really not confident. I really say ‘think by yourself, try by yourself. Whatever your level is. If you just listen to your friends every time, you will never ever solve that.’”

While students were working on the task quietly, Mr. Sam was talking to the researcher about how he tried to be patient in motivating the students.

Students were given two minutes to check with their friends. There was also one Japanese volunteer in the classroom. He was a university student who spent his vacation while volunteering in the school. Mr. Sam informed students that they could also check their work with the Japanese volunteer.

While students were busy working with their friends, Mr. Sam was seen monitoring and helping several students who had questions. Some students asked what the difference between “thirst” and “thirsty”. Mr. Sam replied that they could also ask it to the homeroom teacher because it might be difficult for them to understand that if he explained it with English. The homeroom teacher helped Mr. Sam to explain it. Mr. Sam wrote example on the board using the word ‘thirst’ and ‘thirsty’.

“I have a great thirst.”

“I am very thirsty.”

It was actually an adjective and noun. The stopwatch rang and the discussion session was over.

Students were having *buddy check* before they discussed the answers together with the whole class.

The homeroom teacher entered the front class and did the evaluation by adding translation to each word.

“Now, let’s check together,” the homeroom teacher said.

No. 1 “sangat” (very)

No. 2 “sesudah” (after)

No. 3 “things” (barang-barang)

No. 4 “our” (kepunyaan kita). Mr. Sam added an example using a sentence, “our school is very beautiful.

Our English teacher is so smart.” Students

Previously, he admitted to make sure his class is full English. In this situation, Mr. Sam allowed students to ask to the homeroom teacher about meaning of some difficult words.

reacted,”nooooo.”

However, they agreed to the statement after all but jokingly clarified that the English teacher they mean was refer to the homeroom teacher, not Mr. Sam.

The homeroom teacher continued the lesson.

No. 5 “hanya” (just)

No 6 “girl” (perempuan) and students said “wanita”. The homeroom teacher explained that *wanita* is equal to ‘woman’ (adult version of girl), while girl can be translated to *perempuan*. Some students added “girl” can be translated into *cewek*.

No 7 “dirt is?” said the homeroom teacher.

Students randomly spoke,”*lumpur! Kotoran!*”

“*lumpur* is mud,” the homeroom teacher replied.

“*tanah!*” Students added.

“Dirt is like soil.... Uhhh Mud is like wet dirt. I would say ‘dirt’ is usually dry and could be moist,” Mr. Sam explained.

“So, what is dirt?” One student asked.

“*Tanah.* ” Replied the homeroom teacher.

No 8 is “baju/kemeja” (shirt)

Students were confused why *kaos* (t-shirt) is not included in “shirt” and Mr. Sam explained by using referring to his shirt as “shirt” and what the Japanese volunteer was wearing was called “t-shirt”. The difference was in the collar.

No. 9 “ketiga” (third)

No. 10 “rasa haus” (thirst) . Some students were speaking that they should check google translate but Mr. Sam said “No. No. Don’t check google translate. It’s bad.”

No. 11 “kelahiran” (birth). One student asked, “what is *kelahiran?*”

No 12 “kuning” (yellow) “my favourite color is yellow,” the homeroom teacher said.

No 13 “menambahkan” (add)

No 14 “mendapat” (got)

No 15 “kehidupan” (life)

Last one 16 “lingkaran” (cycle) the homeroom teacher was a little bit hesitated so she asked Mr. Sam “what is cycle here?” Mr. Sam said it could be related to verb. For example, “When you want to ride a bicycle. I’d like to cycle”. One student said, “ohhhh, *mendayuh*”. The homeroom teacher clarified it again as *mengayuh* in Indonesian language.

Students work on *making connection* for each word. They connect the words meaning in Indonesian.

