

**ENGLISH REGULAR TEACHER'S DIFFICULTIES IN TEACHING
READING TO A STUDENT WITH LEARNING DISABILITIES
(A CASE STUDY IN 1ST GRADE OF NURUL ILMI BILINGUAL
INTEGRATED ISLAMIC SCHOOL BEKASI)**



*Building
Future
Leaders*

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Degree of "Sarjana Pendidikan"***

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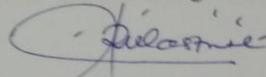
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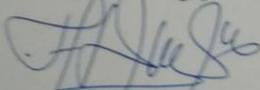
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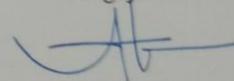
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ABSTRACT

Deasy Handriani. 2018. English Regular Teacher's Difficulties in Teaching Reading to A Student with Learning Disabilities (A Case Study in 1st Grade of Nurul Ilmi Bilingual Integrated Islamic School Bekasi). A *Skripsi*. English Language Education Study Program. Faculty of Languages and Arts. State University of Jakarta. January 2018.

The main aim of this study was to investigate how ready is the English regular teacher in teaching reading to a student with learning disabilities. The focus of this study was to specifically describe the teacher's difficulties in teaching reading to a first grade student with learning disabilities of Nurul Ilmi Bilingual Integrated Islamic School Bekasi. This was a qualitative research with a case study as the method of the study. The data were collected through observation while the data sources were one of English regular teacher and a grade one student with learning disabilities of NIBIIS. This study was held from October 11th until November 15th 2017. The result of the study showed that the teacher is not ready to teach reading to a learning disabilities students in relation with the references of the teachers' difficulties list which noted by the researcher related to the instructional practices used in teaching reading to learning disabilities students in Second Tier Intervention during classroom observations. The common difficulties were; the use of direct instructional strategies, getting students to "think-alouds", the use of a balanced literacy approach, and giving opportunities to give elaborate to the students' responses. Further, the researcher suggests in order to overcome the inability of the teacher in teaching reading to a learning disabilities students, the teacher needs to have much trainings in teaching of inclusive setting.

Keyword: *teacher's difficulties, teaching reading, learning disability students, English regular teacher*

ABSTRAK

Deasy Handriani. 2018. Kesulitan Guru Bahasa Inggris Umum dalam Mengajar Membaca untuk Siswa dengan Gangguan Belajar (Studi Kasus Siswa Kelas 1 di Nurul Ilmi Bilingual Integrated Islamic School Bekasi). Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. Januari 2018.

Tujuan utama dari penelitian ini adalah untuk menginvestigasi seberapa siap guru bahasa Inggris umum mengajar membaca untuk siswa dengan gangguan belajar. Fokus penelitian ini untuk mendeskripsikan secara khusus kesulitan guru bahasa Inggris umum di Nurul Ilmi Bilingual Integrated Islamic School Bekasi dalam mengajar membaca. Penelitian ini adalah sebuah penelitian kualitatif dengan studi kasus sebagai metode penelitian yang digunakan. Data dikumpulkan melalui observasi, sedangkan sumber datanya adalah seorang guru bahasa Inggris umum dan seorang siswa kelas satu dengan gangguan belajar di NIBIIS. Penelitian ini dilaksanakan dari tanggal 11 Oktober hingga 15 November 2017. Hasil penelitian menunjukkan bahwa guru tidak siap untuk mengajar membaca untuk siswa dengan gangguan belajar berdasarkan daftar keterangan kesulitan guru tercatat oleh peneliti berdasarkan praktik pengajaran yang digunakan dalam mengajar membaca untuk siswa dengan gangguan belajar dalam Intervensi Kedua selama observasi di kelas. Umumnya, guru mengalami kesulitan pada; penggunaan strategi pengajaran secara langsung, membuat siswa mampu mengucapkan-pikiran, penggunaan keseimbangan literasi, dan memberikan kesempatan untuk memberi tambahan terhadap tanggapan siswa.

Kata Kunci: *kesulitan guru, pengajaran membaca, siswa dengan gangguan belajar, guru Bahasa Inggris umum*

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Finally, the writer realizes that this *skripsi* is far from perfect. Therefore, critique and suggestions are welcome to achieve the completeness of this *skripsi*.

Jakarta, 12 Februari 2018

D. H

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CHAPTER I

INTRODUCTION

This chapter presents some points related to the preparation of the study: background of the study, statement of the research questions, purpose of the study, scope of the study and significance of the study.

1.1. Background

Every born child has an equal opportunity of education to succeed behaviorally, socially and academically. It is emphasized on the Law of Republic of Indonesia No. 20 Year 2003, which regulates the National Education System that “every citizen has the same right to obtain a quality education”. In addition, the right of education for every child is also stated in the Universal Declaration of Human Rights by the year 1948 which underlined the educational rights of children with special needs. This move was later followed up with the action plan of education for all children and inclusive education became the core issue in the process of provision of education for children with special needs. Hence, in order to realize education for all children, Indonesian government and citizens have started working towards inclusive education to ensure that all children especially special needs children are able to attain formal education.

As such, inclusion is underlined as the process of addressing the variety of needs to all children. It is evident that educational policy makers and technicians have a big task of providing high quality education to the diversity needs of learners in inclusive setting (UNESCO, 2005). Diversity here is defined as a

typical characteristic of a classroom, which is caused by differences in students' level, interest, gender, abilities, cultural and family background, all kinds of difficulties and learning disabilities.

However, the policies of education for all children affected to teaching strategies used by the teacher. The teacher is expected able in selecting and applying the appropriate strategy by considering the variety of students' needs and learning objectives. According to Karakoc & Simsek (2004) teaching strategies defined as ways that are followed in order to reach learning objectives. It seems as a big challenge for regular teachers of inclusive classroom. Somehow, special needs students and general students are placed altogether in a class under teacher who did not come from special education background. Consequently, the regular teacher should be accustomed with variety of teaching strategies in order to reach the learning objectives in inclusive setting as emphasized by Cohen & Ball (1999) that the quality of a teacher determines the student learning in schools.

Thus, this challenge also affected the teaching reading in EFL classroom by the regular teacher of inclusive classroom. Somehow, reading is a necessary literacy for future life of learners. It helps them to go on higher education, workplace and society. Ericksson-Gustavsson and Samuelsson (2013) emphasized that "reading and writing ability is supposed to develop and subsequently become a tool for continued life-long learning... developing the skills with which to function in a democratic society". For instance, Tolman (2005) was also stated that the skills of reading; phonics and fluency are important to be taught in kindergarten through third grade as foundation for reading at all other grade level.

Hence, reading is one of necessary skills which need to be introduced by the teacher in first grade.

Additionally, this issue brought the researcher to conduct a study in inclusive setting based on the researcher's experience in teaching English for first grade students with learning disabilities who really struggle in reading literacy. The researcher realized that the quality of teacher greatly affects to the students' achievement.

Therefore, this study was conducted at enhancing the regular English teacher's readiness in teaching reading to learning disabilities students by investigating the difficulties that the teacher was actually encountering in the field of teaching reading in EFL inclusive classroom. The researcher chose a regular teacher in first grade of Nurul Ilmi Bilingual Integrated Islamic School (NIBIIS) who teaches English in inclusive classroom consists of a special needs student. A special needs student in this grade is categorized as a learning disability student who really struggles in speaking and reading literacy. According to the Individuals with Disabilities Act (IDEA) the specific term of learning disability defines as "disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations" (IDEA, 2010).

Nonetheless, teaching reading for students with learning disabilities in this school may be very challenging especially in grade one. The teachers' tasks are to

stimulate and direct the students in their teaching and learning. In assisting the students to overcome a particular difficulty which, as a learner, they may have encountered, the teachers may or may not meet the difficulties also. Although related to difficulty, the students' and teachers' difficulties are not equal. The teacher may have to contend with obstacles which have no counterpart in the experiences of the students. Many teachers even asserted that they experienced no difficulties in teaching reading; others were able to mention only difficulties in general terms, some of which applied more to classroom management than to the teaching of reading (Ruth Streitz, 2011). Besides, the learning disabilities student in this grade is not able to read even in her first language, but she needs to succeed in English class because English is a compulsory subject which taught from grade one to six. Moreover, the teacher must have difficulties in teaching reading to the diversity of students' needs. It is in the line with Vacca (2000) who stated that teachers should be in a position of putting into practice the new approaches and skills in order to ensure effective reading. In short, teachers must be able to understand kinds of reading strategy and implement its strategy properly to reduce their difficulties in teaching reading.

Due to the importance of the teacher's difficulties in teaching reading for first graders with learning disabilities in EFL classroom, there has been considerable discussion around the topic. A great number of pedagogical sources show the solutions to the educators and teachers various ways to succeed in teaching reading for students with learning disabilities in order to reduce the regular teachers' difficulties. Research has shown that when dealing with children

presenting reading problems, the most common approaches are the sensory-motor one and the auditory one. Collard, 2000 and Ott, 1997) affirm that the first approach increases the ability for the child to read while Duff and Clarke, (2011) point out that the second is better when the child presents hyperactivity.

Research by (Miles, 2006; Speece et al, 1996; Vaughn, 1994 and Hallahan & Keogh, 2001) shows that under certain circumstances, an inclusive setting promotes the best learning outcomes for all. They further affirm that inclusion largely depends on teachers' attitudes towards learners with special needs and the resources available to them. In a number of studies, the attitude of teachers towards educating learners with special needs has been put forward as a decisive factor in making schools more conducive for all learners.

If mainstream teachers do not accept the education of students with learning difficulties as an integral part of their job, they will try to ensure that special teacher takes responsibility and will organize a secret segregation in the school (for instance, the special class). The way in which teachers act in the classroom, depends upon the resources available to them. Research (Brown and Saks, 1980 & Gerber and Semmel, 1985), shows that the different types of resources available to teachers can be concluded from the micro-economics of teaching.

For instance, research by Swanson (1999) shows that the following suggestions can be practiced when teaching pupils with reading and writing problem, this include; use many strategies by cueing pupils, Practice interactive questioning and answering, teach problem solving, Explain information from

simple to complex tasks by breaking it into manageable parts then combine and practice this for easy acquisition and retention of information, Use small group instruction, Match intervention strategies with pupils' learning styles and strengths, Expose pupils to many types of writing materials to make an environment which is language-rich, Give clear and precise directions, Create regular opportunities to read and write, Establish a good rapport with parents by communicating with them quite often and use a multi-sensory instruction approach.

In addition, to engage pupils actively in the learning process, Bloom, (1987) affirms that if some of these considerations are applied in classroom when teaching pupils with reading and writing problem, then learners may retain about 90 Percent of what they say and do. Bloom, (1987) further asserts that pupils with reading and writing problem face many challenges in a school setting every-day and that adapted education can reduce these challenges. He argues that these pupils do not necessarily require a modified or different program but they need adaptations to the regular curriculum that meets their needs, interests and strengths.

According to Saskatchewan Education, (1992), teachers need to adjust instruction, curriculum topics, environment and materials in order to accommodate pupils' diversity and help all pupils succeed in curriculum objectives. The adaptations should be given so that pupils with reading and writing problem can have the same opportunity as their peers without the problem in order to attain the learning objectives of the regular curriculum. This should not

be seen as giving these pupils an advantage over the others or special treatment. It is very important for classroom teachers to keep a record of all the adaptations for easy handing over to the next class teacher when the year begins (Kirk et al, 2006; Anita et al, 2008 & Isaacs, 2012).

Those several studies show how teacher's strategies in teaching reading for students with learning disabilities became an attention of many researchers. Those are conducted to find out the solution for teachers in teaching reading in inclusive school in order to reduce their difficulties, so teachers are ready to reach the teaching and learning goals. Hence, with all strategies used in teaching reading for students with learning disabilities, the question arises; how ready are the English regular teachers of NIBIIS in teaching reading to students with learning disabilities? This phenomenon brings the researcher to conduct a study in EFL classroom to find out the English regular teachers' difficulties in teaching reading to students with learning disabilities entitled "English Regular Teacher's Difficulties in Teaching Reading to A Student with Learning Disabilities (A Case Study in 1st Grade of Nurul Ilmi Bilingual Integrated Islamic Elementary School Bekasi)".

1.2 Research Question

The research question has been formulated based on the research topic of this study. The sub-questions have been developed to focus on relevant areas of interest in order to answer the main question.

The main research question is:

1. How ready is the teacher in teaching reading to a student with learning disabilities?

The sub-questions are:

1. Does the teacher show proper use of visual to reinforce concepts and vocabulary?
2. Does the teacher show proper use of gestures and facial expressions to teach vocabulary and to clarify the meaning of the content?
3. Does the teacher show proper use of direct instructional strategies?
4. Does the teacher show proper use of “think-alouds”?
5. Does the teacher show proper use of multiple activities and repeated practices?
6. Does the teacher show proper use of balanced literacy approach?
7. Does the teacher show proper use of provision of opportunities to give elaborate responses?

1.3 Purpose of the Study

In relation with the research question, the main aim of this study was to investigate the English regular teacher’s readiness in teaching reading to a first grader with learning disabilities. The specific focuses were to describe the

teaching reading activities which improperly used. Further, it would be seen as the indication of teacher's difficulties in teaching reading to student with learning disabilities. The teacher's improper activities in teaching reading were; the use of visual to reinforce concepts and vocabulary properly, the use of gestures and facial expressions to teach vocabulary and to clarify the meaning of the content properly, the use of direct instructional strategies, the use of "think-alouds" properly, the use of multiple activities and repeated practices properly, the use of balanced literacy approach properly, and lastly, the use of provision of opportunities to give elaborate responses properly.

1.4 Scope of the Study

The limitations of the study were the inability of the regular English teacher in teaching reading to a learning disabilities student in SD Nurul Ilmi Bilingual Integrated Islamic School (NIBIIS) Bekasi. It described the English regular teacher's difficulties in teaching reading to a first grader with learning disabilities in class Abu Bakar Asshiddiq.

1.5 Significant of the Study

Hopefully, this study contributes to the development of teaching and learning English especially in teaching reading for students with learning disabilities. Theoretically, the findings of this study are deemed to be relevant to the learners, teachers and policy makers especially with regard to teach reading in inclusive setting. Practically, the findings of this study could bring to light how reading is

being taught for students with learning disabilities especially for English regular teachers in NIBBIS Bekasi. Additionally, this study may also be a basis and shows gaps which need further investigation in the similar area. Likewise, this research is also necessary as a beneficial input for the researcher herself to enrich the knowledge about teaching and learning development in inclusive setting.

CHAPTER II

LITERATURE REVIEW

This chapter presents some points related to provide basic theory of the study: The Inclusive Education/Inclusive Classroom, Students with Learning Disabilities, Regular Teacher, Teaching Reading Strategy for Students with Learning Disabilities, Teacher's Difficulties in Teaching Reading, Teaching English in NIBIIS, Previous Related Studies and Theoretical Framework.

2.1 Inclusive Education/ Inclusive Classroom

Law of the Republic of Indonesia Number 20 Year 2003, Article 15 on National Education System which describes the special education, states that special education is an education for learners with disabilities or students who have extraordinary intelligence held inclusively or in the form of a special education unit at the primary level and intermediate. The purpose of special education is giving education to people who have a physical or mental defect so that they can socialize to the community.

The DES provides for three main types of education provision which are available to primary and post-primary pupils with special educational needs.

These are:

- A mainstream class in a mainstream primary or post-primary school where the class or subject teacher has primary responsibility for the progress of all pupils in the class, including pupils with special educational needs. Additional

teaching support from a learning support or resource teacher may be provided, where appropriate.

- A special class in a mainstream primary or post-primary school with a lower pupil teacher ratio specified according to category of disability. This means that classes have small numbers of pupils, for example, a special class for children with autistic spectrum disorder has one teacher for every six pupils.
- A special school with a lower pupil-teacher ratio specified according to category of disability. This means that classes have small numbers of pupils, for example a special school for children with moderate general learning disability has one teacher for every eight pupils.

Inclusive education is a part of special education. There have been different perceptions as to what inclusive education entails. It is a kind of general school where the special needs students placed in a class altogether with students without disabilities. However, the term inclusive education emerged from the ‘Salamanca Statement on Inclusive Education’ which emphasized on the rights of all children to attend school in their home community schools which would have to be adjusted to meet the needs of all learners (UNESCO, 1994/5; Johnsen & Skjorten, 2001). In other words, inclusive education is the provision of education to all learners despite their various needs in a regular classroom (Smith, 1998).

In inclusive classroom, the special needs students are not isolated in special classes within the school, but they receive education with peers of the same age (Wong and Chik, 2016). Special needs students who placed in general school showed a good achievement rather than those who received education in special

school. It is supported by Friend and Bursuck (2015) who stated that students placed longer in the realm of public education showed a higher graduation rate than those in the realm of special education. Alquraini and Gut (2012) also assumed the inclusion of students with special needs in the general education setting is an effective approach for ensuring that the students can develop skill in areas of academic achievement, social development, and general communication.

There are some indicators to determine whether your school system is on track to moving towards inclusion. The Centre for Studies on Inclusive Education (CSIE) piloted *Index for Inclusive Schooling*. The Index takes the social model of disability as its starting point, builds on good practice, and then organizes the Index work around a cycle of activities which guide schools through stages of preparation, investigation, development and review. The information of index for inclusive schooling is presented in Table 1 below.

Table 1.1 Index for Inclusive Schooling

1.1 Pupils are entitled to take part in all subjects and activities
1.2 Teaching and learning are planned with all pupils in mind
1.3 The curriculum develops understanding and respect for differences
1.4 During lessons all pupils participate
1.5 A variety of teaching styles and strategies is used
1.6 Pupils experience success in their learning
1.7 The curriculum seeks to develop understanding of the different cultures in society
1.8 Pupils take part in the assessment and accreditation systems
1.9 Difficulties in learning are seen as opportunities for the development of practice

The checklist and matrices that follow are intended to help facilitate the process of identifying gaps and corresponding strategies to address these gaps and move towards inclusion.

At primary level additional teaching resources are allocated to the school in two main ways:

- Under the General Allocation Model which was introduced in 2005¹, or
- Through application to the NCSE which has a countrywide network of SENOs who allocate additional resources to schools in respect of particular children.

Under the General Allocation Model, additional learning support and resource teaching is allocated to primary schools on the basis of the number of class teachers in the school. Schools have differing pupil teacher ratios depending on whether the school is a boys', mixed or girls' school and whether or not the school has disadvantaged status. Schools can use additional resources provided under the General Allocation Model to support:

- Pupils who are eligible for learning support teaching in mainstream primary and post-primary schools. These are pupils who score below the 10th percentile (less than 90% of pupils of the same age-group) on standardized tests of reading or mathematics.
- Pupils with learning difficulties which include:
 - Children with mild speech and language difficulties
 - Pupils with mild social or emotional difficulties
 - Pupils with mild co-ordination or attention control difficulties associated with for example, dyspraxia, ADHD.
- Pupils who have special educational needs arising from high incidence disabilities. High incidence special educational needs are those which occur more frequently in the general population. These are:

- Borderline mild general learning disability
- Mild general learning disability
- Specific learning disability.

Pupils do not need to have psychological assessments or a formal diagnosis of disability to avail of learning support/resource teaching resources already in the school under the General Allocation Model. The NCSE, through its SENO network, allocates additional teaching resources to primary schools for children with low incidence special educational needs. Applications for additional teaching hours to support pupils with low incidence disabilities must be accompanied by relevant professional reports showing assessment and diagnostic information. Varying levels of resource teaching hours are allocated to schools depending on the category of special educational needs, according to DES Circulars. Low incidence special educational needs are those which occur less frequently in the general population. These are:

- Moderate, severe or profound general learning disability
- Significant physical or sensory impairment
- Emotional disturbance and/or behavior problems
- Autistic spectrum disorder

In mainstream primary and post-primary schools, children with special care needs arising from a disability may be given access to special needs assistant (SNA) support through the NCSE. SNAs are appointed to schools to assist with the care needs of pupils with disabilities. This can include helping with activities like clothing, feeding, and mobility. It is not the role of the SNA to teach pupils or

provide educational support, as SNAs are not qualified teachers. All pupils, particularly those with special educational needs, must be taught directly by a class teacher.

SNAs provide care support to children who are assessed as needing such assistance to attend school. They are not appointed as a personal assistant to the individual child. SNAs are a school based resource and usually support a number of other children with care needs in the school.

SNAs help children to develop independent living skills so that they are able to interact, as much as possible, with their classmates and peers. It is important that pupils do not become over dependent on adult SNA support. As children grow and develop and become more independent, they may need less SNA support as they progress through school.

Schools will apply for SNA support, if required, where pupils have:

- A significant medical need for care assistance
- A significant impairment of physical or sensory function, or
- Where their behavior is such that they are a danger to themselves or other pupils.

However, just having special needs learners in a regular class is not exhaustive of the definition of inclusive education. Mittler, (2000) points out that inclusive classroom should include the curriculum, instruction and assessment strategies, and all classroom practices. This means that inclusive classrooms are there to ensure that all learners regardless of their needs are accessing and participating in classroom activities. The term “inclusive education” is very

important in this study because the whole focus of the study is on the teaching strategies which regular teachers use in teaching reading comprehension in inclusive classrooms.

2.2 Students with Learning Disabilities

According to the Individuals with Disabilities Act (IDEA) the term specific learning disability means a “disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations” (IDEA, 2010). During the 2011-2012 school years, students with learning disabilities made up 13% of the public school population (Children and Youth with Disabilities, 2014) and most of those students had a learning disability in the area of reading comprehension.

Students with learning disabilities are typical children and have average or above average intelligence. Their disability affects the brain and how it receives and processes information as well as storing, responding, and communicating information (NCLD Editorial Team, 2014). The most noticeable characteristic of a learning disability is a discrepancy between the student's ability and the student's performance in school, at home, or on the job (NCLD, 2014).

A learning disability can affect the student's ability to read, spell, write, or do math. In order to find out if a student has a learning disability, a team of people (parents, teachers, school psychologists, other professionals) need to complete multiple observations and comprehensive evaluations (NCLD, 2014).

The team then makes the determination, based on all available data, if the student is eligible for special education services under the learning disability label.

A specific learning disability is quite different to a general learning disability. A child with a specific learning disability has difficulty in a specific area of learning such as reading, writing, spelling and arithmetical notation. Their difficulties are very specific and are not due to other causes such as their general ability being below average, defective sight or hearing, emotional factors or a physical condition. The difficulties experienced by a person can range from mild to severe.

Specific learning disabilities include:

- a) Dyslexia which is a difficulty in learning to read. This may mean that the child finds it hard to learn to read words or to understand what is written.
- b) Dyscalculia which is a difficulty with numbers. This may mean that the child finds it hard to understand how numbers work or learn to count or add, subtract, multiply and divide.
- c) Dysgraphia which is a difficulty with writing/spelling. This means that the child finds it difficult to write legibly and may have problems with spelling. They may find it hard to order their thoughts when writing a story or essay.

However, based on the explanation above, students with learning disabilities are not those who categorized as someone with uncompleted or abnormal physic, because they might look like non-disable children but they are defined as children with difficulties in processing information, learning how to read, speak, write or follow some instructions in the teaching and learning process.

Inclusive classroom is an effective way to help students with special needs overcome their problems by bringing them in school setting. In inclusive classroom, the students with special needs can learn to accept and value individual differences. Experience of inclusive classroom can help the students in the school community to prepare for a future inclusive society.

Related services are beyond their academic instruction that allows students to take benefit from special education. Related services can be offered in an office or classroom with special aids, or in general education classes are combined with other teaching that takes place in the classroom. While supplementary aids and services is a special need assistance to enable students to participate in public education, extracurricular activities and other school activities so that they can be educated together with their peers without disabilities. Supplementary aids and services may include a support such as a special bench (disability's bench), access to technology and computers, and the adjustment of teaching.

2.3 Regular Teacher

As from the definition of inclusive education above, the regular school is perceived as a school which the pupil would have attended in the absence of a special need (Mittler, 2000). Therefore, inclusive education is provided in the regular classroom by regular teachers. In nowadays education, schools are moving towards inclusive education. As such, learners with special needs are now taught by regular teachers in regular schools.

However, Friend and Bursuck (2015) stated the concept between general and special education teacher in the form of inclusive school as follows:

- a. General education teacher as known as regular classroom teacher who knows the most about everyday life, excellence, as well as the special needs of students with special needs.
- b. Special education teacher, who has responsibility for managing and regulating the services received by a student, including the preparation and implementation of individualized education program.

However, the general education teacher must first and foremost buy into the concept of inclusive programming and paraprofessional supports. They will need to make sure that they understand their role and expectations. As such, teachers must collaborate with the special education teacher as to the role and assignments of both the student with a disability and the paraprofessional (Boyer & Mainzer, 2003). The main roles of the regular classroom teacher are to plan, coordinate, schedule, and evaluate curriculum and instructional outcomes within a secure and positive classroom environment for all students, including those with disabilities. The specific activities to be performed by the regular teacher are described as follows:

- 1) Develop and implement weekly lesson plans that facilitate the participation and learning of all students.
- 2) Monitor and evaluate progress of all students.
- 3) Maintain communication with students, parents or guardians.

In short, the regular teachers means that teachers who did not come from special education background so they do not have responsibility to prepare and decide the needs of the special needs students directly, but by having training which provided by the educational stakeholders.

2.4 Teaching Reading Strategy for Students with Learning Disabilities

This study focuses on the English regular teacher's difficulties in teaching reading to a first grader with learning disabilities. Somehow, regular teacher who has no special education background must have such an effective teaching strategies in teaching students with learning disabilities which fit to them, because not only non-disable students need to succeed in the learning process.

In order to create an effective teaching and learning process with the diversity of students, a teacher needs a strategy to reach it. Teaching strategies are ways that are followed in order to reach learning objectives (Karakoc & Simsek, 2004). However, teacher should be able to apply strategy that is relevant with the learning goals that also interest to the students based on those students' learning characteristics.

However, the Reading Recovery program was developed in the 1970's by New Zealand educator and researcher, Marie M. Clay, and is designed as a short-term reading and writing intervention targeting first graders identified as having the lowest performance in their grade, through the standardized Observation Survey. Lessons are individualized to each individual student's needs and delivered by teachers specifically trained to assess what the child knows and what they need to learn next, and to design lessons to teach that. Over the course of 12

to 20 weeks students will typically make rapid growth in their reading skills, with entering first grade students being the lowest in their grade and achieving an end of first grade reading level in order to be exited successfully from the program.

As of July 2013, What Works Clearinghouse, established by the U.S. Department of Education's Institute of Education Sciences (IES), found Reading Recovery to "...have positive effects on general reading achievement and & potentially positive effects on alphabetic, reading fluency, and comprehension for beginning readers" (p.1) While there are 30 years of research describing the effectiveness of the Reading Recovery program as it is prescribed there seems to be little research around its use as a methodology to be used for students with moderate to severe disabilities.

At the same time, there seem to be limitations in the variety of research surrounding evidence-based practices that are effective in teaching, reinforcing, and/or furthering the early literacy skills of students with moderate to severe disabilities. The studies cited and discussed in chapter two constitute much of the recent published research. At its core, the specific, individualized nature of the Reading Recovery Program seems ideal to meet the needs of special education students struggling with the reading process.

However, given the language barriers that exist when testing ELL students for LDs, it can be difficult to determine if the language is the issue, or if the student has other challenges as well. The Response to Intervention (RTI) strategy or tiered approach seeks to eliminate the need for additional student testing and instead considers the extent to which students respond to valid instruction when

determining whether they may have LDs (Orosco & Klingner, 2010; Vaughn & Fuchs, 2003). With this approach, tiered instruction is used.

The first tier involves regular reading instruction based on successful practice in general education classrooms. The teacher monitors the progress of the class and students who do not meet the benchmarks are assigned to additional second tier instruction.

Second tier instruction is delivered in small groups by the classroom teacher, educational assistant, or a specialist. Progress continues to be monitored and if a student does not make sufficient progress with second tier support, then third tier intervention is used.

In the third tier, reading or special education instructors provide individualized instruction (Kamps et al., 2007). Students who are still not meeting academic benchmarks after second or third tier instruction are referred for special education support. With this method, the data provided by consistent monitoring of reading progress are critical to informing decision making about intensifying instruction to support learning. The tiered instructional model also allows interventions to occur quickly, which can further improve student achievement in reading (Orosco & Klingner, 2010).

As emphasized by Dunn (2010) who suggested a replicable model of what effective Response to Intervention (RtI) should look like and how it should be implemented for students. His study was conducted to show the effectiveness of (RtI) as previewed and described by Haager and Windmueller (2001) which conducted their research with 335 ELLs in grades 1 and 2 using small group

reading instruction that was also provided in addition to the regular reading program. Among the participants were 7 first grade students and 24 second graders with LDs. This intervention focused almost entirely on vocabulary development, phonics, spelling instruction, and the use of decodable text. Generally, student achievement (for all learners, including those with LDs) improved by the end of the study; however, ELLs with LDs did not always attain the grade-level benchmarks. The researchers recommend that systematic, small-group intervention that supplement the regular reading instruction be an important part of every school that has a large ELL population, since the needs of these students can be so diverse.

Instruction should be intensified by focusing on fewer high priority reading skills during lessons and scheduling multiple and extended instructional sessions. One-on-one or small group instruction also provides intensity as students have more opportunities to practice and respond. One-on-one instruction includes giving students feedback based on their individual responses, teaching students to mastery based on individual learning progress, and planning instruction with materials and an instructional sequence that meets individual student needs.

However, the level of evidence for this recommendation is low. Although the panel found five studies on this recommendation that met the What Works Clearinghouse (WWC) standards (or met standards with reservations), no studies reported statistically significant impacts on reading outcomes (McMaster et al., 2005; Foorman et al., 1998; Blumsack, 1996; Gillon, 2000; O'Connor and Jenkins, 1995). There is no reason to believe that a tier 2 program should consist primarily

of one-on-one instruction — though such instruction should be part of a student's daily program. Student progress should be monitored regularly using progress monitoring measures to assess whether the program is on course and to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth.

Table 2 highlights the foundational reading skills students should develop in kindergarten through grade 2. Skills validated by research are indicated by table notes. The remaining skill areas are considered critical by the panel. The critical skill for kindergarteners to master is the ability to segment phonemes, a key indicator of future success or failure in reading (Lennon and Slesinski, 1999).

Table 2.1 Foundational reading skills in grades K-2

Grade	Skill
Kindergarten	Phonemic awareness Letter sounds Listening comprehension Vocabulary development
Grade 1	Phonemic awareness Phonics Fluency (high frequency words) Fluency with connected text (second half of the year) Vocabulary Comprehension
Grade 2	Phonics Fluency with connected text Vocabulary Comprehension

Classroom Use:

Instructional Practices used with ELLs in Second Tier Intervention:

1. Use of visuals to reinforce concepts and vocabulary

Gough & Tunmer (1986) simple view of reading underlines the fact that reading comprehension is the product of both decoding skill and oral language comprehension (reading comprehension = decoding × listening comprehension). Children with decoding problems are usually referred to as having developmental dyslexia. Children with adequate decoding but problems purely with reading comprehension are usually referred to as having reading comprehension impairment (or more simply as ‘poor comprehenders’). Mattingly (1972) famously proposed that ‘reading is parasitic on speech’. He was correct in the sense that a child's ability to learn to recode print is critically dependent on their phonological, or speech sound, skills. Therefore, the teachers need to provide the appropriate materials to develop students’ ability in reading. There are common learning material used to reinforce concepts and vocabulary in the classroom such as: posters, pictures, flashcards, postcards, objects, charts, graphic organizers, picture books, television, computers and word calendars.

2. Use of gestures and facial expressions to teach vocabulary and to clarify the meaning of content

Nonverbal communication includes conveying messages to an audience through body movements, head nods, hand-arm gestures, facial expressions, eye

gaze, posture, and interpersonal distance (Kellerman, 1992). These visual cues as well as the lip movements that accompany speech sounds are helpful for communication: “eliminating the visual modality creates an unnatural condition which strains the auditory receptors to capacity” (von Raffler-Engel, 1980, p. 235). Goldin-Meadow (1999) suggested that Contributory Role of the Gestures and Facial Expressions in Teaching Concrete Vocabulary 164 “gesture serves as both a tool for communication for listeners, and a tool for thinking for speakers” (p. 419). For speakers, gestures facilitate retrieval of words from memory and reduce cognitive burden. For listeners, they can facilitate comprehension of a spoken message (e.g., Cassell, McNeill, & McCullough, 1999) and convey thoughts not present in speech. The power of facial speech cues such as lip movements is well documented through studies involving the McGurk effect (the influence of visual or lipread information on speech perception; e.g., McGurk & MacDonald, 1976; for a review, see Massaro, 1998).

3. Use of direct instructional strategies

Direct Instruction is a teaching method developed in the United States in the 1960s, focused particularly on the needs of children with learning difficulties. John Hattie (1994) stated that The Direct Instruction approach of ability grouping, scripting, mastery learning and stimulus response teaching, these programs often include characteristics associated with the “gold standard” for effective reading teaching Building on behaviorist learning theory, Direct Instruction breaks each learning task down into its smallest component and requires mastery of simpler

skills before proceeding to more difficult skills. Students are grouped according to their achievement, teachers are provided with closely scripted lesson plans, students respond to the teacher orally and as a group, and the group does not move on until everyone understands the material.

4. Use of “think-alouds”

Think Alouds help students learn to monitor their thinking as they read an assigned passage (Davey, B., 1983). Students are directed by a series of questions which they think about and answer aloud while reading. This process reveals how much they understand a text. As students become more adept at this technique they learn to generate their own questions to guide comprehension. Think Alouds are practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud technique and discuss how good readers often re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. Think alouds slow down the reading process and allow students to monitor their understanding of a text.

Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction). Then introduce the assigned text and discuss the purpose of the Think Aloud strategy. Then develop the set of questions to support thinking aloud (see examples below).

1. What do I know about this topic?
2. What do I think I will learn about this topic?
3. Do I understand what I just read?
4. Do I have a clear picture in my head about this information?
5. What more can I do to understand this?
6. What were the most important points in this reading?
7. What new information did I learn?
8. How does it fit in with what I already know?

Teachers should next (1) give students opportunities to practice the technique, either in pairs, small groups or individually; and (2) offer structured feedback to students.

5. Use of multiple activities and repeated practice

In the psychology of learning we often confuse the effects of repetition on a single association of stimulus and response with the effects of practice on the development of skill, which is something quite different. In learning any skill, what must be acquired is not an association or any series of associations, but many thousands of associations that will connect specific movements with specific situations. One lesson or trial is all that is necessary to learn to depress the brake pedal on a car. Learning to drive the car requires a varied experience which will cause the pedal to be depressed in many situations and left severely alone in many others.” (Guthrie, 1942, p. 36) Repetition was also at the core of Hull’s theory, showing up as variable N in his equation for habit strength. Habit strength

referred to the strength of the association between a stimulus and a response. The obvious need for practice and repetition in most real-world learning tasks

6. Use of a balanced literacy approach (i.e., small-group instruction using literature and instructional level readers; word study using groups of words with similar components such as vowels, blends, beginning sounds etc.; comprehension; and writing activities).
7. Provision of opportunities to give elaborate responses (Kamps et al., 2007, p. 157; Vaughn et al., 2005, p. 61)

Using the reader response approach encourage students to think about what it is that they bring to the place that elicits their reaction. Even if teachers don't formalize the steps and talk about reaction, students still do react. If their responses are not discussed, these reactions can often interfere with an understanding of the materials given. Teacher who have not used this approach envision chaos in the classroom with students shouting. Another worry teachers have is that students will miss some of the think about what essential elements they believe are in a piece of literature. But the reader response approach asks students not only to respond to what they are reading, but puts the burden on them to find support for their interpretations in the piece read.

Steps to Promote Oracy Development through Story Read-Alouds among ELLs in Second Tier Intervention:

1. Provide an overview of the theme and selected story

2. Teach the two to three identified vocabulary words
3. Read aloud to the students of 200-250 words of text, addressing literal and inferential comprehension
4. Re-read the same text asking students to listen carefully for the new vocabulary words
5. Select students to lead the summarizing of what was read
6. Ask questions and provide a scaffold to process key words and comprehension of text
7. Connect key vocabulary words and concepts each day so that students increase their understanding and recall (Vaughn et al., 2005, p. 63).

After all has been said and done, Pressley (2006) states that there are no specific strategies which have been designed for learners with reading disabilities. According to Pressley, all teaching methods for reading can achieve the desired results. On the other hand, Morrow et al. (2003) argue that oftentimes individual learners respond differently to the same instruction. That is to say, learners can develop comprehension skills at different rates. Therefore, it all depends on the teachers' readiness to reduce their difficulties in teaching reading to the learners and how they plan to meet their needs.

2.5 Teacher's Difficulties in Teaching Reading

This study was focused on the teaching reading to learning disabilities students in inclusive classroom by the English regular teachers. In relation to the teacher's difficulties, there are two general categorizes of difficulties which may

encountered by the teacher in teaching; the application of classroom management and the teaching of reading (Ruth, 2011). Further, she emphasized that in relation to the inclusive classroom, the regular teachers are generally have difficulties in teaching reading as the regular teachers in regular classroom. Therefore, Ruth (2011) reviewed the general teacher's difficulties encountered in the teaching of reading as follows:

1) How to develop an interest in reading

Some teachers state that they have great difficulty in interesting pupils in reading. This may be due to a number of causes. Perhaps the pupils are already familiar with the selections to be read, the reader may be too difficult or otherwise not suitable for children or the method of teaching may tend to cultivate wrong habits and attitudes.

Generally, children are interested in reading as soon as they are provided with appropriate selections. Unfortunately many reading texts include some selections too difficult for the grade in which they are designed to be used. Others contain material inappropriate for children. On the other hand, some stories in primary texts greatly underestimate the intelligence of six and seven-year old children. If the teacher has access to adequate supplementary readers, a great deal can be accomplished by choosing appropriate selections for reading both in and out of class. Lack of interest in reading may be due to the use of faulty methods of teaching. Excessive drill which soon becomes deadening by its monotony and repetition, forms the basis of many of the older methods. The typical child is not interested in the mechanics of reading,

he is concerned rather with what he can do with reading. Hence the newer methods take into account the child's experiences and interests and secure drill through the reading of selections which the children like.

2) How to provide for individual differences

There are wide differences among children of a given age and grade. These may be due to differences in native ability or to the types of training which the children have secured or to their general environment. It is not uncommon to find the fastest reader in the class reading silently four times as fast as the slowest reader. The slow pupil cannot read fast enough to keep up with the others and becomes easily fatigued and easily discouraged. Yet these strong and weak pupils frequently are grouped in the same class regardless of ability. Especially in the lower and intermediate grades, where the differences are most marked, does this problem of adapting class instruction to pupils of varying degrees of ability become serious?

With reference to this situation, several teachers expressed the opinion that if the requirement for entrance were based upon mental rather than upon chronological age, many of the reading difficulties in the first grade would be eliminated. Although such a requirement would enable the first-grade teacher to have a more uniform group according to mental age, there would continue to be individual differences in reading ability to cope with.

Many teachers have two divisions or sections in each room, one being made up of the stronger and the other of the weaker pupils. In the first grade perhaps two sections are sufficient, but beginning with the second grade the

pupils of a room may be divided into two, three or four groups according to their capacities as determined by standardized tests. In this way each group may be given material of a difficulty suited to its ability and interest. If the pupil is unusually backward in reading, his case should receive individual attention.

Using the results of standardized silent reading tests as the basis for classification, pupils could be grouped in three sections designated as A, B, and C. These groupings should be flexible so that whenever the teacher thought best the pupil could be shifted easily to another section. The teacher may arrange for the B and C sections to study while the A section recites, or she may spend a portion of the time in supervised study for all. One teacher of a second grade said that she allowed a recitation period of ten minutes a day for the stronger pupils and of fifteen or twenty minutes for the weaker ones. Some days she even has two classes for the weaker ones and only one for the stronger. In following a plan which groups pupils according to ability, the stronger pupils should be given more work in connection with the reading assignment than the poorer ones.

3) How to get pupils "to see" words

Teachers in the primary grades report that, after they have spent more than the allotted time in drilling upon certain words, some children seem unable to recognize them and a few cannot even distinguish between the letters which make up a word. It might be well to consider these questions—do we recognize words by seeing them letter by letter? What are the factors

which make recognition easier or more rapid? How may the child be trained in rapid recognition? And so forth.

A child's perception in reading depends in part upon the methods by which he learns to read. If the alphabet method is used, children undoubtedly notice the letters rather than the words. However, experiments in reading seem to indicate that in beginning instruction in reading, it is best to train the child to perceive in words rather than in letters.

It is the business of the teacher to bring to the child's consciousness at the appropriate time the details which make up words such as, letters, syllables, prefixes and suffixes, etc., as any one of these may be a unit of recognition under a particular circumstance. This work should begin with the study of reading and should continue as long as difficulty in the recognition of words is encountered.

The perception of a word does not as a rule take place through a detailed seeing of the letters or of other syllables. After becoming familiar with a word its recognition is obtained by means of "cues." These cues are the dominant parts of the word. For example, the child may notice the consonants which extend above or below the line, in such words as, /zome, plume, ^one; or he may notice the first half of the word as in Jfymg, and playing, which is more important in perception than the latter half. The smaller letters or vowels which join other letters may help in bringing the word into consciousness. Some readers see the word as a total word length or word form rather than by noting a few particular dominant letter shapes. In presenting new words the

teacher should call attention to characteristic differences between letters and words. She should also vary the instruction so that each member of the class is able to recognize the words according to the system which he has developed.

4) How to enable the pupil to acquire an adequate vocabulary

Children, especially those who come from foreign homes, often are deficient in a speaking as well as a reading vocabulary and it becomes the teacher's task to provide them with experiences that will engender new words.

Since words should be studied in context, little attention should be given to the learning of isolated new words. Vocabulary develops largely through experience and not through the use of the dictionary or the formal repetition of definitions. Each new activity enlarges our vocabulary because it carries with it a list of new words whose meanings must be understood. For example, golf and tennis have vocabularies of their own, and automobiles and radios have added new words with significant meanings. We learn to use these words as an understanding of them is developed through conversation and reading. The understanding or meaning and the use of words or the language go together. They cannot be separated. Through language we are able to understand the affairs of the world about us, to participate in public opinion, to acquire technical vocabularies as well as a large general vocabulary so necessary for every well-rounded personality.

Language work, discussions, interpretations, conversations are all excellent means of enlarging the vocabularies of children. The teacher should keep in mind that in the development of a vocabulary we do not mean the

mere acquisition of words spelled correctly. We refer to an adequate meaning vocabulary.

5) How to develop skill in the use of flash cards

The use of flash cards while generally confined to the primary grades has proven a very effective device for improving reading in the intermediate grades. The teacher's technique in handling flash cards is important since satisfactory results cannot be secured from such exercises unless they are well administered.

Flash card exercises are primarily speed exercises and therefore the time element is not to be forgotten. Since the purpose is to get a rapid automatic reaction to words or groups of words the cards should be exposed only for a very short length of time. A general rule is to expose word or phrase for less time than is required to pronounce it.

Holding the cards also is important. Teachers will undoubtedly have systems of their own but they should keep in mind that a method in which insures better exposure or easier manipulation is the one to adopt. In any case the cards should be exposed only for a brief period of time and then replaced in the pack. They should not be given in a regular order as some pupils will rely upon the order rather than upon recognizing the phrases. In holding the flash cards before the group, one teacher held the card at the bottom edge, allowing her fingers to be placed under the one word on the card which was the essential word. For instance, in flashing "Run to the door" her hand would be placed beneath run[^] etc. Because of this simple device, the children notice

the position of the hand, which emphasizes the word, and are helped to remember.

6) How to correct carelessness in pronunciation

What constitutes carelessness? We may say that a careless reader is one who omits certain words or portions of words and mispronounces many of the words with which he is familiar. Teachers report that the and a7jd are often omitted, words with similar letters such as saw and was are pronounced incorrectly, and numerous substitutions as so for as, this for // are made. In speech, parts of the words are frequently dropped as the ing in going, coming, etc.; final d's are not sounded as in played, and endings of/)' are slighted. Prefixes are slighted occasionally but not so commonly as suffixes.

7) How to get children to speak distinctly

Some children speak distinctly on the playground and in conversation but fail to do so in reading. This may be due to shyness or to insufficient experience in reading aloud. Children often start out with a good tone of voice but before the passage is finished, their voices have dropped so low as to be scarcely audible. It may be that the pupil has forgotten that he is reading aloud; or he may be absorbed in his effort to keep the place, recognize the words, etc.

A motive for speaking correctly may be secured by asking the pupil to read material that his audience has not read. This procedure may be employed in the first grade, as soon as the child has gained some facility in reading. In this way the child who reads comes to a better understanding of the function

of oral reading, namely, to read something to another person in such a way that he will grasp the meaning.

Some children tend to speak unnaturally, some even shouting, in their attempts to read aloud. One teacher said that she found if she did not hold a book before her and if she stood some distance from the children who were reading, a more natural tone of voice was induced. Voices can be modified, and especially is this true with pupils in the lower grades. Adhering to the principles of habit formation and always insisting upon well modulated voices will in time produce the desired results. Dramatization is an excellent device to use, as the children generally know the story so well that in taking the parts of the different characters in the book they speak easily and naturally. A few teachers observed made use of the piano as a means of placing the voice.

8) How to correct speech defects

The general term "speech defects" applies to those children who stutter, lisp, possess monotonous voices and who are unable to give the accepted sound for certain symbols. Foreign-born children and children from homes where a foreign language is spoken frequently possess certain types of "speech defects."