<p>They were ready to continue the task. Mr. Sam asked students to read aloud the instruction. It was look, say and cover activity. They were asked to rewrite all the correct answers. They should look at the word, say it silently, and cover it again. Then, they rewrite them all on the worksheet.</p>	<p>Students were doing <i>look, say, cover, visualise, write, check</i>. The procedures are explained based on the teacher's document below.</p>
--	--

<p>Mr. Sam turned the "red" sign on which indicated "no talking time". Students were working quietly. He was busy walking around. He looked at the clock and their time was almost up. There seemed one student who was slacking around and he reminded him to work by himself.</p>	<p>Classroom management for effective activity.</p>
---	---

<p>Time was up. He informed that storytelling will be done tomorrow. Students were disappointed. He ended the class and said, "I am going to Grade 6, to the class that love me so much." Students were jokingly replied, "noooooo."</p>	<p>Closing the class</p>
--	--------------------------

Procedures of *Look, Say, Cover, Visualise, Write, Check!*

Look

Look at the whole word carefully

Look for letter patterns

Look for the tricky parts

Say

Say the word quietly to yourself

Say the word slowly

Say the word in a way that helps you remember it

Cover

Cover your word so you can't see it

Visualise

Get a picture of the word in your mind.

Write

Write the word, thinking about what it looks like and what it sounds like when you say it.

Check

Check what you have written.

Did you get it right? Well done.

If not - look at it a bit you got wrong and have another look, say, cover, visualise, write, check!

Source: The teacher's document

Lesson focus: Reading comprehension

Location: Grade 5	Role of researcher: Observer
Date: Wednesday, September 5 th , 2018	Number of students present:
Time: 13.00 p.m.	18
Length of Activity: 40 minutes (one block)	Teacher: Mr. Sam
Description of Subject: Students are able to understand informational text (non-fiction text) about wind.	
Descriptives Notes	Reflective Notes
<p>Mr. Sam began with establishing the class by encouraging students to be calm and quiet.</p> <p>After five minutes, he prompted the class about the misspelled words that they had been discussed in the previous spelling class.</p> <p>He then wrote twenty misspelled words.</p> <p>“These are twenty words which are some of the most misspelled words in English. If you go to Canada or to America or to Australia, many people still write these words wrong.” He said.</p> <p>By reading the words Mr. Sam wrote on the board, students checked their work with their friends.</p> <p>“Did anybody get 16? Did anybody get 17? 18? 19?”</p> <p>Mr. Sam checked the results and praised students with “good job” and “great”.</p> <p>He asked, “who got perfect answers?”</p> <p>“You.” One student replied.</p> <p>“Of course I am. I am a professional speller. I am the Ronaldo of...” He replied it jokingly and students scoffed and reacted with “oh nooooo.”</p>	<p>Establishing the class</p> <p>Reviewing previous meeting's spelling lesson.</p>
<p>“I have a question for you, what is wind?”</p> <p>Several students were trying to raise their hands while several students randomly answered the question out loud.</p> <p>“Air!” One student replied loudly.</p> <p>“Something we can't see but we can feel it.” Another student answered.</p> <p>“It flew.” Another one replied.</p>	<p>Prompting the topic of the lesson</p> <p>Eliciting information from the student's background knowledge</p>

<p>“It moves something.” Said another student. “It can pick up thing like tornado.” Another student added the answer. Mr. Sam wrote the answers on the board and they discussed about tornado. They briefly recalled their experience about watching big wind in the field of the school. Then, Mr. Sam told his experience seeing tornado in Canada.</p>	<p>Trying to relate the topic with student’s experience</p>
<p>Students sat down in the carpet in the front of the class. Mr. Sam played a video using his laptop. The video was about a wind farm and how the wind could be an alternative to produce electricity. He took a pause several times and reviewed the content of video with the students before continuing the video until the end.</p>	<p><i>Before reading activity</i></p> <p>The video used is an example of integrating digital media for reading class.</p>
<p>“I’ve been to wind farm and it’s long ago. It’s really cool. Every all the way long, many many thousands thousands of those [the wind turbine] and they were really huge. If you look at them really close, they are so so big.” “Bigger than the entire school.” One student gave a comment. “Yes. Higher than the school.” Mr. Sam replied. They continued talking about the wind farm and one students was asking about watching a video of tornado but Mr. Sam said he did not have any video about tornado.</p>	<p>Teacher’s level of support: high</p>
<p>Students went back to their seats. Before the students started to read the text, Mr. Sam gave a brief review about how the wind worked for electricity in the video. He explained the term used in the video carefully and highlighted the genre of the text as an informational text. “The reason that the air moves around has to do with many thing. Some of them have to do with pressure. I know it’s hard for you to understand what pressure means. But, it’s the low pressure and high pressure. As the air moves from the low pressure to high pressure, it causes it to go forward or to move. That’s the cause of wind. The temperature also causes wind, so there is detail of science about how we actually have wind.”</p>	<p>Level of teacher’s support: high Students listened</p>