Stuttering is perhaps the worst form of speech defect. It is not a habit nor a disease but a symptom which may result from several conditions. The child who stutters should be given the opportunity to talk freely, although this is often hard to do with our present school organization. However, in small classes there is more opportunity for individual work and for individual pupils

to express themselves. Adults are frequently at fault in being unable to control their restlessness when a stutterer begins to talk. They often take the words out of his mouth, with the result that he is humiliated and his nervousness increased. He should be guided carefully in regard to possible attacks of excitement and depression and above all he should be free from nagging.

9) How to get children to read with more expression

In recent years we have come to attach less importance to oral reading but we should require children to read with sufficient expression to convey the meaning of simple prose and poetry. Expression involves emphasis, pitch, and inflection but inflection is perhaps the most important. Monotonous reading involving absolute uniform pauses is the zero of expression.

"Word calling" or "word reading" should be avoided from the first. In the lower grades the pupils should be taught to look through the whole of a short sentence before attempting to read it orally and then read it as a whole or by groups of words. In reading with proper expression the pupil groups words naturally into thought units, and "word reading" is eliminated. Reading to the class tends to improve the expression. If the child can be made to feel that he has vital content to tell about and that the class is dependent upon his reading in order to have a clear idea or picture of what is being read, the expression invariably improves.

10) How to secure appreciation in reading

It has been said by some authorities that the term appreciation is too vague and loosely defined to be used and that in its place we should substitute

the word "enjoyment." However, many of the teachers used the term appreciation in asking the above question.

Enjoyment depends in part upon comprehension. In general, a child cannot enjoy a story unless he is able to comprehend it. Overemphasis upon comprehension, however, is fatal to enjoyment. This is particularly true if the child is asked to halt his reading and give attention to word analysis, or to other transactions which seem to him to have no relation to the understanding of the story. It is not necessary to know the meaning of every word in order to enjoy or appreciate a literary selection. When appreciation is being emphasized it is better to allow a child to pass over some words and phrases which he does not understand rather than to place too much emphasis upon comprehension.

The teacher's appreciation of literature is a potent factor in determining the extent of pupil appreciation. If a teacher does not enjoy a poem she is greatly handicapped in getting her pupils to do so. For this reason teachers should cultivate their own appreciation for poetry and prose through extensive reading. "The spirit of emotional attitude must be caught rather than taught."

11) How to secure appropriate supplementary material in usable form

The amount of material in school readers is not sufficient and sometimes not appropriate for supplementary reading. In the third and fourth grades especially the vocabulary in the readers is often too advanced and the content too meager. The supplementary material must be appropriate, not too easy nor too difficult, must be interesting and avoid duplication. It is the duty of the

school to provide appropriate supplementary material, so that this difficulty should not arise. Even if the school fails to furnish material, the teacher should not be held responsible for supplying books and magazines. The Board of Education should have a fund available which may be used to purchase necessary materials. If this sum is not sufficient to buy whole sets of books, single copies could be purchased thus enabling each child to have a different story. When such a plan is undertaken it serves two purposes—the child reads for content and at the same time gains training in expression when he tells the story to other members of the class.

If the teacher wishes help in selecting appropriate material she might consult the city librarian who is generally informed on the types of books which appeal to different ages. The pupils should be encouraged to make use of the city library and to form the habit of withdrawing books. They might be asked also to bring their own books to school and either read or tell certain portions to the class. Magazines covering a wide range of interests also should be available and opportunity given during the regular school period for pupils to make their own selections.

12) How to train pupils to recognize certain difficult words or letters

Some children with normal vision seem to have difficulty with certain words or letters such as distinguishing between such words as was and saw, left and left, and wind and with, and such letters as "b" and "d" in print.

In writing the letters one teacher suggested that when we have "b" the children should think of a stick with a ball or a balloon at the lower right side,

while "d" is a stick with a ball or balloon at the lower /e/i side; p and q were treated in a similar way. When words are discovered which repeatedly cause difficulty quick perception drills should become a part of the routine until the words are mastered. New words may be added to the list as difficulties are encountered and the attention of the group called to the dominant letter in the word.

Pupils often become confused because of similarity in form. Though, thought, and through; there and where; then anti when were mentioned. These words should be placed in sentences and presented in quick perception drills until the child has become familiar with the correct form. Difficulty was evidenced in a first grade when a child apparently could not distinguish between dog and doll. The child noticed the first two letters but was troubled with the endings. Special drill on words with similar endings will soon overcome this difficulty.

2.6 Teaching English in NIBIIS

Nurul Ilmi Bilingual Integrated Islamic School (NIBIIS) is one of private inclusive elementary school in Bekasi. It is located in Jl. Nurul Ilmi No.1, Jatimulya, Tambun Selatan, Bekasi which have established in 2005 with "A" grading school. There are 12 classrooms which every grade is divided into two classrooms. Every grade consists of learning disabilities students who placed altogether with non-disable students. Every grade also consists of two teachers who are authorized as the main-teacher and the company-teacher.

Government aided schools were preferred in NIBIIS because they must follow the government programs and implement the government policies, and they all receive grants from the government to run the educational activities. Hence, Curriculum 2013 is applied as state curriculum. Curriculum 2013 is being applied in teaching and learning process through integrated thematic themes.

Even though English is not inserted in Curriculum 2013, the school keeps providing English as one of necessary subjects which taught in every grade. English is a compulsory subject which adapted from curriculum of Cambridge as the international curriculum. The all students are obligated to speak in English whether inside or outside of classroom. On the other side, the all teachers also do the same thing. The school regulates the teachers to use English classroom language while teaching in the classroom or even when they are talking with the other teachers. However, this is meant to reach the school objective that is to create the next Muslim generations with good manner to face the global challenges and also to control the world, to succeed in nowadays or the next world.

The whole things about the school system and activities applied in NIBIIS are same as elementary school in general. All learning disabilities students follow the school activities just like other non-disable students because they are given the same subject materials as non-disable students. In teaching English, the 1st grade teacher only applies one teaching strategy in a class consists of non-disable and learning disability students at the same time. It means that there was no different strategy which applied for specific learners. Nonetheless, there are special times

where the teacher is giving special treatment to students with learning disabilities such as re-teaching and guiding them to do their works directly.

However, this is a necessary issue for the researcher to conduct this study as a means to describe the process of teaching reading comprehension by the English regular teacher for grade one student with learning disabilities.

2.7 Previous Related Studies

The following are some previous researchers which are relevant with this present research:

1. Dunn (2010) in his research entitled “Response to intervention and reading difficulties: A conceptual model that includes reading recovery” implemented a study in a first grade classroom that used the Reading Recovery model for a period between 12 to 20 weeks depending on the needs of the students. He proposed that one of the biggest questions in reading intervention is often related to how long a strategy should be tried before assessing whether it has been beneficial. This particular study monitored each student’s progress through the leveled texts and the results were positive for most of the participants. suggested a replicable model of what effective Response to Intervention (RtI) should look like and how it should be implemented for students. The critically important idea in the need for RtI is it replaced the older school of thought which was the “wait to fail” notion of not implementing interventions prior to third grade. Most educators agree that if a child is struggling to learn the mechanics of reading and this persists until

third grade, it is very likely that the student will continue to have difficulties in other areas related to reading and the gap will continue to widen.

2. Patricia Del Toro, Ms. Elena Rabinovich, Dr. W. Sean Kearney and Dr. Theresa Garfield Dorel (2016) conducted a case study entitled “Teaching Reading to Students with Special Needs: A Case Study of One High Performing High Poverty Urban Elementary School”. They conducted the study of one high performing high poverty urban elementary school to find out the teaching reading comprehension strategies used in special education setting. They found that the school is blending the computer-based learning with face to face instruction that is by utilizing software applications called *Istation* as tools for development of reading comprehension skills. This application tracks the students’ progress in all areas in reading comprehension and makes teachers easier to observe students’ movement besides providing tutoring time as a way to support special needs students.
3. Research by Linan-Thompson and her colleagues (2006) demonstrates the effectiveness of using RTI with ELL students who are at-risk. Thirty-nine ELLs in the first grade in four different schools who had been identified as at-risk for reading problems were provided with a second tier intervention. The intervention included the critical elements of beginning English reading (phonemic awareness, letter-sound correspondence, word recognition, fluency, vocabulary development, and comprehension) and was delivered to small groups in the regular classrooms for 50 minutes a day over a seven-month period. The researchers described it as an “explicit, systematic, and intensive”

(p. 396) intervention provided in addition to the traditional classroom reading instruction. Reading progress was assessed regularly and adjustments to the intervention were made as required. Students were tested at the end of the first grade, and then again at the end of the second grade to determine if they were still at-risk for reading problems. The control group consisted of the other students in the classes (ELL students not at-risk for reading problems) and they received the regular reading instruction. At the end of this two-year study, 91% of students who had originally been deemed at-risk for reading problems successfully met the benchmark measures, as compared to 41% of the control group (Linan-Thompson et al., 2006). This high success rate indicates that RTI may be used to (a) identify with a high degree of accuracy those ELL students requiring special education services and (b) provide interventions that are effective in helping at-risk ELLs meet academic benchmarks.

4. Vaughn (2007) in her study entitled “Research-Based Implications From Extensive Early Reading Interventions” found that the use of second tier strategies with ELLs at risk for reading disabilities is also documented. In implementing RTI, the decision making of school psychologists will be improved with data related to students' responses in general education (without intervention and relative to others in the class), as well as data after students are provided supplemental intervention. Adequate access and use of this information assists in referring and identifying students with reading

disabilities and planning for more intensive interventions to meet student needs.

5. Haager and Windmueller (2001) in a study entitled “Early Reading Intervention for English Language Learners At-Risk for Learning Disabilities: Student and Teacher Outcomes in an Urban School” described their research with 335 ELLs in grades 1 and 2 using small group reading instruction that was also provided in addition to the regular reading program. Among the participants were 7 first grade students and 24 second graders with LDs. This intervention focused almost entirely on vocabulary development, phonics, spelling instruction, and the use of decodable text. Generally, student achievement (for all learners, including those with LDs) improved by the end of the study; however, ELLs with LDs did not always attain the grade-level benchmarks. The researchers recommend that systematic, small-group intervention that supplement the regular reading instruction be an important part of every school that has a large ELL population, since the needs of these students can be so diverse.

2.8 Theoretical Framework

This study focused on the English regular teacher’s difficulties in teaching reading toward a first grader with learning disabilities. The teacher’s improper teaching activities were identified as the teacher’s difficulties in order to investigate the teacher’s readiness in teaching reading by using several reading strategies for students with learning disabilities, especially in first grade of primary school. The teaching reading strategies explained on this study were taken from a study by

Dunn (2010) who suggested a replicable model of what effective Response to Intervention (RtI) should look like and how it should be implemented for teaching reading to students with learning disabilities, especially the first graders of elementary school. Further, the teacher's activities in teaching reading toward a first grader with learning disabilities were described based on the instructional practices of Response to Intervention (RtI) which have been implemented by the teacher in the teaching process.

This study used classroom observation protocol by Creswell (2007) adapted from the characteristics of reading instructional strategies used to teach students with learning disabilities proposed by Dunn (2010) and aspects of difficulties of teaching reading reviewed by Ruth (2011).

The data analysis procedure for observation was analyzed by following the procedures proposed by John W. Creswell which the data described in narrative passage. The data showed the description of teaching reading activities to student with learning disabilities for 8 meetings. Further, the description of teaching reading activities which improperly used would be seen as the indication of teacher's difficulties in teaching reading to student with learning disabilities.

CHAPTER III

METHODOLOGY

This chapter provides the organization of research methodology which focuses on answering research questions. It is provided into seven sub-chapters which consist of the research design, participant of the study, the time and place of the study, data and data sources, instrument of the study, data collection procedure and data analysis procedure. The explanation of each part is presented below.

3.1 Research Design

In order to answer the research question and gain the purpose of this study, the writer used descriptive qualitative study as the research method of this study. Creswell, J. W. (2004) emphasized that descriptive qualitative methods had been employed to obtain in-depth understanding of the issue in question of this study since this method facilitates exploration of a problem and the development of a detailed understanding of a central phenomenon. This method deals with data based on words from a small number of individuals. As such, the list of the teacher's difficulties which indicated in the process of teaching reading were analyzed in order to investigate the English regular teacher's readiness in teaching reading to a learning disabilities student.

3.2 Time and Place of the Study

This study was conducted in the 1st grade (Abu Bakar Asshiddiq) of Nurul Imli Bilingual Integrated Islamic School (NIBIIS) which located in Jl. Nurul Ilmi No.1, Jatimulya, Tambun Selatan, Bekasi and was held from October 11th until November 15th 2017.

3.3 Data and Data Sources

The data of this study were the English regular teacher's activities in teaching reading to a learning disabilities student which observed in 8 days of classroom observation. While the data sources of this study were an English regular teacher (main-teacher) and a student with learning disabilities in first grade (Abu Bakar Asshiddiq) of NIBIIS.

3.4 Instruments of the Study

The instrument of the study was classroom observation. As emphasized by Creswell, J. (2007) that observation is a systematic data collection approach to examine people in natural settings or occurring situation.

3.4.1 A Table of Analysis of Teaching Reading Activities

To answer the research question about the teacher's readiness in teaching reading to a student with learning disabilities, this research question used a table analysis which consists of teaching reading activities to learning disabilities students by the English regular teacher proposed by Dunn (2011). Further, the

activities which not appropriate employed by the teacher were indicated as the teacher's difficulties.

3.4.1 A Table of Analysis of Teaching Reading Activities

Instructional Practices used with ELLs in Second Tier Intervention	Check
1. Use of visuals to reinforce concepts and vocabulary	
2. Use of gestures and facial expressions to teach vocabulary and to clarify the meaning of content.	
3. Use of direct instructional strategies	
4. Use teacher "think-alouds"	
5. Use multiple activities and repeated practice.	
6. Use of a balanced literacy approach (i.e., small-group instruction using literature and instructional level readers; word study using groups of words with similar components such as vowels, blends, beginning sounds etc.; comprehension; and writing activities)	
7. Provision of opportunities to give elaborate responses (Kamps et al., 2007, p. 157; Vaughn et al., 2005, p. 61)	

3.5 Data Collection Procedures

The researcher did observation to collect the data by referring data collection procedures proposed by Creswell (2012) as the following:

- 1) Identifying participant and sites to be studied.
- 2) Gaining access to participants and sites by obtaining permission from head of NIBIIS Bekasi.
- 3) Once permission was in place, considering what types of information was best answer for the research questions.
- 4) Designing the instruments for collecting data.

5) Observing the classroom activities

The researcher recorded the teaching and learning process in the classroom.

The observer here acted as non-participant observer where the researcher only visited a site and recorded the information without taking part in the activities.

The researcher noted the teacher's activities of teaching reading to a student with learning disabilities. The recording was to gain the transcription of classroom observation.

6) Making transcription

The writer transcribed all the recorded data in order to gain the specific data of teacher's activities of teaching reading which indicated as the teacher's difficulties.

7) Analyzing the data.

3.6 Data Analysis Procedures

In this study, the researcher conducted data analysis by following data analysis procedures proposed by Creswell (2014) as follows:

- 1) The first step was the researcher collect data from observation and recorded the teacher's activities in teaching reading.
- 2) Then the results of data from observation were transcribed into text data.

MT : When we use there are? If the things more than one can be two can be three can be four okay you understand?

S : Yes

MT : Aisah you understand?

S : Yes

MT : Any question? I will ask Dafa, do you understand?

S : Yes

MT : Do you want to ask something?

S : NO

- 3) The researcher read data several times to get a deeper understanding about the information given by the participants.
- 4) Next, the researcher reduce the transcription to find out what the difficulties were actually encountered by the teacher in teaching reading to a student with learning disabilities.
- 5) The researcher categorized the kinds of activities which indicated as the teaching reading by highlighting them in different colors.

MT : No, okay Fadli? Do you understand?

S : Yes

MT : Do you want to ask something?

S : No

MT : What About you Raisa? Do you understand?

S : Yes

MT : Okay if you understand I will give you work sheet. Okay you have to do this work sheet I give you an example, everybody pay attention please! Look at to miss! For example like this *writing on the whiteboard* There is a cat in the kitchen

Table 3.6.1 Teaching Reading to Students with Learning Disabilities

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1. Use of visuals to reinforce concepts and vocabulary (Labeled)								
2. Use of gestures and facial expressions to teach vocabulary and to clarify the meaning of content. (Labeled)								
3. Use of direct instructional strategies (Labeled)								
4. Use teacher “think-alouds” (Labeled)								
5. Use multiple activities and repeated practice. (Labeled)								
6. Use of a balanced literacy approach (i.e., small-group instruction using literature and instructional level readers; word study using groups of								

words with similar components such as vowels, blends, beginning sounds etc.; comprehension; and writing activities) (Labeled)								
7. Provision of opportunities to give elaborate responses (Kamps et al., 2007, p. 157; Vaughn et al., 2005, p. 61) (Labeled)								

6) The last is the researcher discussed the findings and described the result of observation.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data analysis procedures leading to the result to answer the research question. The presentation is started with data description followed by findings and discussions.

4.1 Data Description

This study aimed to investigate how ready the teacher in teaching reading to a learning disabilities student is. In relation to answer the research question, the teacher's activities in teaching reading were described. The total amount of teaching reading activities which improperly used by the teacher were four from seven teaching reading activities in second tier intervention during 8 days of observation. The improper teaching reading activities which used by the teacher were; the use of direct instructional strategies, getting students to "think-alouds", the use of a balanced literacy approach, and giving opportunities to give elaborate to the students' responses.

4.2 Findings and Discussion

4.2.1 Teacher's use of visuals to reinforce concepts and vocabulary

In order to answer the first sub-research question, which is, *does the teacher show proper use of visual to reinforce concepts and vocabulary*, the result will be provided in the following table:

Tabel 4.1 Teacher’s use of visuals to reinforce concepts and vocabulary

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1. Use of visuals to reinforce concepts and vocabulary	√	√	√	√		√		

Based on the data, it can be concluded that the use of visual materials to reinforce concepts and vocabulary by the teacher shown in the 1st, 2nd, 3rd, 4th, and 6th meeting. The visual materials that the teacher used to reinforce concepts and vocabulary during the teaching reading process were board drawing, objects, and gestures. The learning disability student’s response was good. She paid her attention and mimicked some words while the teacher asked the students to name some objects. It can be concluded that the teacher show proper use of visual to reinforce concepts and vocabulary. This is what was observed in the teaching reading activities;

1st Day of Observation

*MT : Yes right. Ok class please attention. We have learned about this yesterday. *The teacher wrote on the board* Ok everybody. What is it?*

*S : *Silent**

MT : Let’s read together! Kinds of Shape..

S : Kinds of shape

MT: Good. Hanum said that one of shapes is star, and then circle. Hanum can you come forward and draw a star?

*S : *Hanum went to the board and draw a star”*

MT : Ok very good. Thank you. What else? Who wants?

*S : *Some students came to draw shapes on the board”*

*MT : Now what is it? *pointing out every shape and asking students to name it**

2nd Day of Observation

MT : How many frogs? Do you know frog?
S : Yes
MT : Raisa look at the whiteboard please pay attention! How many frogs is in the box? Only one or more than one?
S : One

3rd Day of Observation

*MT : What do you see, what do you see? *showing markers**
S : Three
S : Spidol
MT : What do you see Dafa?
S : Spidol
MT : What spidol in English?
S : Marker

4th Day of Observation

*MT : Everybody, look at to me everybody what do you see? *holding a glass**
S : A glass
MT : This object has name. What its name? Apa namanya?
S : Gelas

5th Day of Observation

*MT : OK let's get started. *reading the text* What is solid?*
*S : *Silent**
MT : What solid means in Bahasa?
*S : *Silent**
*MT : Yes? *writes on the board* OK now. Listen to me. So, what is solid?*

6th Day of Observation

MT : Look your text. What is the title?
S : States... of.. the.. matter
MT : How many?
S : Tiga
MT : What are they?
*S : *Silent**
MT : Look your text. How many everybody?
S : Three
MT : What are they?
S : Solid, liquid, gas

Moreover, in relation to the teaching reading, the teacher did not write the words related to the vocabularies shown. The word recognition is necessary to be taught. Word recognition according to LINC S is “the ability of a reader to recognize written words properly and virtually effortlessly”. It is sometimes referred to as isolated word recognition because it involves a reader’s ability to recognize words individually from a list that is, without needed similar words for contextual help. With little effort word recognition is the main component of fluent reading and it can be improved by practicing.

It will be more effective if the teacher use flash cards when executing her lesson in order for the students to recognize a variety of words and by using this method, wherever those students see those words they will effortlessly become familiar with them. Word recognition is also imperative because in order for a child to develop his/her vocabulary the child must be able to recognize words thus enabling them to use words confidently.

4.2.2 Teacher’s use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content

In order to answer the second sub-research question, which is, *does the teacher show proper use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content*, the result will be provided in the following table:

Tabel 4.2 Teacher’s use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2. Use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content				√		√		

Based on the data, it can be concluded that the use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content by the teacher shown in the 4th , and 6th meeting. In relation to teach vocabulary, the teacher commonly used gesturing and facial expression, in order to trigger students comprehends the meaning of new vocabularies. The students’ responses were good. They seemed excited to guess the meaning of the words. It can be concluded that the teacher show proper use of the gestures and facial expressions to teach vocabulary and to clarify the meaning of content. This is what was observed in the teaching reading activities;

4th Day of Observation

MT : Freeze?

S: Dingin

*MT : What else? *gesturing**

S: Dingin

*MT : Almost, mem? *facial expression and gesturing**

S: Membeku

*MT : That’s good, freeze, freeze *gesturing**

S: Membeku

MT : Excellent, melt! melt!

6th Day of Observation

MT : *Stop. Now. Can we see solid? Everything that you can touch, taste, smell, and see. *gesturing**

S : *Yes*

MT : *Can we touch solid? *gesturing and facial expression* *pointing out the text**

S : *Yes*

MT : *So, is solid benda cair?*

S : *Yes*

Vocabulary considered as an important issue without which no language could exist. Reading would be meaningless and perhaps impossible without vocabulary (Thornbury, 2004) To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized. Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical based on time needed (Thornbury, 2004; McCarthy, 1992; Gairns & Redman, 1992).

One of the important functions of the language teacher is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon (Thornbury, 2004, P. 93). Moreover, students need to obtain the ability to store the information for as long as possible. Hence, the teacher needs to use the appropriate strategies to help students find out the meaning of new words and to retain them in long-term

memory. As shown on the findings, the teacher commonly used gesturing and facial expression, in order to trigger students comprehends the meaning of new vocabularies. The students' responses were good. They seemed excited to guess the meaning of the words.

4.2.3 Teacher's use of direct instructional strategies

In order to answer the third sub-research question, which is, *does the teacher show proper use of direct instructional strategies*, the result will be provided in the following table:

Tabel 4.3 Teacher's use of direct instructional strategies

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
3. Use of direct instructional strategies		x	x	x				

Based on the data, it can be concluded that the use of direct instructional strategies by the teacher shown in the 2nd, 3rd and 4th meeting. The teacher lacked on the use of direct instructional strategies in teaching reading to student with learning disabilities. Students were not grouped according to their achievement. Students respond to the teacher orally but not as a group, and the group moved on before everyone understands the material and in this case, the learning disabilities student was not given such a comprehension questions by the teacher to make sure that she understood. It can be concluded that the teacher show improper use of the gestures and

facial expressions to teach vocabulary and to clarify the meaning of content.

This is what was observed in the teaching reading activities;

2nd Day of Observation

MT: When we use there are? If the things more than one can be two can be three can be four okay you understand?

S : Yes

MT: Aisah you understand?

S : Yes

MT: Any question? I will ask Dafa, do you understand?

S : Yes

MT: Do you want to ask something?

S : NO

3rd Day of Observation

MT : What do you ask about this topic?

*S : *silent**

MT : Sudah paham atau belum?

*S : Sudah , belum *at once**

...

MT : Only one ya makanya pake there is. Do you understand everybody?

S : Yes

MT : Because time is over we will continue last week. Okay say Alhamdulillah.

4th Day of Observation

MT : Does anybody want to ask something? Ada yang mau bertanya?

S : NO

MT : So is it clear?

S : Yes

The teacher lacked on the use of direct instructional strategies in teaching reading to student with learning disabilities. Students were not grouped according to their achievement. Somehow, vocabulary development is essential to skilled reading. It can be taught directly, by introducing and defining new words, as well indirectly by teaching word-learning strategies such as word roots, dictionary use and context clues. As emphasized by John

Hattie (1994) that The Direct Instruction approach of ability grouping, scripting, mastery learning and stimulus response teaching, these programs often include characteristics associated with the “gold standard” for effective reading teaching: relentless attention to the component skills required for understanding the letter-sound relationships in written text, and reinforcement of these components in the context of book reading.

For instance, students respond to the teacher orally but not as a group, and the group moved on before everyone understands the material and in this case, the learning disabilities student was not given such a comprehension questions by the teacher to make sure that she understood. The main teacher was seen asking for help from the company-teacher to re-teach the learning disabilities student while she helping the regular students do the exercise.

4.2.4 Teacher’s use of “think-alouds”

In order to answer the fourth sub-research question, which is, *does the teacher show proper use of “think-alouds”*, the result will be provided in the following table:

Tabel 4.4 Teacher’s use of “think-alouds”

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
4. Use of “think-alouds”						x		

Based on the data, it can be concluded that the use of “think-alouds” by the teacher shown in the 6th meeting. The use of teacher modeling and “think-alouds” are directed by a series of questions which the students think about and answer aloud while reading. This process reveals how much they understand a text. The implementation of this approach was not indicated in the classroom because the students are mostly not able to read, so they were just listening what have been read by the teacher. It can be concluded that the teacher show improper use of “think-alouds”. This is what was observed in the teaching reading activities;

6th Day of Observation

MT : Let see! Look your text. What is matter? Please read your text!

*S: *Silent**

*MT :Matter is all around us. Everything that you can touch, taste, smell, and see is made of matter. There are three states of matter: solid, liquid, and gas.Can we touch solid? *gesturing and facial expression* *pointing out the text**

S: Yes

MT : So, is solid benda cair?

S: Yes

MT : Really? Benda cair, padat atau gas?

S: Padat.. Padat.

MT : Good. Iqbal. So what is solid again everybody?

S: Benda padat

...

MT : Matter is all around us

*S: Matter is all around us *Students repeat the teacher's statements.**

MT : Let's start to translate it one by one ya. States of matter is?

S: Benda

Think Alouds help students learn to monitor their thinking as they read an assigned passage (Davey, B., 1983). Students are directed by a series of questions which they think about and answer aloud while reading. This process reveals how much they understand a text. The

implementation of this approach was not indicated in the classroom because the students are mostly not able to read, so they were just listening what have been read by the teacher. Initially, the teacher should reads the selected passage aloud as the students read the same text silently.

At certain points the teacher stops and “thinks aloud” answers to some of the pre-selected questions. Teachers should demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud strategy. As students become familiar with the Think Aloud process, they may work individually or in small groups. Teachers may choose to have students write down responses to the Think Aloud strategy which provides a record of learning.

4.2.5 Teacher’s use multiple activities and repeated practice

In order to answer the fifth sub-research question, which is, *does the teacher show proper use of multiple activities and repeated practice*, the result will be provided in the following table:

Tabel 4.5 Teacher’s use of multiple activities and repeated practice

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
5. Use of multiple activities and practice	√	√	√	√		√		

The obvious need for practice and repetition are in most real-world learning tasks. In the teaching process during observation, the indication of the use of repeated practice by the teacher was shown. The teacher always provides exercises for the materials, and she also reviewed the previous lesson before delivering the new materials. . It can be concluded that the teacher show proper use of multiple activities and repeated practices. This is what was observed in the teaching reading activities;

1st Day of Observation

*MT: ... Now I have exercise for you. *distributing the exercise sheets* has everybody got the paper?*

S : Yes miss

2nd Day of Observation

*MT : Yes air. Now I will give you a test but before that please prepare your pencil case and *spreading the worksheet* and now please write down your name on your paper! Write down your name first! Please do A until E! Circle the correct answer! Is or are!*

*S : * do their work sheet * and active to ask the teacher*

5th Day of Observation

MT : OK class, I have to leave you because I have another job. So please open your exercise book page 14 and please do the exercise individually but if you don't understand you may ask your group. And Mr. Andi will also help you. Now bukunya dikeluarkan coba yuk. Miss tinggal ya..

*S : *doing the exercise**

7th Day of Observation

*MT : Excellent. Ok today we will have exercise. It is about states of matter ya. So everybody please attention. I will explain, if you dont pay attention ya, I will not give you help later. *writes on the board* OK, What is it?*

S: Strawberry

The obvious need for practice and repetition are in most real-world learning tasks. In the teaching process during observation, the indication of

the use of repeated practice by the teacher was shown. The teacher always provides exercises for the materials, and she also reviewed the previous lesson before delivering the new materials. The repeated stimulus-response pairing and multiple reinforced trials of behavioral learning theory is paralleled in cognitive learning theory by notions of repeated presentation, rehearsal, and review.

In addition, Ebbinghaus (1913) reported that frequent repetitions were necessary to both (a) get to the point where content could be reproduced from memory, and (b) prevent forgetting of the content once it had been learned. Under ordinary circumstances, indeed, frequent repetitions are indispensable in order to make possible the reproduction of a given content. Vocabularies, discourses, and poems of any length cannot be learned by a single repetition even with the greatest concentration of attention on the part of an individual of very great ability. By a sufficient number of repetitions their final mastery is ensured, and by additional later reproductions gain in assurance and ease is secured.

4.2.6 Teacher's use of a balanced literacy approach

In order to answer the sixth sub-research question, which is, *does the teacher show proper use of a balanced literacy approach*, the result will be provided in the following table:

Tabel 4.6 Teacher's use of balanced literacy approach

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
6. Use of a balanced literacy approach	x	x	x	x		x		

Based on the data, it can be concluded that the use of balanced literacy approach by the teacher shown in the 1st, 2nd, 3rd, 4th and 6th meeting. The implementation of a balanced literacy approach was not indicated in the teaching process. Although the students are learning in groups but the teacher did not use small-group instruction using literature and instructional level readers. The word study using groups of words with similar components such as vowels, blends, beginning sounds were also not identified. The teacher only focused on comprehension and writing activities. . It can be concluded that the teacher show improper use of a balanced literacy approach. This is what was observed in the teaching reading activities;

1st Day of Observation

After all groups collected the exercise, class dismissed

2nd Day of Observation

MT : Ok so you know the differences when we use there is come on!

*S : *raise hand**

MT : Because the thing is only?

S : One

3rd Day of Observation

- MT : Sudah paham bedanya there is sama there are?*
*S : Belum .. udah *at once**
MT : Belum tapi katanya sudah, ayo Afif yang belum tau yang mananya?
S : Itu yang dibawahnya tuh.
MT : Yang mana? sini maju.
*S : *point the whole words on the white board**
MT : Hmmmm , temen temen udah paham belum ?
S : Sudahhhh

5th Day of Observation

- MT : Please do the exercise individually but if you don't understand you may ask your group*

The implementation of a balanced literacy approach was not indicated in the teaching process. Although the students are learning in groups but the teacher did not use small-group instruction using literature and instructional level readers (Orosco & Klingner, 2010). The word study using groups of words with similar components such as vowels, blends, beginning sounds were also not identified. The teacher only focused on comprehension and writing activities. There are wide differences among children of a given age and grade. These may be due to differences in native ability or to the types of training which the children have secured or to their general environment. It is not uncommon to find the fastest reader in the class reading silently four times as fast as the slowest reader. The slow pupil cannot read fast enough to keep up with the others and becomes easily fatigued and easily discouraged. Yet these strong and weak pupils frequently are grouped in the same class regardless of ability. Especially in the lower and intermediate grades, where the differences are most marked, does this problem of adapting class instruction to pupils of varying degrees of ability become serious?

With reference to this situation, several teachers expressed the opinion that if the requirement for entrance were based upon mental rather than upon chronological age, many of the reading difficulties in the first grade would be eliminated. Although such a requirement would enable the first-grade teacher to have a more uniform group according to mental age, there would continue to be individual differences in reading ability to cope with.

4.2.7 Teacher's use of giving opportunities to give elaborate responses

In order to answer the seventh sub-research question, which is, *does the teacher show proper use of giving opportunities to give elaborate responses*, the result will be provided in the following table:

Tabel 4.7 Teacher's use of the giving opportunities to give elaborate responses

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
7. Provision of opportunities to give elaborate responses		x	x	x		x		

Based on the data, it can be concluded that the use of balanced literacy approach by the teacher shown in the 2nd, 3rd, 4th, 5th and 6th meeting. The implementation of elaborate responses was not indicated in the teaching and learning process. The teacher usually checked the students' understanding by asking the questions which could not trigger students to recall the lesson have learned. So the students' responses was only nodding and saying 'yes'.

So while doing the exercises, the students are always shouting and coming to the students for the answers, some students cheated to their friends or doing other activities. It can be concluded that the teacher show improper use of giving opportunities to elaborae responses. This is what was observed in the teaching reading activities;

2nd Day of Observation

MT : When we use there are? If the things more than one can be two can be three can be four okay you understand?
S : Yes
MT : Aisah you understand?
S : Yes
MT : Any question? I will ask Dafa, do you understand?
S : Yes
MT : Do you want to ask something?
S : NO
MT : No, okay Fadli? Do you understand?
S : Yes
MT : Do you want to ask something?
S : No
MT : What About you Raisa? Do you understand?
S : Yes

3rd Day of Observation

MT : How many books are on the table? Everybody look at Dafa. How many books Dafa?
*S : *make a noise**
MT : Please silent and listen how many?
*S : *look at the whiteboard**
S : There are three books
MT : Okay excellent Dafa, now the next question. What is this?
S : bottle
MT : Bottle or glass? Bottle or glass? Okay Dafa how many bottles are on the table? How many?
S : There is one bottle in the table
MT : There is one bottle on the table, is it correct everybody?
S : Yes
MT : Give applause for Dafa, thank you. Okay back to yoiur seat! Okay now everyone do you understand? Do you understand? Ayo siapa yang mau bertanya? Raise your hand
*S : *raising hand* mau*

MT : *Ada yang belum jelas?*
S : **raise hand**
MT : *Ada yang belum jelas?*
S : *Enggak*
MT : *Lah*
S : **raise hand**

4th Day of Observation

MT : *Verb, yes excellent. Do you understand? Is it clear? Do you understand?*
S : *Yes*
MT : *Do you know the differences?*
S : *Yes*

6th Day of Observation

MT : *Ok I think this is enough. Ohya so, what we can conclude? Dari text ini, what is it about?*
S : *Solid.. liquid..*
MT : *What is the title of the text?*
S : *States of Matter*
MT : *How many states of matter?*
S : *Three*

The implementation of elaborate responses was not indicated in the teaching and learning process. The teacher usually checked the students' understanding by asking the questions to summarize the lesson which could not trigger students to recall the lesson have learned. So the students' responses was only nodding and saying 'yes'. Somehow, using the reader response approach encourage students to think about what it is that they bring to the place that elicits their reaction (Orosco & Klingner, 2010). Even if teachers don't formalize the steps and talk about reaction, students still do react. If their responses are not discussed, these reactions can often interfere with an understanding of the materials given. It

happened in the learning process, while doing the exercises, the students are always shouting and coming to the students for the answers.

However, summarizing teaches students how to take a large selection of text and reduce it to the main points for more concise understanding. Upon reading, summarizing helps students learn to determine essential ideas and consolidate important details that support them (Vaughn et al., 2005). This is also impacted on the teacher's ability in to get students to speak distinctly. A motive for speaking correctly may be secured by asking the pupil to read material that his audience has not read. This procedure may be employed in the first grade, as soon as the child has gained some facility in reading (Ruth, 2011). In this way the child who reads comes to a better understanding of the function of oral reading, namely, to read something to another person in such a way that he will grasp the meaning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This is the last chapter of the study. This chapter presents the conclusion and recommendation of the study based on the findings and discussion section about the teacher's difficulties which indicated how ready the English regular teacher is in teaching reading to a student with learning disabilities.

5.1 Conclusion

This study was concerned with the regular English teacher's readiness in teaching reading to students with learning disabilities. Referring to the findings and discussion that have been elaborated in the previous chapter, it can be concluded that there were seven major points which addressed from sub-research question namely; teacher's use of visual to reinforce concepts and vocabulary, teacher's use of gestures and facial expressions to teach vocabulary and to clarify the meaning of the content, teacher's use of direct instructional strategies, teacher's use of "think-alouds", teacher's use of multiple activities and repeated practices, teacher's use of balanced literacy approach, and teacher's use of provision of opportunities to give elaborate responses. Further, those teaching reading activities were measured to identify the teacher's difficulties which have been encountered in teaching reading to students with learning disabilities in first grade. The findings of the study showed that the teacher is not ready to teach reading to a learning disabilities students in relation with the references of the

teachers' difficulties list which noted by the researcher related to the improper used of teaching reading activities to learning disabilities students in Second Tier Intervention during classroom observations. The common difficulties were; the use of direct instructional strategies, getting students to "think-alouds", the use of a balanced literacy approach, and giving opportunities to give elaborate to the students' responses. Here is the description of the findings and discussion of those teacher's difficulties.

Based on the characteristics of the Response to Intervention (RtI), the researcher found that the teaching reading strategy used was closely to the second intervention (tier) which the second tier instruction is delivered in small groups by the classroom teacher, educational assistant, or a specialist. The teachers' difficulties were classified in some instructional practices while teaching reading to a learning disabilities student. From the findings, it showed that the teacher has many difficulties in teaching reading to learning disabilities student in first grade. The teacher's difficulties are classified in how the teacher facilitates the learning disabilities student to get involved in the learning process with the same activities, resources, and teaching strategy.

The first difficulty is about the use of direct instructional strategies. Based on the result, direct instructional strategy did not implement by the teacher during observation process. However, the difficulties are indicated from the learning process where the students were not grouped according to their achievement. As a result, students respond to the teacher orally but not as a group, and the group moved on before everyone understands the material and in this case, the learning

disabilities student was not given such a comprehension questions by the teacher to make sure that she understood. The main teacher was seen asking for help from the company-teacher to re-teach the learning disabilities student while she helping the regular students do the exercise.

The second difficulty is about the use of “think-alouds”. Based on the result, the implementation of this approach was not indicated in the classroom because the students are mostly not able to read, so they were just listening what have been read by the teacher. Mostly the teacher asked the translation of the words by gesturing or giving facial expressions. The students were helped to find out the meaning by the visual materials provided by the teacher such as objects and whiteboard drawing. It was interesting for the students to guess what the teacher asked for.

The third difficulty is about the use of a balanced literacy approach, the implementation of a balanced literacy approach was not indicated in the teaching process. Although the students are learning in groups but the teacher did not use small-group instruction using literature and instructional level readers. The word study using groups of words with similar components such as vowels, blends, beginning sounds were also not identified. The teacher only focused on comprehension and writing activities by asking the students’ understanding on the lesson explained. After that, the teacher gave the students exercises individually but they also may discuss with the group members. As a result some students cheated to their friends or doing another activities.

Lastly, the teacher's difficulty is about the use of provision opportunities to give elaborate responses. The implementation of elaborate responses was not indicated in the teaching and learning process. The teacher usually checked the students' understanding by asking the questions which could not trigger students to recall the lesson have learned. So the students' responses was only nodding and saying 'yes'. So while doing the exercises, the students are always shouting and coming to the students for the answers.

5.2 Recommendation

Based on the research finding, it is necessary to provide some suggestions to the development of teaching reading to students with learning disabilities. There are several suggestions that can be recommended for the follow-up studies.

The suggestion is relating to the teacher's difficulties which have been encountered in teaching reading to a learning disabilities student in first grade of primary school. In order to reduce the teacher's difficulties, whether administrators, reading intervention specialists, special education teachers, or regular education teachers in this school need to plan very closely to assist and become more aware with modifying the teaching standards to make sure that every student gets what they need. Especially for the English regular teachers who did not come from special education program, they need to have much training to get involved in the inclusive classroom. Researcher suggests that further studies can propose the other English regular teacher's difficulties with new strategies to teach reading for students with learning disabilities in order to enrich the

knowledge and information about the necessary things that are needed by the English regular teachers to overcome the difficulties. In addition, the researcher also suggests that further studies can conduct research on how to overcome the English regular teacher's difficulties in teaching reading to students with learning disabilities should be done with regard to the Indonesian context.

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APPENDICES

APPENDIX 1

Observation Guideline of Teacher's Difficulties

Date :

Topic :

Instructional Practices used with ELLs in Second Tier Intervention	Check
8. Use of visuals to reinforce concepts and vocabulary	
9. Use of gestures and facial expressions to teach vocabulary and to clarify the meaning of content.	
10. Use of direct instructional strategies	
11. Use teacher "think-alouds"	
12. Use multiple activities and repeated practice.	
13. Use of a balanced literacy approach (i.e., small-group instruction using literature and instructional level readers; word study using groups of words with similar components such as vowels, blends, beginning sounds etc.; comprehension; and writing activities)	
14. Provision of opportunities to give elaborate responses (Kamps et al., 2007, p. 157; Vaughn et al., 2005, p. 61)	

APPENDIX 2

Transcribed Data of Observation

MT : Main Teacher
CT : Company Teacher
S : Students

1st Day of Observation

MT : Are you ready to study English?
S : Yes we are ready to study English.
MT : Before we study please say basmallah.
S : Bismillahirrahmanirrahim.
MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
S : *Clap their hands once*
MT : OK Class what have we learned yesterday? Do you still remember?
S : Circle
MT : Yes, Circle, what else?
S : Hm... miss.. miss..
MT : Yes, what Hanum?
S : Star miss
MT : Yes right. Ok class please attention. We have learned about this yesterday. *The teacher wrote on the board* Ok everybody. What is it?
S : *Silent*
MT : Let's read together! Kinds of Shape..
S : Kinds of shape
MT : Good. Hanum said that one of shapes is star, and then circle. Hanum can you come forward and draw a star?
S : *Hanum went to the board and draw a star*
MT : Ok very good. Thank you. What else? Who wants?
S : *Some students came to draw shapes on the board*
MT : Now what is it? *pointing out every shape and asking students to name it* Now I have exercise for you. *distributing the exercise sheets* has everybody got the paper?
S : Yes miss
MT : Ok listen. Now I want you to listen my instruction ya. How many questions we have?
S : Sepuluh
MT : How many? English please.
S : Ten
MT : OK there are 10 questions. Everyone please do this exercise in your group. Discuss together ya. Understand?
S : Yes miss.
MT : Ok, I give you time to do this. Do it now. Remember. The first group finish will get five stars ya.
S : Yeeey. *Students do the exercise*

After all groups collected the exercise, class dismissed

2nd Day of Observation

MT : Are you ready to study English?
S : Yes we are ready to study English.
MT : Before we study please say basmallah.
S : Bismillahirrahmanirrahim.
MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya . Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
S : *Clap their hands once*
MT : *ask and repeat this exercise before study begin*
MT : Aisyah your feet Oh my god! Itu sopan?
S : Nooo
MT : Is it polite you put your foot on the table? Is it polite?
S : Noo
MT : Noo don't polite don't do it again! One more time one more time because Aisyah is not ready yet Aisyah must pay attention. Dafa Safa please put your pen on your bag! and back to your seat ! Are you ready?
S : Yess
MT : Say yes we are. Are you ready?
S : Yes we are
MT : Are you ready? Okay one more time clap one
S : *Clap once*
MT : Faya what's wrong with you? Okay clap one clap two clap three clap four
S : *Clap once, twice thrice and four times*
MT : Okay shh, study begins, we have learned what, do you still remember? Who still remember? For example how many markers are on the table? *pointing out the markers*
S : One
MT : So you use there is or there are? Okay how many markers are on the table?
S : There is one marker is on the table
MT : Okay there is one marker is on the table. How many markers on the table right now?
S : There are
MT : There how many markers?
S : Three
MT : There are three
S : There are three markers
T : Marker or markers?
S : Markers
MT : Why markers? Because there are?
S : There are three markers
MT : Oh excellent still remember. So you know the differences between there is and there are?
S : yes
MT : Ok so you know the differences when we use there is come on!
S : *raise hand*
MT : Because the thing is only?

S : One

MT : When we use there are? If the things more than one can be two can be three can be four okay you understand?

S : Yes

MT : Aisah you understand?

S : Yes

MT : Any question? I will ask Dafa, do you understand?

S : Yes

MT : Do you want to ask something?

S : NO

MT : No, okay Fadli? Do you understand?

S : Yes

MT : Do you want to ask something?

S : No

MT : What About you Raisa? Do you understand?

S : Yes

MT : Okay if you understand I will give you work sheet. Okay you have to do this work sheet I give you an example, everybody pay attention please! Look at to miss! For example like this *writing on the whiteboard* There is a cat in the kitchen

T : Excellent everybody look at Miss Puput! Okay you use cat or cats? The cat is only one or more than one?

S : More than one

MT : So you use there is or there are?

S : There are

MT : So you must make like this, do you understand?

S : Yes

MT : Okay Miss Puput has another question. Okay everybody look at Miss Puput! *writing on the whiteboard* blab la blab la

S : bla bla blab bla bla

MT : How many frogs? Do you know frog?

S : Yes

MT : Raisa look at the whiteboard please pay attention! How many frogs is in the box? Only one or more than one

S : only one

MT : So we use there is or there are

S : There is

MT : Excellent! Can you read this? Okay please read together!

S : There is a frog in the box *read together and loudly*

MT : There is a frog in the box. Okay now do you know a pond? Do you know pond?

S : Air

MT : Yes air. Now I will give you a test but before that please prepare your pencil case and *spreading the worksheet* and now please write down your name on your paper! Write down your name first! Please do A until E! Circle the correct answer! Is or are!

S : * do their work sheet * and active to ask the teacher, after that class dismissed.

3rd Day of Observation

The main teacher and the company teacher stood up in front of the class to lead the students to pray. While the main teacher delivering the lesson, the company teacher

was controlling the students to pay attentions to the teaching and learning process, especially the students with learning disabilities.