listened to him attentively.	attentively until he finished reading the text without giving any comments.
<p>He talked about how wind blew crop in China. A student halted him with a question, "what is crop?" Mr. Sam answered the question before he continued to start a discussion about the topic he just read. "Do you watch news on tv?" They talked about the recent big typhoon which hit Japan. Mr. Sam talked about how Japan had a tough weather. He related the stories with the disaster which hit the bridge in Osaka airport and hurricane which hit the United States in the past. Some students seemed to eagerly want giving comments about what he explained but he kept explaining the terms of typhoon before welcoming them to join the discussion.</p>	Mr. Sam emphasized the types of typhoon that he knew. In Japan, it was called <i>taifun</i> and in the US, people often called it hurricane.
<p>Mr. Sam established the class before they started reading. He turned the <i>no talking time</i> sign to make sure everybody was ready to reading activity and gave a gesture of "please be quiet." "Read the text, circle the words that you don't know and we will talk about it later." He said. He repeated the instruction several times, including modelled it in front of the students "take your pen [taking one pen], read the text, and circle the words they you don't know [giving example of one word]." Students read the text silently. He monitored the activity and approached several students who had a question.</p>	Giving instruction before students started to do silent/ independent reading.
<p>Just in few minutes, Mr. Sam started talking and forgot to turn off the <i>no talking time</i> sign. "Japan has a very tough weather. They have a lot of flood because of the heavy rain. Many people died." He said. "wiiihhhh.." Students exclaimed in upset tone. "And after that, very super hot weather. For about a month. Very hot. Many people have to go to hospital." He continued. One student replied, "is it like hot hot.. [referring to the current weather]?" "Like 35 to 40 Degree Celcius." He answered and students exclaimed, "wow". He tried to relate to the weather in Bali. He said that</p>	<p>Making connection to his experience and student's environment and experience.</p> <p>Mr Sam was living in Japan for 15 years before he resided to Bali.</p>

Bali has a hot weather but there are still places with cool weather and the hot weather was not very extreme. In contrast, summer in Japan felt like standing in the asphalt road under the sunny day.

They started the discussion.

Mr. Sam asked them about what words they found difficult to understand. Students raised their hands.

He said, “almost all of you circle *force*.”

The word was difficult to explain for him. He did not explain the word directly but let students making some assumptions about the meaning.

Because he kept quiet, one student jokingly asked, “can you really explain it?”

“I can.” Mr. Sam replied confidently.

“Sir, I think *force* is a word.” Said one boy who tried to help him explaining the word.

“*Force* is a word? Okay. Thank you.” He replied.

“Strength.” Another boy tried to give more clues.

“Strength? Something strong.” Mr. Sam added.

“*Force* is usually something that moves or pushes something and it’s created by wind or electricity or ..[trying to find another example]” He stopped because several students kept making loud suggestions.

Then, they continued to talk about the word *blade*. He explained the word by using an example of describing knife. They continued to discuss the meaning of *topsoil*. Mr. Sam checked the text for a while and directly described what topsoil was. It was a part of soil which was on the top or on the surface and usually drier than the mud below it. After that, they talked about the word *narrow*.

One boy tried to answer the question but mistakenly defined it as *arrow*. Therefore. Mr. Sam clarified it. He used his hand to model the definition by giving a gesture.

The discussion was getting more exciting as more students join to deliver their comments, suggestions, and questions.

After reading activity: talking about literary element of the text

Expanding vocabulary by giving more opportunities to define the word using another words)

Mr. Sam noticed that most of the students circled the word *force*.

They talked about how people did surfing in the beach and the role of wind in that phenomenon.

“Can I ask you one last question before you go. I mean before I go? Is tsunami caused by wind?” He proposed.

Students reacted differently but most of them said yes loudly. However, some students were saying no.

They briefly talked about the relation between wind

After reading activity: making connection to real life situation and concluding the information of the text.

and tsunami.

Mr. Sam informed the class to be seated nicely. Students understood his gesture and sat quietly. They had a brief reflection about what they had learned and why they needed to learn more.