After greeting and asking the students' readiness, the main teacher (MT) delivering the lesson about "Singular and Plural Things around Us". During the teaching and learning process, either teachers or students were mostly speaking in English.

- MT : Now I have stuffs *holding markers*. How many stuff I have? One, two, three, or four? How many?
S : Three.. Two..
MT : There is one? Are you serious?
S : Yes
MT : How many?
S : Six
MT : How many?
S : Six
MT : Listen my question how many, how many, wait I have another stuff.
MT : What do you see? *holding markers*
S : Three
MT : What do you see, what do you see? *showing markers*
S : Three
S : Spidol
MT : What do you see Dafa?
S : Spidol
MT : What spidol in English?
S : Marker
MT : Marker. Okay, how many markers are in my hand?
S : Three
MT : There are?
S : three
MT : Can you count it? One, Two, Three
S : One two three (Repeat at once)
MT : Okay, there are there are?
S : Three
MT : Three what?
S : *silent*
MT : Listen my question I will repeat, how many
S : *playing*
MT : Attention! Are you ready to study or not? Are you ready to study or not? Ready or not? Ready?
S : *silent*
MT : Okay now, everyone pay attention I will ask again, how many marker are in my hand?
S : Three
MT : Three, okay. How many? There are? There are? There are?
S : Three
MT : Three? Markers.
S : Three markers *answering at once*
MT : Because this is more than one so you used, you used to say three or you used to say marker or markers?
S : Markers

MT : How many marker?
S : Three
MT : Three markers, three marker or three markers? With s or with no s?
S : *silent*
MT : Okay listen I will choose one by one ya, now listen okay now I have another stuff. Daffa what are you doing?
S : *playing around and then silent*
MT : Okay what do you see? What do you see on the table?
S : Glass
MT : Glass, how many glasses is on the table?
S : One
MT : how many glasses?
S : One *answer together*
MT : One what? One? One? One?
S : One glass
MT : Excellent, I will repeat ya, how many glasses on the table
S : One
MT : Sorry, how many glasses is on the table?
S : Empat
MT : Now listen carefully, carefully how many glass is on the table?
S : One glass
MT : Because this is only one, so you may say.
S : *make a noise*
MT : Sssh there is someone speaks. Can you change the place with Safa and Iban okay change the place! Change the table! Safa you may sit over there! Now listen carefully! Now repeat how many glasses is on the table? Who can answer?
S : One glass
MT : *asking the students * there is? There is?
S : There is one glass
MT : Listen, listen carefully, how many?
S : How many *repeat at once*
MT : Afif would you replace me?
S : *silent*
MT : Okay, ready ya. How many? How many? Listen, listen, listen! How many markers are on the table?
S : Three
MT : How many?
S : Three
MT : There are, there are, there are three?
S : Markers
MT : Okay, can you say again? How many markers?
S : *silent*
MT : Listen! How many markers are on the table? There, there are three markers. Okay can you say it louder? How many markers are on the table? There are? Say it louder! There are
S : There are three markers
MT : Okay you got it? Okay everybody say now answer together ya. How many markers are on the table?
S : There are three markers

MT : Okay there are three markers. Okay next question, after this I will ask one by one for someone who does not pay attention to me! You will cannot answer, okay ya next question. How many glass are on the table?

S : One

MT : There? How many glasses on the table?

S : There are

MT : There is, there is

S : One glass

MT : There is one glass, glass or glasses?

S : Glass

MT : Glass or glasses?

S : Glass

MT : Why don't glasses? Why don't glasses? Because? This is only?

S : Only one

MT : Only one ya, so listen up, attention. Can you see the differences between the second one and the first question? What is the difference? Does anybody know?

S : *silent*

MT : Now listen you say when the stuff, when I say how many markers you answer there are? How many? How many? There are? Three markers.

S : There are three markers

MT : Everybody say!

S : There are three markers

MT : How many markers are on the table *write on the whiteboard and say it* How many? How many?

S : Three

MT : Not three

S : There are three markers

MT : Okay can you repeat again now? Okay Dafa can you repeat again how many markers are there on the table? How many markers?

S : There are three markers

MT : Okay the answer is *writing on the whiteboard* There are three markers. Marker or markers?

S : Markers

MT : Why do we use s? Why do you use s? Because this is more than? More than? One ya. If you want to say more than one you can add s ya. Okay now we move to the second question now how many glass is on the table? How many glasses? Who can answer? How many glasses? How many?

S : There are

MT : Listen. the glass only one or more than one? The question how many glass is on the table. How many glasses? Only one or more than one?

S : Only one

MT : If only one, we use is or are?

S : One

MT : So the answer is? There is or there are?

S : There is

MT : There is *while writing on the whiteboard*

S : There is one

MT : There is one?

S : One glass

MT : Glass or glasses? Use s or without S?

S : No

MT : Why not? Because, the stuff is only?

S : One

MT : So you got it? You got it?

S : Yes

MT : If the stuff is only one we cannot add s, but if the thing is more than one can say three two you can add s. Now you know the differences? I will ask again everybody say everybody answer. Once again ya! Now look at the whiteboard everyone! Listen my question! How many markers are on the table? How many

S : Three

MT : No three, * point the white board*

S : *reading* there are three markers

MT : Okay now listen the next question how many glass is on the table?

S : There is one glass

MT : Do you see the difference between this and this one?

S : Yes

MT : If it is more than one you can use are and adding s, but if it is only one you use is. Do you understand? Who have understand? Raise your hand. Any question?

S : *silent*

MT : Any question? Ada pertanyaan? Any question? Ada yang mau bertanya?

S : *raising hand*

MT : Ada yang mau bertanya nggak? Sudah jelas? Do you understand?

S : Yes

MT : Now we go on with the next question okay I have another stuff. This is my question, what do you see, what do you see on the table? What is this? This is pencil. Now my question how many pencil case is on the table? This is how many pencil case?

S : There are ... *answering together*

MT : Raise your hand, okay I will choose Alma how many pencil case is on the table?

S : There is one pencil case

MT : Excellent! Okay can you repeat Alma how many pencil case is on the table?

S : There is one pencil case.

MT : There is one pencil case. Okay everybody repeat together, how many pencil case is on the table?

S : There is one pencil case.

MT : Okay. How many pencil case is on the table?

S : *Answer slowly with lower voice*

MT : There is

S : There is

MT : There is, how many?

S : *answering together*

MT : Okay I will ask this group because this group doesn't pay attention to me. How many pencil case is on the table? How many? How many?

S : *Silent*

MT : Mmmm. Okay Dafa's group how many pencil case is on the table?

S : There is one pencil case

T : Excellent can you repeat Dafa's group how many pencil case is on the table?

S : There is one pencil case on the table okay please repeat after Dafa , how many pencil case is on the table?

S : There is one pencil case is on the table

MT : Okay now I have another stuff. How many, what do you see, what do you see?
S : Ice cream stick
MT : Ice cream sticks okay. How many sticks are on the table? How many? Okay please complete the answer* while point the whiteboard*
S : There are five ice cream sticks on the table
MT : Okay if I put on the table you might say on the chair, if I put on the locker you might say on the locker. Okay how many ice cream sticks on the chair?
S : One
MT : Nah look at this complete answer. There are five ice cream sticks on the table.
S : There are five ice cream stick on the table.
MT : Excellent. You got it? Do you understand?
S : Yes
MT : So what we have learned? Kita , kita belajar apa sih hari ini? Tentang apa? ada yang tau gak? tentang apa? Tadi kalau gelasnya satu pakai apa?
S : There is
MT : Kalau bendanya banyak pakai apa?
S : There are
MT : So, kita belajar tentang? There is dan there are? *while writing on the whiteboard*. Okay I would like to ask you when will use there is? Kapan kita pakai there is?
S : Saat kita menghitung marker
MT : Saat?
S : Bendanya sedikit
MT : Sedikit nya berapa?
S : One
MT : Kalau singular, singular, how about there are? When? Kapan kita memakainya? When?
S : *raise hand* kalau bendanya banyak.
MT : Bendanya banyak , excellent kalau ini namanya plural . Do you understand the differences? Do you know when you use there is and there are?
S : Yes
MT : Okay, I will test you. Anybody understand? Dafa's group understand?
S : Okay
MT : Alma's group understand?
S : Okay
MT : Ibab's group understand?
S : Yes
MT : If you don't understand you can ask ya. Okay I will give you a test. Who wants to be a volunteer? Siapa yang mau maju kedepan? Siapa yang mau maju kedepan?
S : *raise their hands*
MT : Okay Afif, come on Afif okay okay everybody Afif need your help. Fif ask them what is this
S : What is this?
MT : My friends
S : My friends what is this?
MT : What is this ask another students
S : scissor
MT : what is this?
S : What are these?
MT : these are

S : These are glues
MT : Okay now Afif ask to your friends the same question like Miss Puput said, can you do it? How many look at this! Do you like to ask scissors first or glue first?
S : *silent*
MT : Okay Miss Puput will ask Afif ya, everybody look. Listen carfully! Ya Afif what is this?
S : Scissor
MT : How many scissor is on the on the table Afif? How many?
S : One
T : So we can use there is or there are? Because this is only one so there is
S : There is one scissor
MT : Excellent *clap her hands* how about this? Okay what about this? How many glues are on the table? How many? You use there is or there are?
S : *Yang ini yang ini *
MT : You you use there is or there are? kalau banyak apa tehere is atau there are?
S : There is
MT : Are you sure? How many types of glue are on the table?
S : There are two
MT : There are two glues on the table okay good. So?
S : There are two glues are on the table
MT : There are two glues are on the table. Do you understand?
S : Yes
MT : Who wants to be next volunteer?
S : *All raise their hands*
MT : Nafa come on!
S : *make a noise*
MT : Ssshh tepuk satu
S : *clap his hand*
MT : Tepuk satu! I can't hear you! *until third claps*
S : *dancing*
MT : Can you sit on your seat?
MT : How many books are on the table? Everybody look at Dafa. How many books Dafa?
S : *make a noise*
MT : Please silent and listen how many?
S : *look at the whiteboard*
S : There are three books
MT : Okay excellent Dafa, now the next question. What is this?
S : bottle
MT : Bottle or glass? Bottle or glass? Okay Dafa how many bottles are on the table? How many?
S : There is one bottle in the table
MT : There is one bottle on the table, is it correct everybody?
S : Yes
MT : Give applause for Dafa, thank you. Okay back to yoiur seat! Okay now everyone do you understand? Do you understand? Ayo siapa yang mau bertanya? Raise your hand
S : *raising hand* mau
MT : Ada yang belum jelas?

S : *raise hand*

MT : Ada yang belum jelas?

S : Enggak

MT : Lah

S : *raise hand*

MT : What do you ask about this topic?

S : *silent*

MT : Sudah paham atau belum?

S : Sudah , belum *at once*

MT : Sudah paham bedanya there is sama there are?

S : Belum .. udah *at once*

MT : Belum tapi katanya sudah, ayo Afif yang belum tau yang mananya?

S : Itu yang dibawahnya tuh.

MT : Yang mana? sini maju.

S : *point the whole words on the white board*

MT : Hmmm , temen temen udah paham belum ?

S : Sudahhhh

MT : Okay this is number one, this is number two

S : *make a noise*

MT : Because you don't pay attention, please pay attention to me ya / Abi is busy Abi is busy with your work. Now I will repeat I will repeat ya. Okay everybody who hasn't understood? Siapa yang belum paham angkat tangan! Perhatikan Miss okay pay attention! I will ask you

S : *don't pay attention*

MT : Fadli, fadli are you ready?

S : Yes

MT : Now Fadli look at to Miss. look at to Miss. How many markers are on the table? How many?

S : *silent*

MT : Okay you use there are or there is?

S : There are

MT : There are, how many?

S : There are three markers

MT : There are three markers. How about this? How many glasses is on the table?

S : There is one glass is on the table

MT : Okay Fadli maju kedepan . What haven't you understand? Apa yang belum kamu mengerti?

S : *point numbr 2*

MT : Number two? Okay I will ask you. How many markers are on the table? How many?

S : *look at the whiteboard*

MT : There are?

S : *silent*

MT : There are three markers

S : There are three markers

MT : Okay now how what about this many glass is on the table?

S : There is one glass is on the table

MT : Why do you use there is knapa gak pake there are ? Kenapa kamu pake there is why?

S : *Pointing out the whiteboard*

MT : Berapa, how many? Only? only? only?
 S : Only one
 MT : Only one ya makanya pake there is. Do you understand everybody?
 S : Yes
 MT : Because time is over we will continue last week. Okay say Alhamdulillah.
 S : Alhamdulillahirrabilamin Aamiin
 class dismiss

4th Day of Observation

MT : Okay before study please say basmalah.
 S : bismillahirrahmanirrahim
 MT : Okay now last meeting what we have learned, who still remember what we have learned about? Last meeting what we have learned? There are and?
 S : There are and there is
 MT : Okay about there is and there is over now. Ibay are you ready to study Ibay? Please pay attention! Okay now look at to me everybody look at to me. What do you see? What do yiu see
 S : A glass
 MT : Raisa are you ready to study? Are you ready or not?
 S : Yes
 MT : Fadli are you ready to study?
 S : Yes
 MT : Everybody, look at to me everybody what do you see? *holding a glass*
 S : A glass
 MT : This object has name. What its name? Apa namanya?
 S : Gelas
 MT : Okay you have a glass right, okay what do you see inside glass? What do you see inside the glass?
 S : Water
 MT : This is water, what do you know where do you feel, where do you touch. Hey listen listen listen the question. Do you see there is water inside the glass? Right? Now I will ask Attaya now Attaya touch the glass. Do you see inside the glass there is water? Right?
 S : *touch the glass*
 MT : What do you see what do you feel? Is it hot or cold? Is it cold or hot the water what do you feel?
 S : Hot
 MT : Hot? Do you know hot?
 S : Yes
 MT : Do you know cold?
 S : Yes
 MT : Cold, what is cold?
 S : Dingin
 MT : You have cold *writing the word cold on the whiteboard* Okay now you have cold you know water, you know water?
 S : Yes
 MT : Okay this is the picture of the water, now imagine that you will boil the water. Do you know boil?
 S : *silent*

MT : Okay I will ini gak bisa gambar lagi. Okay this is pan, do you know pan? Okay I will show you something. Do you know this is this?

S : *playing*

MT : Hey everybody what are you doing? Aaaa what do you see?

S : Kompor

MT : What do you see? Kompor? What kompor in English. Kompor is stove. What kompor in English?

S : Stove

MT : Okay miss Puput has stove and miss Puput has pan . Now Miss puput put the water into the pan

S : *Approaching and see the stove*

MT : No no sit down! Do you want to study or not? Atudy or not?

S : Study

MT : Study? If you want to study please pay attention. Okay what next going to do

S : memasak

MT : Yes memasak, apa yang dimasak?

S : Air, water

MT : You know when we turn off the fire this water is cold, but when the fires get to turn on what will happen on the water?

S : Hot

MT : Yes, hot thanks. So the water will be hot. Selain hot apa? dia mengeluarkan blub blub blub

S : Mendidih

MT : What is mendidih? What is mendidih in English does anybody knows?

S : bubble

MT : Bubble, okay what else? What does anyone know what mendidih in English? Safa, okay Safa I will ask you. What is mendidih in English?

S : Driver

MT : mmm no, what else? Does anybody know come on lets guess! What is mendidih pernah denger kata mendidih nggak? It used to the cold water become boiled. You know mendidih in English?

S : *silent*

MT : Nobody know?

S : *silent*

MT : Okay I have B and then what is next?

S : A

MT : No, what else?

S : O

MT : That's fun

S : Boil, boil

MT : Bo? Boil Excellent! So what is mendidih in English?

S : Boil

MT : Boil okay excellent. Okay now look at the whiteboard okay you know already know 3 these words. Okay what is this?

S : *answering*

MT : Okay now we have to classify these words into this we have glass come on everybody say!

S : Glass

MT : Cold

S : Cold

MT : Okay Fadli and Iqbal I see you are playing right? You want to play? Yes please but outside! Fadli you want to play?

S : *nodding*

MT : Yes outside, Fadli wants to play?

S : *nodding*

MT : Okay please outside, wants to play?

S : No

MT : No? Okay I want you to look at to Miss Putri, everybody say what is this?

S : Glass

MT : Everybody say!

S : *Glass*

MT : what is this?

S : Cold

MT : Please say it together! Everybody say glass!

S : Glass

MT : Cold

S : Cold

MT : Boil

S : Boil

MT : What is boil?

S : Mendidih

MT : Mendidih pinter, now classifying these words! Do you know this? *point the word on the whiteboard* Cold, do you know noun? Everybody please look at to me! Now what is this?

S : Noun

MT : Whaat is noun? Kata ben?

S : Kata benda

MT : Now, you know adjective? Dafa do you know adjective? Nobody knows? Adjective is kata sifat

S : kata sifat

MT : Do you know verb? Verb? Does anybody know?

S : *raise hand*

MT : What is verb?

S : *nodding*

MT : Don't know? Okay does anybody know?

S : No

MT : No, okay verb means kata kerja. I will repeat do you know noun?

S : Kata benda

MT : Noun is kata benda, do you know verb?

S : Kata sifat

MT : What do you think about glass? Is it noun, adjective or verb?

S : *Oh my god*

MT : Rafa listen my question you have glass right? Is it noun, adjective or verb?

S : Noun

MT : Excellent it is noun, you know cold? What is cold in Indonesia?

S : *raise hand* dingin

MT : Yes, cold dingin , what do you think cold? Is it noun, adjective or verb?

S : Adjective

MT : Adjective, excellent what about boil, you know what is the meaning of boil right?

S : mendidih
MT : So boil is?
S : mendidih
MT : Boil can be mendidih atau merebus ya. Okay glass is kata?
S : Benda
MT : Cold is? Adjective, boil is? kata?
S : kerja
MT : Why you use this *point glass* is kata benda? Why?
S : Karena itu benda
MT : Iya benar benda pintar because it has name makanya namanya noun, this stuff has name it's name is glass, so everything that has name is noun merupakan kata benda, do you know adjective? Adjective means?
S : kata sifat
MT : Kata sifat , ini tadi di dalamnya ada air there is water inside the glass when Attaya touch the glass she feels it is cold so it is adjective it describes noun and then what about verb ?
S : Kata kerja
MT : Kenapa kata kerja?
S : Karena bekerja
MT : Iya benar karena bekerja, memasak bekerja? Kerja. Okay now Miss Puput asks, do you understand about these words?
S : Yes
MT : You understand okay. Now Miss Puput has another word, Miss Puput has another word "melts" and Miss Puput has bag and Miss Puput has melts. Melt itu apa ya?
S : Cair
MT : Mencair , do you know melts?
S : Mencair
MT : Okay do you know bag?
S : Tas
MT : Tas, now do you know small?
S : Kecil
MT : Okay do you know melts? Is it adjective, noun or verb?
S : Noun
MT : Tengnot No. Okay what do you think about bag? Do you know bag?
S : Tas
MT : Is it noun, adjective or verb?
S : Noun
MT : Okay what do you think about small?
S : Noun
MT : No *move hands* what does it mean?
S : Kecil
MT : Kecil, what do you think about melts? Melts?
S : Verb
MT : Do you know melts?
S : Yes
MT : Listen to Miss, do you know melts
S : Yes
MT : If you use, do you know candle? Do you know candle? What is the candle means? If the candle Miss Puput burn the candle will be, what is the result the candle will be like this *the teacher draw how the melted candle* so the candle will change when it

change? It melts right it melts why it melts? Why? When the candle change? Because the hot is come from?

S : Api

MT : Yes right, what api in English?

S : Fire

MT : So do you know melts?

S : Yes

MT : Apa melts

S : Meleleh

MT : Meleleh, do you know about noun?

S : Yes

MT : Do you know about Verb?

S : Yes

MT : Do you know about adjective?

S : Yes

MT : Okay now Miss Puput has another sample

S : *playing*

MT : Fadli don't play again please! Now do you know this *while writing at the whiteboard*. What is verb? You know what is verb?

S : *answering*

MT : Can you speak louder? Okay now what is top?

S : Diatas

MT : What is top? *asking another student*

S : Menggambar

MT : Oh Noo can you say it again Attaya?

S : Atas

MT : Okay do you know burned

S : *Silent*

MT : No, okay do you know fire?

S : Yes

MT : So what and the fire burn the candle. This is candle, this is fire. Candle like this but when you burn so the fire will burn the candle. Do you know burn fire means?

S : Api

MT : Okay listen listen there is a fire on the candle so the candle will be burned, burned you know burned? Anybody knows ? Burn is membakar. Now what is ..

S : Stone *repeat 3 times*

MT : Raisa what are you doing? Okay stone, Dafa stone!

S : Stone *repeat three times

MT : Soft *repeat 3 times*

S : Soft *repeat 3 times*

MT : Soft

S : Soft

MT : Burn

S : Burn

MT : Stone

S : Stone

MT : Soft

S : Soft

MT : Burn

S : Burn

MT : Okay burn. I will ask you to put these words into appropriate table. Is it noun? Is it verb? Is it adjective? Where do you put? Stone what is this?

S : Noun

MT : Stone is it noun?

S : Noun

MT : Yes noun, what about soft? Lembut.

S : Adjective

MT : Soft means adjective. What about burn?

S : Membakar

MT : Burn is membakar, where will we put?

S : Verb

MT : Verb, yes excellent. Do you understand? Is it clear? Do you understand?

S : Yes

MT : Do you know the differences?

S : Yes

MT : Does anybody want to ask something? Ada yang mau bertanya?

S : NO

MT : So is it clear?

S : Yes

MT : Miss Puput will give you a worksheet, *point the worksheet* is it noun? You need to put the word inside the picture, so you may classify the word in the box you put noun over here and adjective over here and the last for verb. Do you understand?

S : *silent*

MT : Do you understand?

S : Yessss *loud*

MT : So what are you going to do is classify the word in the box and put them into apple but you have to classify , whether is noun , whether is verb, whether is adjective . Do you understand? If you have understood I will give you the worksheet. *spreading the worksheet*

S : *do the worksheet*

MT : Attention! Fanilah sit down first! Everybody stop writing!

S : *make a noise*

MT : Hey pay attention, everybody stop writing and look at the whiteboard because some of you still don't know the word. Pay attention and repeat after me! Attention, attention, and stop writing! Everybody says hot!

S : Hot

MT : Faya, Faya pay attention to me! If you have a question I will not answer because you don't pay attention to me so everybody says hot!

S : hot

MT : Do you know hot, do you know hot?

S : Yes

MT : Pa?

S : Panas

MT : Hard *twice*

S : Hard *repeat after the teacher twice*

MT : Burn

S : Burn

MT : Kan tadi Miss bilang perhatikan Miss dulu gak ada yang nulis. Okay Fadli! Can you hear me? Burn!

S : Burn

MT : Everybody says together burn!
 S : Burn
 MT : What is burn?
 S : Membakar
 MT : Boil *twice*
 S : Boil * repeat after the teacher twice*
 MT : What is boiling?
 S : Mendidih
 MT : Stone *twice*
 S : Stone *repeat twice after the teacher*
 MT : Book
 S : Book
 MT : What?
 S : Buku
 M : Car
 S : Car
 M : What?
 S : Mobil
 MT : Freeze?
 S : Dingin
 MT : What else? *gesturing*
 S : Dingin
 MT : Almost, mem?*facial expression and gesturing*
 S : Membeku
 MT : That's good, freeze, freeze *gesturing*
 S : Membeku
 MT : Excellent, melt! melt!
 S : Meleleh
 MT : Meleleh right, what is melt?
 S : Mencair
 MT : What is small?
 S : Kecil
 MT : Small, what is small?
 S : Kecil
 MT : What is pencil?
 S : Pencil
 MT : This is pencil *point the pencil*, okay what is soft?
 S : Lembut
 MT : Cook what is cook?
 S : Memasak
 MT : Smooth what is smooth?
 S : *silent*
 MT : What is smooth? When you touch doll you will feel smooth. What is smooth?
 S : Lembut
 MT : Soft, kalau soft apa ya?
 S : Halus
 MT : Halus, pinter. Do you know bag?
 S : Yess
 MT : So you know all the meaning from all of these words. So you know the meaning? Have you know the meaning?

S : *silent*

MT : Oh my God. Do you know the meaning Fardhan?

S : Yes

MT : Okay, now you can write

S : *continue accomplish their work*

MT : *conducting the students to do their work*

5th Day of Observation

MT : Are you ready to study English?

S : Yes we are ready to study English.

MT : Before we study please say basmallah.

S : Bismillahirrahmanirrahim.

MT : Okay I will keep your readiness, if I say clap one so you clap once ya, if I say clap two you clap two times if I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!

S : *Clap their hands once*

MT : OK class, I have to leave you because I have another job. So please open your exercise book page 14 and please do the exercise individually but if you don't understand you may ask your group. And Mr. Andi will also help you. Now bukunya dikeluarkan coba yuk. Miss tinggal ya..

S : *doing the exercise*

CT : Everybody please attention. I will give five stars if you finish this work ya.

6th Day of Observation

MT : Are you ready to study English?

S : Yes we are ready to study English.

MT : Before we study please say basmallah.

S : Bismillahirrahmanirrahim.

MT : Okay I will keep your readiness, if I say clap one so you clap once ya, if I say clap two you clap two times if I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!

S : *Clap their hands once*

MT : Today is a new day. So we will learn a new topic ya. Who knows our next topic is? Who knows?

S : *Silent*

MT : Tema ke berapa kita?

S : Empat

MT : Empat? Atau tiga?

S : Tiga miss tiga

MT : Right. Tentang apa tema tiga?

S : *Students are looking for the theme from the display* Itu miss itu.. *pointing out the display*

MT : Yes you are right. So it is about States of Matters. *writing on the board* So everybody please say. States.

S : States

MT : Of
S : Of
MT : The Matter
S : The matter
MT : States of the matter
S : States of the matter.
MT : Alright. Now I want you to.. Ya, this is the text that I want to read, please the leaders come forward.
S : *The group leaders coming and take the text, then distribute it to the whole members*
MT : Have you got the text?
S : Yes miss
MT : OK. Let's read the text together. First. First.
S : *Students make a noise*
MT : Hey attention! Clap 3!
S : *Students calpping hands and silent*
MT : Ready ya?
S : Yes miss
MT : Please listen to me when I read the text. If someone speaks, I will ask to replace me. Understand?
S : Yes
MT : OK let's get started. *reading the text* What is solid?
S : *Silent*
MT : What solid means in Bahasa?
S : *Silent*
MT : Yes? *writes on the board* OK now. Listen to me. So, what is solid?
S : Batu
MT : No, I said that matter is something that we can touch.. What else?
S : *Silent*
MT : Let see! Look your text. What is matter? Please read your text!
S : *Silent*
MT : Matter is all around us. Everything that you can touch, taste, smell, and see is made of matter. There are three states of matter: solid, liquid, and gas. Now. Can we see solid? Everything that you can touch, taste, smell, and see. *gesturing*
S : Yes
MT : Can we touch solid? *gesturing and facial expression* *pointing out the text*
S : Yes
MT : So, is solid benda cair?
S : Yes
MT : Really? Benda cair, padat atau gas?
S : Padat.. Padat.
MT : Good. Iqbal. So what is solid again everybody?
S : Benda padat
MT : Now what is liquid? Liquid?
S : Water?
MT : No. Liquid? Yes water is liquid, but what is it in Bahasa?
S : *Silent*
MT : How many matters? Benda ada berapa macam?
S : Tiga

MT : Yes. *writes on the board* Now there are solid, liquid and gas. Solid is benda padat. Right?

S : Yes. Cair miss

MT : What? Who said so? What is liquid?

S : Benda cair

MT : Very good. *writes on the board* So, gas is?

S : Benda gas

MT : Can we see gas?

S : Yes

MT : Really? What is it look like? Warnanya apa? Bentuknya gimana?

S : Ijo.. ijo

MT : No ya. Tidak semua gas dapat berwarna dan terlihat. Do you know asap?

S : Yes

MT : What is asap? Liquid or gas?

S : Gas

MT : Can you see it?

S : Yes

MT : What is the shape of asap?

S : gitu gitu miss *laughing

MT : Ya. Haha. So can you see the colour?

S : Yes miss abu abu.. putih..

MT : Good. Now, do you know when we breathe, we need gas?

S : *silent*

MT : We need gas or not?

S : Yes

MT : Why?

S : untuk nafas miss

MT : Yes good. So can you see the gas for breathing?

S : No

MT : We cannot see Carbondioksida because not all gas we can see ya.

S : Yes miss

MT : How about liquid? Can you see it

S : Yes

MT : What is it look like?

S : Like water

MT : Yes right. Now let's take a look your text. Let's repeat after me ya.

S : Yes miss

MT : States of matter. Matter is all around us. Everything that you can touch, taste, smell, and see is made of matter. There are three states of matter: solid, liquid, and gas.

S : States of matter

MT : Matter is all around us

S : Matter is all around us *Students repeat the teacher's statements.*

MT : Let's start to translate it one by one ya. States of matter is?

S : Benda

MT : Yes. Bentuk-bentuk benda. What?

S : Bentuk-bentuk benda

MT : How many states of matters?

S : Three

MT : Good. What are they?

S : Solid, liquid, gas.

MT : Matter is all around us. Where can we find matter?
S : *Silent*

MT : Dimana kita dapat menemukan benda-benda?
S : Dimana saja

MT : Like? Dimana contohnya kalau ingin menemukan benda cair?
S : Laut.. Danau.. Hujan..

MT : Excellent. So matter is all around us, berarti kita dapat menemukannya di sekeliling kita.
S : Yes miss di kamar mandi juga

MT : Yes Iqbal di kamar mandi ya bisa. Good. Now. Everything that you can touch, taste, smell, and see is made of matter. Sesuatu yang dapat kita apa?
S : See.. melihat

MT : Yes. See?
S : Melihat

MT : Touch
S : Rasakan

MT : No. Lebih tepatnya sentuh yaa. Can we touch table?
S : Yes

MT : Now touch the table.
S : *touching the table*

MT : Touch your friend
S : *Touching friends*

MT : Alright ya. So, matter is something that we can touch. How about taste?
S : Makan

MT : Makan? Haha apa kamu makan meja?
S : No miss *laughing*

MT : Alright. When you eat ice cream. What do you taste?
S : Ice

MT : What do you taste? Is it sweet?
S : Yes sweet

MT : So, what is taste in Bahasa? When you eat ice cream, the taste of ice cream is sweet.
S : dingin

MT : Yes also cool ya. What is taste? If garam rasanya asin. What is taste in Bahasa?
S : *Silent*

MT : Touch is sentuh. Taste is?
S : *Silent*

MT : Who said rasakan tadi?
S : Siapa?

MT : Ya, taste is rasakan. *writes on the board* Next is smeel. What is smell?
S : ; Bau

MT : Siapa yang bau? Haha *write on the board So, cium yaa but it's not kiss tapi berbau, bisa bau harum atau tidak harum. Understand?
S : Yes miss

MT : Next. See. What is see?
S : Melihat

MT : Ya. *Writes on the board* So, benda-benda itu bisa kita apakan saja?
S : Lihat, sentuh, rasa, cium.

MT : Very good. Now once again, what is solid?
S : Benda padat

MT : Gas?
 S : Gas
 MT : Smell?
 S : Cair.. eh..
 MT : Hey. No. Haha. Smell?
 S : Cium
 MT : Liquid?
 S : Cair
 MT : Benda...?
 S : Benda cair
 MT : Touch
 S : Pegang
 MT : See?
 S : Lihat
 MT : Taste?
 S : Rasa
 MT : Applause for us.
 S : *applause*
 MT : Now I wanna ask you. Benda itu dapat berubah tidak?
 S : Iya
 MT : OK. Benda itu dapat berubah yaa.. contohnya dari padat ke cair. Do you know candle?
 S : Lilin
 MT : Good. Yesterday, we know that candle.. If we burn candle so it will be melted. So state of matter candle is?
 S : Meleleh
 MT : Yes meleleh if we burn it. Before we burn it. Jenis benda apa candle itu?
 S : Padat
 MT : Excellent. Lilin adalah benda padat ya candle is solid, kalau dibakar akan meleleh. So, ketika meleleh apa yang terjadi? Berubah tidak menjadi benda apa? Masih jadi benda padat atau bukan?
 S : Berubah miss
 MT : Ya, jadi apa? Liquid or gas?
 S : Liquid
 MT : Right. Ya, itulah yang dinamakan benda dapat berubah bentuk yaa dari padat menjadi cair. Ok now. Let's see the first coloumn ya. Over here. *pointing out the text*
 S : Yang mana?
 MT : Over here below solid. Sudah?
 S : Sudah.
 MT : OK, Now I will read it again, you look at the text ya. *reads the text* So this is about solid. Benda padat memiliki bentuk dan volum yang pasti. Jika kita memindahkan batu dari atas tanah ke atas meja, batu tersebut tidak akan merubah bentuk dan volumenya. So, apakan benda padat dapat berubah bentuk jika hanya kita pindahkan ke tempat lain?
 S : Tidak
 MT : OK now, look at me. If I move this bottle over here, is it changed the shape?
 S : No
 MT : OK, Is this bottle a solid?
 S : Yes
 MT : Good. What else? Can you find another things? The solid one?
 S : Book.. Pencil.. Window.. *mentioning things*

MT : Excellent. Thank you. Now move to the liquid. Go back to your text. *reads the text* So what is it about?

S : Liquid

MT : Can liquid change its shape?

S : Yes

MT : Why? Kenapa bisa berubah bentuk?

S : Karena ikutin tempatnya

MT : Good. Because it follows the shape of container ya. For example. The water is liquid. You see that the water inside the bottle. What is the shape of the water?

S : *Silent*

MT : Bentuknya seperti apa? Air dalam botol minum ini bentuknya seperti apa?

S : Botol

MT : Right. The shape of water is like as bottle, now if I pour the water into the glass. What happens?

S : Berubah

MT : Ya. Airnya akan berubah ya, sorry, bentuknya maksudnya. Bentuk dari airnya akan berubah mengikuti benda yang mewadahnya. How about gas? Now let's see. *reads the text* Gas dapat berubah bentuk tidak?

S : Bisa

MT : How it can change the shape?

S : Flying..flying *laughing*

MT : Like what?

S : *Laughing* gatau miss

MT : Ya. When you put a gas into a bottle so it will fulfill the whole space of the bottle. When you move the gas into other place, the gas will follow the shape of the place and fulfill the shape. Ngerti tidak nih? *laughing*

S : Engga miss *laughing*

MT : OK. For example. If you see asap. Lalu asapnya masuk ke dalam toples. Masih ada ga asapnya di dalam toples?

S : Ada

MT : Masih sama ya seperti yg kalian lihat. Nah lalu asap di dalam toples itu kamu pindahkan lagi ke dalam toples lainnya. Masih bisa kelihatan tidak?

S : Bisa.. eh tapi biasanya ilang miss

MT : Iya haha biasa hilang, tapi kamu pindahinnya yg rapat antar toplesnya ya. Bisa dibayangin?

S : Bisa miss

MT : Nah sekarang, bentuknya. Kalau toples pertama bentuknya seperti angka 8 kira kira bentuk asapnya seperti apa?

S : kayak angka delapan miss

MT : Right. Kalau toples kedua bentuknya lurus saja maka asapnya akan seperti apa? Masih sama tidak bentuknya?

S : Tidak. Nanti ngikutin miss

MT : Ya betul, bentuk asapnya akan mengikuti bendanya atau toplesnya. Asap tersebut akan mengisi toples tersebut ya. Seperti yang biasa kita lihat asapnya akan menyebar ya spread out mengisi space space yg ada di toples tersebut. Understand?

S : Yes miss understand

MT : Ok I think this is enough. Ohya so, what we can conclude? Dari text ini, what is it about?

S : Solid.. liquid..

MT : What is the title of the text?

S : States of Matter
 MT : How many states of matter?
 S : Three
 MT : Iban. Iban. You don't pay attention. What is the text about?
 S : *Silent*
 MT : Move here. Move beside Raisa.
 S : *Iban moved*
 MT : Look your text. What is the title?
 S : States... of.. the.. matter
 MT : How many?
 S : Tiga
 MT : What are they?
 S : *Silent*
 MT : Look your text. How many everybody?
 S : Three
 MT : What are they?
 S : Solid, liquid, gas
 MT : What is matter? Everything that we can see.. what else?
 S : Touch, smell, taste
 MT : Can solid change its shape?
 S : Yes
 MT : Bisa? Benda apa solid itu?
 S : Benda padat
 MT : Liquid?
 S : Cair
 MT : Gas?
 S : Gas
 MT : Kalau kita pindahkan, gas bisa berubah bentuk tidak?
 S : Bisa
 MT : Liquid? Can it change the shape?
 S : Yes
 MT : Solid?
 S : Yes.
 MT : OK, good. I think we have finished, so next we will do exercise ya for this topic.
 Please learn at home ya. Thank you. Boleh istirahat ya.
 S : Thank you miss.
 class dismiss

7th Day of Observation

MT : Hello everybody
 S : Haaaaii
 MT : Clap one
 S : *claping their hands*
 MT : Clap two
 S : *claping their hands*
 MT : Clap three
 S : *Silent*
 MT : Alright. So you are ready ya to study.
 S : Yes Miss

MT : So, I want to preview our last meeting. Yesterday we have already learned about states of matter. There are ... how many? How many states of matter?

S : Three

MT : What are they?

S : Gas.. Solid.. Liquid

MT : Apa itu solid?

S : Benda padat

MT : Liquid?

S : Benda... cair

MT : Gas?

S : Benda gas... asap

MT : Excellent. Ok today we will have exercise. It is about states of matter ya. So everybody please attention. I will explain, if you dont pay attention ya, I will not give you help later. *writes on the board* OK, What is it?

S : Strawberry

MT : Good. *writes on the board* Does it take up space? Apakah strawberry mengisi ruang?

S : Iya

MT : Why? Strawberry dapat mengisi ruang tidak? Jika kita letakkan straberry di dalam toples, ia akan membesar tidak mengisi seluruh bagian toples?

S : Tidak

MT : So, can it take up space?

S : *Silent*

MT : Yes or No?

S : Yes

MT : Ok. Misal, ini adalah strawberry ya. Miss masukkan ke dalam sini. Strawberrynya berubah bentuk tidak?

S : Tidak

MT : Memenuhi suluh bagian gelas ini tidak?

S : Tidak

MT : So, Does it take up space? Apakah strawberry mengisi ruang?

S : Tidak

MT : Tidak yaa.. kalau mengisi ruang, berarti seluruh bagian pada gelas ini berisi strawberry ya. Jelas?

S : Jelas miss

MT : Ok now, Does it weight anything? Apakah strawberry membebani sesuatu lain? Punya berat tidak strawberry?

S : Tidak

MT : Kenapa tidak?

S : Enteng miss

MT : Enteng? Haha cob strawberrynya ada seribu, berat tidak?

S : Berat miss *laughing*

MT : So even one strawberry has weight. Punya berat juga ya.. jadi gimana doses it weight anything?

S : Yes

MT : Yes apa? Yes.. It does.

S : Yes it does.

MT : Next, can you see it?

S : Yes

MT : Yes I can. *Writes on the board* Can it change its shape?

S : Nooo
 MT : Why so?
 S : Karena padat miss
 MT : Ya? Kalau kita pindahkan ke tempat lain bentuknya sama atau berubah?
 S : Sama
 MT : So, can it change its shape?
 S : No
 MT : No, it cannot. *Writes on the board* So, let's see. Does it take up space?
 S : No
 MT : No, it doesn't. Does it weight anything?
 S : Yes it does
 MT : Can you see it?
 S : Yes, I can.
 MT : Can it change its shape?
 S : No
 MT : No, it cannot.
 S : No, it cannot.
 MT : So, strawberry is a...? *Writes on the board* Solid, Liquid or gas?
 S : Solid
 MT : Yes, strawberry is a solid. Good job. Now let's see. I have another stuffs.
 distributes worksheets ok everybody please attention. Look at you paper here. For number one, we have already discussed. So you just need to move the answer from the board. Write down you name first. Ya silahkan kerjakan.
 S : Miss ini kelompok?
 MT : Ya kelompok, boleh diskusi ya
 S : *doing the exercise*
 class dismiss

8th Day of Observation

MT : Are you ready to study English?
 S : Yes we are ready to study English.
 MT : Before we study please say basmallah.
 S : Bismillahirrahmanirrahim.
 MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
 S : *Clap their hands once*
 MT : Ok yesterday we have done exercise, so today we will discuss it ya. So please come forward, I will call you one by one. *calling students to take their worksheets* Ok everybody has the papaer ya?
 S : Yes
 MT : Now let's see number 2. What is it?
 S : Steam
 MT : Yes steam. It it used for what?
 S : Merebus air
 MT : Good. Ok let's see. The first question. Does it take space?
 S : Yes
 MT : Which one? The steam or the smoke?

S : Smoke
 MT : Right. Does the smoke take space?
 S : Yes it does.
 MT : Yes it does. Next. Does it weight anything? Aisyah what's your answer?
 S : Does it weight anything? No it doesn't.
 MT : Good. Next, Can you see it? Fadilah? You wanna say something?
 S : Yes
 MT : Bisa dilihat tidak asap?
 S : Bisa
 MT : Bisa ya, so yes I can see it. Next, Can it change shape? Fadil?
 S : Yes it can
 MT : Good. So, steam is a ...?
 S : Gas
 MT : Good. Next number two. What is it?
 S : Minyak.. Oil
 MT : Yes it is oil. Does it take space?
 S : Yes it does
 MT : Right. Does it weight anything?
 S : Yes it does
 MT : Raisa you dont pay attention. Answer my question, does it wight anything?
 S : *Silent*
 MT : You may learn outside if you not ready here. Next, Iban, next question.
 S : Can you see it? Yes I can
 MT : Yes, we can see oil. Next, Nurul.
 S : Yes it can
 MT : Can it change shape?
 S : Yes
 MT : Ok, so oil is..?
 S : Liquid
 MT : Yes. Number three. What is it?
 S : Ice
 MT : Does it take up space?
 S : Yes
 MT : Why?
 S : Karena cair miss
 MT : Yes. Next, does it weight anything?
 S : Yes it does.
 MT : OK. Can you see it?
 S : Yes I can
 MT : Can it change its shape?
 S : Yes it can
 MT : Yes, next is.. what is it?
 S : A cloud.. awan
 MT : Boys. Does it take up space?
 S : Yes it is
 MT : What? Yes it does or it is?
 S : eh it does it does
 MT : Yes it does. Next girls, can it weight anything?
 S : No it doesn't
 MT : Boys again, can you see it?

S : Yes I can
MT : Can it change its shape, girls?
S : Yes it can
MT : Like what?
S : Bebek... star.. dog.. fish..
MT : Alright. So, everybody.. a cloud is a..?
S : Gas
MT : Very good. Last one. What is it?
S : Tree
MT : Not tree but tree sap. What is sap?
S : Getah..
MT : Yes ya kemarin kan sudah dikasih tau. Sap is getah ya. So, Does it take up space?
S : Yes
MT : Can it weight anything?
S : Yes it can
MT : Can you see it?
S : Yes we can
MT : Can it change its shape, girls?
S : Yes
MT : Can it change its shape, boys?
S : Yes it can
MT : So, what is tree sap?
S : Liquid
MT : Very good. Now let's see your workbook.
S : *doing exercise*
class dismiss

Appendix 3

Field Notes Observation Checklist of Teacher's Difficulties

Instructional Practices used with ELLs in Second Tier Intervention	Days of Observation							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1. Use of visuals to reinforce concepts and vocabulary (Labeled)	√	√	√	√		√		
2. Use of gestures and facial expressions to teach vocabulary and to clarify the meaning of content. (Labeled)				√		√		
3. Use of direct instructional strategies (Labeled)		x	x	x				
4. Use teacher "think-alouds" (Labeled)						x		
5. Use multiple activities and repeated practice. (Labeled)	√	√			√		√	
6. Use of a balanced literacy approach (i.e., small-group instruction using literature and instructional level readers; word study using groups of words with similar components such as vowels, blends, beginning sounds etc.; comprehension; and writing activities) (Labeled)	x	x	x		x			
7. Provision of opportunities to give elaborate responses (Kamps et al., 2007, p. 157; Vaughn et al., 2005, p. 61) (Labeled)		x	x	x		x		

APPENDIX 4

Data Reduction of Classroom Observation

MT : Main Teacher
CT : Company Teacher
S : Students

1st Day of Observation

MT : Are you ready to study English?
S : Yes we are ready to study English.
MT : Before we study please say basmallah.
S : Bismillahirrahmanirrahim.
MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
S : *Clap their hands once*
MT : OK Class what have we learned yesterday? Do you still remember?
S : Circle
MT : Yes, Circle, what else?
S : Hm... miss.. miss..
MT : Yes, what Hanum?
S : Star miss
MT : Yes right. Ok class please attention. We have learned about this yesterday. *The teacher wrote on the board* Ok everybody. What is it?
S : *Silent*
MT : Let's read together! Kinds of Shape..
S : Kinds of shape
MT : Good. Hanum said that one of shapes is star, and then circle. Hanum can you come forward and draw a star?
S : *Hanum went to the board and draw a star*
MT : Ok very good. Thank you. What else? Who wants?
S : *Some students came to draw shapes on the board*
MT : Now what is it? *pointing out every shape and asking students to name it* Now I have exercise for you. *distributing the exercise sheets* has everybody got the paper?
S : Yes miss
MT : Ok listen. Now I want you to listen my instruction ya. How many questions we have?
S : Sepuluh
MT : How many? English please.
S : Ten
MT : OK there are 10 questions. Everyone please do this exercise in your group. Discuss together ya. Understand?
S : Yes miss.
MT : Ok, I give you time to do this. Do it now. Remember. The first group finish will get five stars ya.

S : Yeeey, *Students do the exercise*

After all groups collected the exercise, class dismissed

2nd Day of Observation

MT : Are you ready to study English?

S : Yes we are ready to study English.

MT : Before we study please say basmallah.

S : Bismillahirrahmanirrahim.

MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya . Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!

S : *Clap their hands once*

MT : *ask and repeat this exercise before study begin*

MT : Aisyah your feet Oh my god! Itu sopan?

S : Nooo

MT : Is it polite you put your foot on the table? Is it polite?

S : Noo

MT : Noo don't polite don't do it again! One more time one more time because Aisyah is not ready yet Aisyah must pay attention. Dafa Safa please put your pen on your bag! and back to your seat ! Are you ready?

S : Yess

MT : Say yes we are. Are you ready?

S : Yes we are

MT : Are you ready? Okay one more time clap one

S : *Clap once*

MT : Faya what's wrong with you? Okay clap one clap two clap three clap four

S : *Clap once, twice thrice and four times*

MT : Okay shh, study begins, we have learned what, do you still remember? Who still remember? For example how many markers are on the table? *pointing out the markers*

S : One

MT : So you use there is or there are? Okay how many markers are on the table?

S : There is one marker is on the table

MT : Okay there is one marker is on the table. How many markers on the table right now?

S : There are

MT : There how many markers?

S : Three

MT : There are three

S : There are three markers

T : Marker or markers?

S : Markers

MT : Why markers? Because there are?

S : There are three markers

MT : Oh excellent still remember. So you know the differences between there is and there are?

S : yes

MT : Ok so you know the differences when we use there is come on!

S : *raise hand*

MT : Because the thing is only?
S : One

MT : When we use there are? If the things more than one can be two can be three can be four okay you understand?
S : Yes

MT : Aisah you understand?
S : Yes

MT : Any question? I will ask Dafa, do you understand?
S : Yes

MT : Do you want to ask something?
S : NO

MT : No, okay Fadli? Do you understand?
S : Yes

MT : Do you want to ask something?
S : No

MT : What About you Raisa? Do you understand?
S : Yes

MT : Okay if you understand I will give you work sheet. Okay you have to do this work sheet I give you an example, everybody pay attention please! Look at to miss! For example like this *writing on the whiteboard* There is a cat in the kitchen

T : Excellent everybody look at Miss Puput! Okay you use cat or cats? The cat is only one or more than one?
S : More than one

MT : So you use there is or there are?
S : There are

MT : So you must make like this, do you understand?
S : Yes

MT : Okay Miss Puput has another question. Okay everybody look at Miss Puput! *writing on the whiteboard* blab la blab la
S : bla bla blab bla bla

MT : How many frogs? Do you know frog?
S : Yes

MT : Raisa look at the whiteboard please pay attention! How many frogs is in the box? Only one or more than one
S : only one

MT : So we use there is or there are
S : There is

MT : Excellent! Can you read this? Okay please read together!
S : There is a frog in the box *read together and loudly*

MT : There is a frog in the box. Okay now do you know a pond? Do you know pond?
S : Air

MT : Yes air. Now I will give you a test but before that please prepare your pencil case and *spreading the worksheet* and now please write down your name on your paper! Write down your name first! Please do A until E! Circle the correct answer! Is or are!

S : * do their work sheet * and active to ask the teacher, after that class dismissed.

3rd Day of Observation

The main teacher and the company teacher stood up in front of the class to lead the students to pray. While the main teacher delivering the lesson, the company teacher was controlling the students to pay attentions to the teaching and learning process, especially the students with learning disabilities.

After greeting and asking the students' readiness, the main teacher (MT) delivering the lesson about "Singular and Plural Things around Us". During the teaching and learning process, either teachers or students were mostly speaking in English.

- MT : Now I have stuffs *holding markers*. How many stuff I have? One, two, three, or four? How many?
S : Three.. Two..
MT : There is one? Are you serious?
S : Yes
MT : How many?
S : Six
MT : How many?
S : Six
MT : Listen my question how many, how many, wait I have another stuff.
MT : What do you see? *holding markers*
S : Three
MT : What do you see, what do you see? *showing markers*
S : Three
S : Spidol
MT : What do you see Dafa?
S : Spidol
MT : What spidol in English?
S : Marker
MT : Marker. Okay, how many markers are in my hand?
S : Three
MT : There are?
S : three
MT : Can you count it? One, Two, Three
S : One two three (Repeat at once)
MT : Okay, there are there are?
S : Three
MT : Three what?
S : *silent*
MT : Listen my question I will repeat, how many
S : *playing*
MT : Attention! Are you ready to study or not? Are you ready to study or not? Ready or not? Ready?
S : *silent*
MT : Okay now, everyone pay attention I will ask again, how many marker are in my hand?
S : Three
MT : Three, okay. How many? There are? There are? There are?
S : Three
MT : Three? Markers.
S : Three markers *answering at once*

MT : Because this is more than one so you used, you used to say three or you used to say marker or markers?

S : Markers

MT : How many marker?

S : Three

MT : Three markers, three marker or three markers? With s or with no s?

S : *silent*

MT : Okay listen I will choose one by one ya, now listen okay now I have another stuff. Daffa what are you doing?

S : *playing around and then silent*

MT : Okay what do you see? What do you see on the table?

S : Glass

MT : Glass, how many glasses is on the table?

S : One

MT : how many glasses?

S : One *answer together*

MT : One what? One? One? One?

S : One glass

MT : Excellent, I will repeat ya, how many glasses on the table

S : One

MT : Sorry, how many glasses is on the table?

S : Empat

MT : Now listen carefully, carefully how many glass is on the table?

S : One glass

MT : Because this is only one, so you may say.

S : *make a noise*

MT : Sssh there is someone speaks. Can you change the place with Safa and Iban okay change the place! Change the table! Safa you may sit over there! Now listen carefully! Now repeat how many glasses is on the table? Who can answer?

S : One glass

MT : *asking the students * there is? There is?

S : There is one glass

MT : Listen, listen carefully, how many?

S : How many *repeat at once*

MT : Afif would you replace me?

S : *silent*

MT : Okay, ready ya. How many? How many? Listen, listen, listen! How many markers are on the table?

S : Three

MT : How many?

S : Three

MT : There are, there are, there are three?

S : Markers

MT : Okay, can you say again? How many markers?

S : *silent*

MT : Listen! How many markers are on the table? There, there are three markers. Okay can you say it louder? How many markers are on the table? There are? Say it louder! There are

S : There are three markers

MT : Okay you got it? Okay everybody say now answer together ya. How many markers are on the table?

S : There are three markers

MT : Okay there are three markers. Okay next question, after this I will ask one by one for someone who does not pay attention to me! You will cannot answer, okay ya next question. How many glass are on the table?

S : One

MT : There? How many glasses on the table?

S : There are

MT : There is, there is

S : One glass

MT : There is one glass, glass or glasses?

S : Glass

MT : Glass or glasses?

S : Glass

MT : Why don't glasses? Why don't glasses? Because? This is only?

S : Only one

MT : Only one ya, so listen up, attention. Can you see the differences between the second one and the first question? What is the difference? Does anybody know?

S : *silent*

MT : Now listen you say when the stuff, when I say how many markers you answer there are? How many? How many? There are? Three markers.

S : There are three markers

MT : Everybody say!

S : There are three markers

MT : How many markers are on the table *write on the whiteboard and say it* How many? How many?

S : Three

MT : Not three

S : There are three markers

MT : Okay can you repeat again now? Okay Dafa can you repeat again how many markers are there on the table? How many markers?

S : There are three markers

MT : Okay the answer is *writing on the whiteboard* There are three markers. Marker or markers?

S : Markers

MT : Why do we use s? Why do you use s? Because this is more than? More than? One ya. If you want to say more than one you can add s ya. Okay now we move to the second question now how many glass is on the table? How many glasses? Who can answer? How many glasses? How many?

S : There are

MT : Listen. the glass only one or more than one? The question how many glass is on the table. How many glasses? Only one or more than one?

S : Only one

MT : If only one, we use is or are?

S : One

MT : So the answer is? There is or there are?

S : There is

MT : There is *while writing on the whiteboard*

S : There is one

MT : There is one?
S : One glass
MT : Glass or glasses? Use s or without S?
S : No
MT : Why not? Because, the stuff is only?
S : One
MT : So you got it? You got it?
S : Yes
MT : If the stuff is only one we cannot add s, but if the thing is more than one can say three two you can add s. Now you know the differences? I will ask again everybody say everybody answer. Once again ya! Now look at the whiteboard everyone! Listen my question! How many markers are on the table? How many
S : Three
MT : No three, * point the white board*
S : *reading* there are three markers
MT : Okay now listen the next question how many glass is on the table?
S : There is one glass
MT : Do you see the difference between this and this one?
S : Yes
MT : If it is more than one you can use are and adding s, but if it is only one you use is. Do you understand? Who have understand? Raise your hand. Any question?
S : *silent*
MT : Any question? Ada pertanyaan? Any question? Ada yang mau bertanya?
S : *raising hand*
MT : Ada yang mau bertanya nggak? Sudah jelas? Do you understand?
S : Yes
MT : Now we go on with the next question okay I have another stuff. This is my question, what do you see, what do you see on the table? What is this? This is pencil. Now my question how many pencil case is on the table? This is how many pencil case?
S : There are ... *answering together*
MT : Raise your hand, okay I will choose Alma how many pencil case is on the table?
S : There is one pencil case
MT : Excellent! Okay can you repeat Alma how many pencil case is on the table?
S : There is one pencil case.
MT : There is one pencil case. Okay everybody repeat together, how many pencil case is on the table?
S : There is one pencil case.
MT : Okay. How many pencil case is on the table?
S : *Answer slowly with lower voice*
MT : There is
S : There is
MT : There is, how many?
S : *answering together*
MT : Okay I will ask this group because this group doesn't pay attention to me. How many pencil case is on the table? How many? How many?
S : *Silent*
MT : Mmmm. Okay Dafa's group how many pencil case is on the table?
S : There is one pencil case
T : Excellent can you repeat Dafa's group how many pencil case is on the table?

S : There is one pencil case on the table okay please repeat after Dafa , how many pencil case is on the table?

S : There is one pencil case is on the table

MT : Okay now I have another stuff. How many, what do you see, what do you see?

S : Ice cream stick

MT : Ice cream sticks okay. How many sticks are on the table? How many? Okay please complete the answer* while point the whiteboard*

S : There are five ice cream sticks on the table

MT : Okay if I put on the table you might say on the chair, if I put on the locker you might say on the locker. Okay how many ice cream sticks on the chair?

S : One

MT : Nah look at this complete answer. There are five ice cream sticks on the table.

S : There are five ice cream stick on the table.

MT : Excellent. You got it? Do you understand?

S : Yes

MT : So what we have learned? Kita , kita belajar apa sih hari ini? Tentang apa? ada yang tau gak? tentang apa? Tadi kalau gelasnya satu pakai apa?

S : There is

MT : Kalau bendanya banyak pakai apa?

S : There are

MT : So, kita belajar tentang? There is dan there are? *while writing on the whiteboard*. Okay I would like to ask you when will use there is? Kapan kita pakai there is?

S : Saat kita menghitung marker

MT : Saat?

S : Bendanya sedikit

MT : Sedikit nya berapa?

S : One

MT : Kalau singular, singular, how about there are? When? Kapan kita memakainya? When?

S : *raise hand* kalau bendanya banyak.

MT : Bendanya banyak , excellent kalau ini namanya plural . Do you understand the differences? Do you know when you use there is and there are?

S : Yes

MT : Okay, I will test you. Anybody understand? Dafa's group understand?

S : Okay

MT : Alma's group understand?

S : Okay

MT : Ibab's group understand?

S : Yes

MT : If you don't understand you can ask ya. Okay I will give you a test. Who wants to be a volunteer? Siapa yang mau maju kedepan? Siapa yang mau maju kedepan?

S : *raise their hands*

MT : Okay Afif, come on Afif okay okay everybody Afif need your help. Fif ask them what is this

S : What is this?

MT : My friends

S : My friends what is this?

MT : What is this ask another students

S : scissor

MT : what is this?
 S : What are these?
 MT : these are
 S : These are glues
 MT : Okay now Afif ask to your friends the same question like Miss Puput said, can you do it? How many look at this! Do you like to ask scissors first or glue first?
 S : *silent*
 MT : Okay Miss Puput will ask Afif ya, everybody look. Listen carfully! Ya Afif what is this?
 S : Scissor
 MT : How many scissor is on the on the table Afif? How many?
 S : One
 T : So we can use there is or there are? Because this is only one so there is
 S : There is one scissor
 MT : Excellent *clap her hands* how about this? Okay what about this? How many glues are on the table? How many? You use there is or there are?
 S : *Yang ini yang ini *
 MT : You you use there is or there are? kalau banyak apa tehere is atau there are?
 S : There is
 MT : Are you sure? How many types of glue are on the table?
 S : There are two
 MT : There are two glues on the table okay good. So?
 S : There are two glues are on the table
 MT : There are two glues are on the table. Do you understand?
 S : Yes
 MT : Who wants to be next volunteer?
 S : *All raise their hands*
 MT : Nafa come on!
 S : *make a noise*
 MT : Ssshh tepuk satu
 S : *clap his hand*
 MT : Tepuk satu! I can't hear you! *until third claps*
 S : *dancing*
 MT : Can you sit on your seat?
 MT : How many books are on the table? Everybody look at Dafa. How many books Dafa?
 S : *make a noise*
 MT : Please silent and listen how many?
 S : *look at the whiteboard*
 S : There are three books
 MT : Okay excellent Dafa, now the next question. What is this?
 S : bottle
 MT : Bottle or glass? Bottle or glass? Okay Dafa how many bottles are on the table? How many?
 S : There is one bottle in the table
 MT : There is one bottle on the table, is it correct everybody?
 S : Yes

MT : Give applause for Dafa, thank you. Okay back to your seat! Okay now everyone do you understand? Do you understand? Ayo siapa yang mau bertanya? Raise your hand

S : *raising hand* mau

MT : Ada yang belum jelas?

S : *raise hand*

MT : Ada yang belum jelas?

S : Enggak

MT : Lah

S : *raise hand*

MT : What do you ask about this topic?

S : *silent*

MT : Sudah paham atau belum?

S : Sudah , belum *at once*

MT : Sudah paham bedanya there is sama there are?

S : Belum .. udah *at once*

MT : Belum tapi katanya sudah, ayo Afif yang belum tau yang mananya?

S : Itu yang dibawahnya tuh.

MT : Yang mana? sini maju.

S : *point the whole words on the white board*

MT : Hmmmm , temen temen udah paham belum ?

S : Sudahhhh

MT : Okay this is number one, this is number two

S : *make a noise*

MT : Because you don't pay attention, please pay attention to me ya / Abi is busy Abi is busy with your work. Now I will repeat I will repeat ya. Okay everybody who hasn't understood? Siapa yang belum paham angkat tangan! Perhatikan Miss okay pay attention! I will ask you

S : *don't pay attention*

MT : Fadli, fadli are you ready?

S : Yes

MT : Now Fadli look at to Miss. look at to Miss. How many markers are on the table? How many?

S : *silent*

MT : Okay you use there are or there is?

S : There are

MT : There are, how many?

S : There are three markers

MT : There are three markers. How about this? How many glasses is on the table?

S : There is one glass is on the table

MT : Okay Fadli maju kedepan . What haven't you understand? Apa yang belum kamu mengerti?

S : *point number 2*

MT : Number two? Okay I will ask you. How many markers are on the table? How many?

S : *look at the whiteboard*

MT : There are?

S : *silent*

MT : There are three markers

S : There are three markers

MT : Okay now how what about this many glass is on the table?
 S : There is one glass is on the table
 MT : Why do you use there is knapa gak pake there are ? Kenapa kamu pake there is why?
 S : *Pointing out the whiteboard*
 MT : Berapa, how many? Only? only? only?
 S : Only one
 MT : Only one ya makanya pake there is. Do you understand everybody?
 S : Yes
 MT : Because time is over we will continue last week. Okay say Alhamdulillah.
 S : Alhamdulillahirrabilalamin Aamiin
 class dismiss

4th Day of Observation

MT : Okay before study please say basmalah.
 S : bismillahirrahmanirrahim
 MT : Okay now last meeting what we have learned, who still remember what we have learned about? Last meeting what we have learned? There are and?
 S : There are and there is
 MT : Okay about there is and there is over now. Ibay are you ready to study Ibay? Please pay attention! Okay now look at to me everybody look at to me. What do you see? What do yiu see
 S : A glass
 MT : Raisa are you ready to study? Are you ready or not?
 S : Yes
 MT : Fadli are you ready to study?
 S : Yes
 MT : Everybody, look at to me everybody what do you see? *holding a glass*
 S : A glass
 MT : This object has name. What its name? Apa namanya?
 S : Gelas
 MT : Okay you have a glass right, okay what do you see inside glass? What do you see inside the glass?
 S : Water
 MT : This is water, what do you know where do you feel, where do you touch. Hey listen listen listen the question. Do you see there is water inside the glass? Right? Now I will ask Attaya now Attaya touch the glass. Do you see inside the glass there is water? Right?
 S : *touch the glass*
 MT : What do you see what do you feel? Is it hot or cold? Is it cold or hot the water what do you feel?
 S : Hot
 MT : Hot? Do you know hot?
 S : Yes
 MT : Do you know cold?
 S : Yes
 MT : Cold, what is cold?
 S : Dingin

MT : You have cold *writing the word cold on the whiteboard* Okay now you have cold you know water, you know water?

S : Yes

MT : Okay this is the picture of the water, now imagine that you will boil the water. Do you know boil?

S : *silent*

MT : Okay I will ini gak bisa gambar lagi. Okay this is pan, do you know pan? Okay I will show you something. Do you know this is this?

S : *playing*

MT : Hey everybody what are you doing? Aaaa what do you see?

S : Kompor

MT : What do you see? Kompor? What kompor in English. Kompor is stove. What kompor in English?

S : Stove

MT : Okay miss Puput has stove and miss Puput has pan . Now Miss puput put the water into the pan

S : *Approaching and see the stove*

MT : No no sit down! Do you want to study or not? Atudy or not?

S : Study

MT : Study? If you want to study please pay attention. Okay what next going to do

S : memasak

MT : Yes memasak, apa yang dimasak?

S : Air, water

MT : You know when we turn off the fire this water is cold, but when the fires get to turn on what will happen on the water?

S : Hot

MT : Yes, hot thanks. So the water will be hot. Selain hot apa? dia mengeluarkan blub blub blub

S : Mendidih

MT : What is mendidih? What is mendidih in English does anybody knows?

S : bubble

MT : Bubble, okay what else? What does anyone know what mendidih in English? Safa, okay Safa I will ask you. What is mendidih in English?

S : Driver

MT : mmm no, what else? Does anybody know come on lets guess! What is mendidih pernah denger kata mendidih nggak? It used to the cold water become boiled. You know mendidih in English?

S : *silent*

MT : Nobody know?

S : *silent*

MT : Okay I have B and then what is next?

S : A

MT : No, what else?

S : O

MT : That's fun

S : Boil, boil

MT : Bo? Boil Excellent! So what is mendidih in English?

S : Boil

MT : Boil okay excellent. Okay now look at the whiteboard okay you know already know 3 these words. Okay what is this?

S : *answering*

MT : Okay now we have to classify these words into this we have glass come on everybody say!

S : Glass

MT : Cold

S : Cold

MT : Okay Fadli and Iqbal I see you are playing right? You want to play? Yes please but outside! Fadli you want to play?

S : *nodding*

MT : Yes outside, Fadli wants to play?

S : *nodding*

MT : Okay please outside, wants to play?

S : No

MT : No? Okay I want you to look at to Miss Putri, everybody say what is this?

S : Glass

MT : Everybody say!

S : *Glass*

MT : what is this?

S : Cold

MT : Please say it together! Everybody say glass!

S : Glass

MT : Cold

S : Cold

MT : Boil

S : Boil

MT : What is boil?

S : Mendidih

MT : Mendidih pinter, now classifying these words! Do you know this? *point the word on the whiteboard* Cold, do you know noun? Everybody please look at to me! Now what is this?

S : Noun

MT : Whaat is noun? Kata ben?

S : Kata benda

MT : Now, you know adjective? Dafa do you know adjective? Nobody knows? Adjective is kata sifat

S : kata sifat

MT : Do you know verb? Verb? Does anybody know?

S : *raise hand*

MT : What is verb?

S : *nodding*

MT : Don't know? Okay does anybody know?

S : No

MT : No, okay verb means kata kerja. I will repeat do you know noun?

S : Kata benda

MT : Noun is kata benda, do you know verb?

S : Kata sifat

MT : What do you think about glass? Is it noun, adjective or verb?

S : *Oh my god*

MT : Rafa listen my question you have glass right? Is it noun, adjective or verb?

S : Noun

MT : Excellent it is noun, you know cold? What is cold in Indonesia?
S : *raise hand* dingin
MT : Yes, cold dingin , what do you think cold? Is it noun, adjective or verb?
S : Adjective
MT : Adjective, excellent what about boil, you know what is the meaning of boil right?
S : mendidih
MT : So boil is?
S : mendidih
MT : Boil can be mendidih atau merebus ya. Okay glass is kata?
S : Benda
MT : Cold is? Adjective, boil is? kata?
S : kerja
MT : Why you use this *point glass* is kata benda? Why?
S : Karena itu benda
MT : Iya benar benda pintar because it has name makanya namanya noun, this stuff has name it's name is glass, so everything that has name is noun merupakan kata benda, do you know adjective? Adjective means?
S : kata sifat
MT : Kata sifat , ini tadi di dalamnya ada air there is water inside the glass when Attaya touch the glass she feels it is cold so it is adjective it describes noun and then what about verb ?
S : Kata kerja
MT : Kenapa kata kerja?
S : Karena bekerja
MT : Iya benar karena bekerja, memasak bekerja? Kerja. Okay now Miss Puput asks, do you understand about these words?
S : Yes
MT : You understand okay. Now Miss Puput has another word, Miss Puput has another word "melts" and Miss Puput has bag and Miss Puput has melts. Melt itu apa ya?
S : Cair
MT : Mencair , do you know melts?
S : Mencair
MT : Okay do you know bag?
S : Tas
MT : Tas, now do you know small?
S : Kecil
MT : Okay do you know melts? Is it adjective, noun or verb?
S : Noun
MT : Tengnot No. Okay what do you think about bag? Do you know bag?
S : Tas
MT : Is it noun, adjective or verb?
S : Noun
MT : Okay what do you think about small?
S : Noun
MT : No *move hands* what does it mean?
S : Kecil
MT : Kecil, what do you think about melts? Melts?
S : Verb
MT : Do you know melts?

S : Yes

MT : Listen to Miss, do you know melts

S : Yes

MT : If you use, do you know candle? Do you know candle? What is the candle means? If the candle Miss Puput burn the candle will be, what is the result the candle will be like this *the teacher draw how the melted candle* so the candle will change when it change? It melts right it melts why it melts? Why? When the candle change? Because the hot is come from?

S : Api

MT : Yes right, what api in English?

S : Fire

MT : So do you know melts?

S : Yes

MT : Apa melts

S : Meleleh

MT : Meleleh, do you know about noun?

S : Yes

MT : Do you know about Verb?

S : Yes

MT : Do you know about adjective?

S : Yes

MT : Okay now Miss Puput has another sample

S : *playing*

MT : Fadli don't play again please! Now do you know this *while writing at the whiteboard*. What is verb? You know what is verb?

S : *answering*

MT : Can you speak louder? Okay now what is top?

S : Diatas

MT : What is top? *asking another student*

S : Menggambar

MT : Oh Noo can you say it again Attaya?

S : Atas

MT : Okay do you know burned

S : *Silent*

MT : No, okay do you know fire?

S : Yes

MT : So what and the fire burn the candle. This is candle, this is fire. Candle like this but when you burn so the fire will burn the candle. Do you know burn fire means?

S : Api

MT : Okay listen listen there is a fire on the candle so the candle will be burned, burned you know burned? Anybody knows ? Burn is membakar. Now what is ..

S : Stone *repeat 3 times*

MT : Raisa what are you doing? Okay stone, Dafa stone!

S : Stone *repeat three times

MT : Soft *repeat 3 times*

S : Soft *repeat 3 times*

MT : Soft

S : Soft

MT : Burn

S : Burn

MT : Stone
S : Stone
MT : Soft
S : Soft
MT : Burn
S : Burn
MT : Okay burn. I will ask you to put these words into appropriate table. Is it noun? Is it verb? Is it adjective? Where do you put? Stone what is this?
S : Noun
MT : Stone is it noun?
S : Noun
MT : Yes noun, what about soft? Lembut.
S : Adjective
MT : Soft means adjective. What about burn?
S : Membakar
MT : Burn is membakar, where will we put?
S : Verb
MT : Verb, yes excellent. Do you understand? Is it clear? Do you understand?
S : Yes
MT : Do you know the differences?
S : Yes
MT : Does anybody want to ask something? Ada yang mau bertanya?
S : NO
MT : So is it clear?
S : Yes
MT : Miss Puput will give you a worksheet, *point the worksheet* is it noun? You need to put the word inside the picture, so you may classify the word in the box you put noun over here and adjective over here and the last for verb. Do you understand?
S : *silent*
MT : Do you understand?
S : Yessss *loud*
MT : So what are you going to do is classify the word in the box and put them into apple but you have to classify , whether is noun , whether is verb, whether is adjective . Do you understand? If you have understood I will give you the worksheet. *spreading the worksheet*
S : *do the worksheet*
MT : Attention! Fanilah sit down first! Everybody stop writing!
S : *make a noise*
MT : Hey pay attention, everybody stop writing and look at the whiteboard because some of you still don't know the word. Pay attention and repeat after me! Attention, attention, and stop writing! Everybody says hot!
S : Hot
MT : Faya, Faya pay attention to me! If you have a question I will not answer because you don't pay attention to me so everybody says hot!
S : hot
MT : Do you know hot, do you know hot?
S : Yes
MT : Pa?
S : Panas
MT : Hard *twice*

S : Hard * repeat after the teacher twice*
 MT : Burn
 S : Burn
 MT : Kan tadi Miss bilang perhatikan Miss dulu gak ada yang nulis. Okay Fadli! Can you hear me? Burn!
 S : Burn
 MT : Everybody says together burn!
 S : Burn
 MT : What is burn?
 S : Membakar
 MT : Boil *twice*
 S : Boil * repeat after the teacher twice*
 MT : What is boiling?
 S : Mendidih
 MT : Stone *twice*
 S : Stone *repeat twice after the teacher*
 MT : Book
 S : Book
 MT : What?
 S : Buku
 M : Car
 S : Car
 M : What?
 S : Mobil
 MT : Freeze?
 S : Dingin
 MT : What else? *gesturing*
 S : Dingin
 MT : Almost, mem?*facial expression and gesturing*
 S : Membeku
 MT : That's good, freeze, freeze *gesturing*
 S : Membeku
 MT : Excellent, melt! melt!
 S : Meleleh
 MT : Meleleh right, what is melt?
 S : Mencair
 MT : What is small?
 S : Kecil
 MT : Small, what is small?
 S : Kecil
 MT : What is pencil?
 S : Pencil
 MT : This is pencil *point the pencil*, okay what is soft?
 S : Lembut
 MT : Cook what is cook?
 S : Memasak
 MT : Smooth what is smooth?
 S : *silent*
 MT : What is smooth? When you touch doll you will feel smooth. What is smooth?
 S : Lembut

MT : Soft, kalau soft apa ya?
 S : Halus
 MT : Halus, pinter. Do you know bag?
 S : Yess
 MT : So you know all the meaning from all of these words. So you know the meaning? Have you know the meaning?
 S : *silent*
 MT : Oh my God. Do you know the meaning Fardhan?
 S : Yes
 MT : Okay, now you can write
 S : *continue accomplish their work*
 MT : *conducting the students to do their work*

5th Day of Observation

MT : Are you ready to study English?
 S : Yes we are ready to study English.
 MT : Before we study please say basmallah.
 S : Bismillahirrahmanirrahim.
 MT : Okay I will keep your readiness, if I say clap one so you clap once ya, if I say clap two you clap two times if I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
 S : *Clap their hands once*
 MT : OK class, I have to leave you because I have another job. So please open your exercise book page 14 and please do the exercise individually but if you don't understand you may ask your group. And Mr. Andi will also help you. Now bukunya dikeluarkan coba yuk. Miss tinggal ya..
 S : *doing the exercise*
 CT : Everybody please attention. I will give five stars if you finish this work ya.

6th Day of Observation

MT : Are you ready to study English?
 S : Yes we are ready to study English.
 MT : Before we study please say basmallah.
 S : Bismillahirrahmanirrahim.
 MT : Okay I will keep your readiness, if I say clap one so you clap once ya, if I say clap two you clap two times if I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
 S : *Clap their hands once*
 MT : Today is a new day. So we will learn a new topic ya. Who knows our next topic is? Who knows?
 S : *Silent*
 MT : Tema ke berapa kita?
 S : Empat
 MT : Empat? Atau tiga?
 S : Tiga miss tiga

MT : Right. Tentang apa tema tiga?
S : *Students are looking for the theme from the display* Itu miss itu.. *pointing out the display*
MT : Yes you are right. So it is about States of Matters. *writing on the board* So everybody please say. States.
S : States
MT : Of
S : Of
MT : The Matter
S : The matter
MT : States of the matter
S : States of the matter.
MT : Alright. Now I want you to.. Ya, this is the text that I want to read, please the leaders come forward.
S : *The group leaders coming and take the text, then distribute it to the whole members*
MT : Have you got the text?
S : Yes miss
MT : OK. Let's read the text together. First. First.
S : *Students make a noise*
MT : Hey attention! Clap 3!
S : *Students calpping hands and silent*
MT : Ready ya?
S : Yes miss
MT : Please listen to me when I read the text. If someone speaks, I will ask to replace me. Understand?
S : Yes
MT : OK let's get started. *reading the text* What is solid?
S : *Silent*
MT : What solid means in Bahasa?
S : *Silent*
MT : Yes? *writes on the board* OK now. Listen to me. So, what is solid?
S : Batu
MT : No, I said that matter is something that we can touch.. What else?
S : *Silent*
MT : Let see! Look your text. What is matter? Please read your text!
S : *Silent*
MT : Matter is all around us. Everything that you can touch, taste, smell, and see is made of matter. There are three states of matter: solid, liquid, and gas. Now. Can we see solid? Everything that you can touch, taste, smell, and see. *gesturing*
S : Yes
MT : Can we touch solid? *gesturing and facial expression* *pointing out the text*
S : Yes
MT : So, is solid benda cair?
S : Yes
MT : Really? Benda cair, padat atau gas?
S : Padat.. Padat.
MT : Good. Iqbal. So what is solid again everybody?
S : Benda padat
MT : Now what is liquid? Liquid?

S : Water?

MT : No. Liquid? Yes water is liquid, but what is it in Bahasa?

S : *Silent*

MT : How many matters? Benda ada berapa macam?

S : Tiga

MT : Yes. *writes on the board* Now there are solid, liquid and gas. Solid is benda padat. Right?

S : Yes. Cair miss

MT : What? Who said so? What is liquid?

S : Benda cair

MT : Very good. *writes on the board* So, gas is?

S : Benda gas

MT : Can we see gas?

S : Yes

MT : Really? What is it look like? Warnanya apa? Bentuknya gimana?

S : Ijo.. ijo

MT : No ya. Tidak semua gas dapat berwarna dan terlihat. Do you know asap?

S : Yes

MT : What is asap? Liquid or gas?

S : Gas

MT : Can you see it?

S : Yes

MT : What is the shape of asap?

S : gitu gitu miss *laughing

MT : Ya. Haha. So can you see the colour?

S : Yes miss abu abu.. putih..

MT : Good. Now, do you know when we breathe, we need gas?

S : *silent*

MT : We need gas or not?

S : Yes

MT : Why?

S : untuk nafas miss

MT : Yes good. So can you see the gas for breathing?

S : No

MT : We cannot see Carbondioksida because not all gas we can see ya.

S : Yes miss

MT : How about liquid? Can you see it

S : Yes

MT : What is it look like?

S : Like water

MT : Yes right. Now let's take a look your text. Let's repeat after me ya.

S : Yes miss

MT : States of matter. Matter is all around us. Everything that you can touch, taste, smell, and see is made of matter. There are three states of matter: solid, liquid, and gas.

S : States of matter

MT : Matter is all around us

S : Matter is all around us *Students repeat the teacher's statements.*

MT : Let's start to translate it one by one ya. States of matter is?

S : Benda

MT : Yes. Bentuk-bentuk benda. What?

S : Bentuk-bentuk benda
MT : How many states of matters?
S : Three
MT : Good. What are they?
S : Solid, liquid, gas.
MT : Matter is all around us. Where can we find matter?
S : *Silent*
MT : Dimana kita dapat menemukan benda-benda?
S : Dimana saja
MT : Like? Dimana contohnya kalau ingin menemukan benda cair?
S : Laut.. Danau.. Hujan..
MT : Excellent. So matter is all around us, berarti kita dapat menemukannya di sekeliling kita.
S : Yes miss di kamar mandi juga
MT : Yes Iqbal di kamar mandi ya bisa. Good. Now. Everything that you can touch, taste, smell, and see is made of matter. Sesuatu yang dapat kita apa?
S : See.. melihat
MT : Yes. See?
S : Melihat
MT : Touch
S : Rasakan
MT : No. Lebih tepatnya sentuh yaa. Can we touch table?
S : Yes
MT : Now touch the table.
S : *touching the table*
MT : Touch your friend
S : *Touching friends*
MT : Alright ya. So, matter is something that we can touch. How about taste?
S : Makan
MT : Makan? Haha apa kamu makan meja?
S : No miss *laughing*
MT : Alright. When you eat ice cream. What do you taste?
S : Ice
MT : What do you taste? Is it sweet?
S : Yes sweet
MT : So, what is taste in Bahasa? When you eat ice cream, the taste of ice cream is sweet.
S : dingin
MT : Yes also cool ya. What is taste? If garam rasanya asin. What is taste in Bahasa?
S : *Silent*
MT : Touch is sentuh. Taste is?
S : *Silent*
MT : Who said rasakan tadi?
S : Siapa?
MT : Ya, taste is rasakan. *writes on the board* Next is smell. What is smell?
S : ; Bau
MT : Siapa yang bau? Haha *write on the board So, cium yaa but it's not kiss tapi berbau, bisa bau harum atau tidak harum. Understand?
S : Yes miss
MT : Next. See. What is see?

S : Melihat
MT : Ya. *Writes on the board* So, benda-benda itu bisa kita apakan saja?
S : Lihat, sentuh, rasa, cium.
MT : Very good. Now once again, what is solid?
S : Benda padat
MT : Gas?
S : Gas
MT : Smell?
S : Cair.. eh..
MT : Hey. No. Haha. Smell?
S : Cium
MT : Liquid?
S : Cair
MT : Benda...?
S : Benda cair
MT : Touch
S : Pegang
MT : See?
S : Lihat
MT : Taste?
S : Rasa
MT : Applause for us.
S : *applause*
MT : Now I wanna ask you. Benda itu dapat berubah tidak?
S : Iya
MT : OK. Benda itu dapat berubah yaa.. contohnya dari padat ke cair. Do you know candle?
S : Lilin
MT : Good. Yesterday, we know that candle.. If we burn candle so it will be melted. So state of matter candle is?
S : Meleleh
MT : Yes meleleh if we burn it. Before we burn it. Jenis benda apa candle itu?
S : Padat
MT : Excellent. Lilin adalah benda padat ya candle is solid, kalau dibakar akan meleleh. So, ketika meleleh apa yang terjadi? Berubah tidak menjadi benda apa? Masih jadi benda padat atau bukan?
S : Berubah miss
MT : Ya, jadi apa? Liquid or gas?
S : Liquid
MT : Right. Ya, itulah yang dinamakan benda dapat berubah bentuk yaa dari padat menjadi cair. Ok now. Let's see the first coloumn ya. Over here. *pointing out the text*
S : Yang mana?
MT : Over here below solid. Sudah?
S : Sudah.
MT : OK, Now I will read it again, you look at the text ya. *reads the text* So this is about solid. Benda padat memiliki bentuk dan volum yang pasti. Jika kita memindahkan batu dari atas tanah ke atas meja, batu tersebut tidak akan merubah bentuk dan volumenya. So, apakah benda padat dapat berubah bentuk jika hanya kita pindahkan ke tempat lain?
S : Tidak
MT : OK now, look at me. If I move this bottle over here, is it changed the shape?

S : No

MT : OK, Is this bottle a solid?

S : Yes

MT : Good. What else? Can you find another things? The solid one?

S : Book.. Pencil.. Window.. *mentioning things*

MT : Excellent. Thank you. Now move to the liquid. Go back to your text. *reads the text* So what is it about?

S : Liquid

MT : Can liquid change its shape?

S : Yes

MT : Why? Kenapa bisa berubah bentuk?

S : Karena ikutin tempatnya

MT : Good. Because it follows the shape of container ya. For example. The water is liquid. You see that the water inside the bottle. What is the shape of the water?

S : *Silent*

MT : Bentuknya seperti apa? Air dalam botol minum ini bentuknya seperti apa?

S : Botol

MT : Right. The shape of water is like as bottle, now if I pour the water into the glass. What happens?

S : Berubah

MT : Ya. Airnya akan berubah ya, sorry, bentuknya maksudnya. Bentuk dari airnya akan berubah mengikuti benda yang mewadahnya. How about gas? Now let's see. *reads the text* Gas dapat berubah bentuk tidak?

S : Bisa

MT : How it can change the shape?

S : Flying..flying *laughing*

MT : Like what?

S : *Laughing* gatau miss

MT : Ya. When you put a gas into a bottle so it will fulfill the whole space of the bottle. When you move the gas into other place, the gas will follow the shape of the place and fulfill the shape. Ngerti tidak nih? *laughing*

S : Engga miss *laughing*

MT : OK. For example. If you see asap. Lalu asapnya masuk ke dalam toples. Masih ada ga asapnya di dalam toples?

S : Ada

MT : Masih sama ya seperti yg kalian lihat. Nah lalu asap di dalam toples itu kamu pindahkan lagi ke dalam toples lainnya. Masih bisa kelihatan tidak?

S : Bisa.. eh tapi biasanya ilang miss

MT : Iya haha biasa hilang, tapi kamu pindahinnya yg rapat antar toplesnya ya. Bisa dibayangkan?

S : Bisa miss

MT : Nah sekarang, bentuknya. Kalau toples pertama bentuknya seperti angka 8 kira kira bentuk asapnya seperti apa?

S : kayak angka delapan miss

MT : Right. Kalau toples kedua bentuknya lurus saja maka asapnya akan seperti apa? Masih sama tidak bentuknya?

S : Tidak. Nanti ngikutin miss

MT : Ya betul, bentuk asapnya akan mengikuti bendanya atau toplesnya. Asap tersebut akan mengisi toples tersebut ya. Seperti yang biasa kita lihat asapnya akan menyebar ya spread out mengisi space space yg ada di toples tersebut. Understand?

S : Yes miss understand
 MT : Ok I think this is enough. Ohya so, what we can conclude? Dari text ini, what is it about?
 S : Solid.. liquid..
 MT : What is the title of the text?
 S : States of Matter
 MT : How many states of matter?
 S : Three
 MT : Iban. Iban. You don't pay attention. What is the text about?
 S : *Silent*
 MT : Move here. Move beside Raisa.
 S : *Iban moved*
 MT : Look your text. What is the title?
 S : States... of.. the.. matter
 MT : How many?
 S : Tiga
 MT : What are they?
 S : *Silent*
 MT : Look your text. How many everybody?
 S : Three
 MT : What are they?
 S : Solid, liquid, gas
 MT : What is matter? Everything that we can see.. what else?
 S : Touch, smell, taste
 MT : Can solid change its shape?
 S : Yes
 MT : Bisa? Benda apa solid itu?
 S : Benda padat
 MT : Liquid?
 S : Cair
 MT : Gas?
 S : Gas
 MT : Kalau kita pindahkan, gas bisa berubah bentuk tidak?
 S : Bisa
 MT : Liquid? Can it change the shape?
 S : Yes
 MT : Solid?
 S : Yes.
 MT : OK, good. I think we have finished, so next we will do exercise ya for this topic. Please learn at home ya. Thank you. Boleh istirahat ya.
 S : Thank you miss.
 class dismiss

7th Day of Observation

MT : Hello everybody
 S : Haaaaii
 MT : Clap one
 S : *claping their hands*
 MT : Clap two

S : *claping their hands*

MT : Clap three

S : *Silent*

MT : Alright. So you are ready ya to study.

S : Yes Miss

MT : So, I want to preview our last meeting. Yesterday we have already learned about states of matter. There are ... how many? How many states of matter?

S : Three

MT : What are they?

S : Gas.. Solid.. Liquid

MT : Apa itu solid?

S : Benda padat

MT : Liquid?

S : Benda... cair

MT : Gas?

S : Benda gas... asap

MT : Excellent. Ok today we will have exercise. It is about states of matter ya. So everybody please attention. I will explain, if you dont pay attention ya, I will not give you help later. *writes on the board* OK, What is it?

S : Strawberry

MT : Good. *writes on the board* Does it take up space? Apakah strawberry mengisi ruang?

S : Iya

MT : Why? Strawberry dapat mengisi ruang tidak? Jika kita letakkan straberry di dalam toples, ia akan membesar tidak mengisi seluruh bagian toples?

S : Tidak

MT : So, can it take up space?

S : *Silent*

MT : Yes or No?

S : Yes

MT : Ok. Misal, ini adalah strawberry ya. Miss masukkan ke dalam sini. Strawberrynya berubah bentuk tidak?

S : Tidak

MT : Memenuhi suluh bagian gelas ini tidak?

S : Tidak

MT : So, Does it take up space? Apakah strawberry mengisi ruang?

S : Tidak

MT : Tidak yaa.. kalau mengisi ruang, berarti seluruh bagian pada gelas ini berisi strawberry ya. Jelas?

S : Jelas miss

MT : Ok now, Does it weight anything? Apakah strawberry membebani sesuatu lain? Punya berat tidak strawberry?

S : Tidak

MT : Kenapa tidak?

S : Enteng miss

MT : Enteng? Haha cob strawberrynya ada seribu, berat tidak?

S : Berat miss *laughing*

MT : So even one strawberry has weight. Punya berat juga ya.. jadi gimana doses it weight anything?

S : Yes

MT : Yes apa? Yes.. It does.
 S : Yes it does.
 MT : Next, can you see it?
 S : Yes
 MT : Yes I can. *Writes on the board* Can it change its shape?
 S : Nooo
 MT : Why so?
 S : Karena padat miss
 MT : Ya? Kalau kita pindahkan ke tempat lain bentuknya sama atau berubah?
 S : Sama
 MT : So, can it change its shape?
 S : No
 MT : No, it cannot. *Writes on the board* So, let's see. Does it take up space?
 S : No
 MT : No, it doesn't. Does it weight anything?
 S : Yes it does
 MT : Can you see it?
 S : Yes, I can.
 MT : Can it change its shape?
 S : No
 MT : No, it cannot.
 S : No, it cannot.
 MT : So, strawberry is a...? *Writes on the board* Solid, Liquid or gas?
 S : Solid
 MT : Yes, strawberry is a solid. Good job. Now let's see. I have another stuffs.
 distributes worksheets ok everybody please attention. Look at you paper here. For number one, we have already discussed. So you just need to move the answer from the board. Write down you name first. Ya silahkan kerjakan.
 S : Miss ini kelompok?
 MT : Ya kelompok, boleh diskusi ya
 S : *doing the exercise*
 class dismiss

8th Day of Observation

MT : Are you ready to study English?
 S : Yes we are ready to study English.
 MT : Before we study please say basmallah.
 S : Bismillahirrahmanirrahim.
 MT : Okay I will keep your readiness, if I say clap one so you clap once ya, If I say clap two you clap two times If I say clap three times so you clap three times ya. Okay? Can you repeat? Can you do it? If I say clap one you clap one ya. Clap one!
 S : *Clap their hands once*
 MT : Ok yesterday we have done exercise, so today we will discuss it ya. So please come forward, I will call you one by one. *calling students to take their worksheets* Ok everybody has the papaer ya?
 S : Yes
 MT : Now let's see number 2. What is it?
 S : Steam

MT : Yes steam. It it used for what?
 S : Merebus air
 MT : Good. Ok let's see. The first question. Does it take space?
 S : Yes
 MT : Which one? The steam or the smoke?
 S : Smoke
 MT : Right. Does the smoke take space?
 S : Yes it does.
 MT : Yes it does. Next. Does it weight anything? Aisyah what's your answer?
 S : Does it weight anything? No it doesn't.
 MT : Good. Next, Can you see it? Fadilah? You wanna say something?
 S : Yes
 MT : Bisa dilihat tidak asap?
 S : Bisa
 MT : Bisa ya, so yes I can see it. Next, Can it change shape? Fadil?
 S : Yes it can
 MT : Good. So, steam is a ...?
 S : Gas
 MT : Good. Next number two. What is it?
 S : Minyak.. Oil
 MT : Yes it is oil. Does it take space?
 S : Yes it does
 MT : Right. Does it weight anything?
 S : Yes it does
 MT : Raisa you dont pay attention. Answer my question, does it wight anything?
 S : *Silent*
 MT : You may learn outside if you not ready here. Next, Iban, next question.
 S : Can you see it? Yes I can
 MT : Yes, we can see oil. Next, Nurul.
 S : Yes it can
 MT : Can it change shape?
 S : Yes
 MT : Ok, so oil is..?
 S : Liquid
 MT : Yes. Number three. What is it?
 S : Ice
 MT : Does it take up space?
 S : Yes
 MT : Why?
 S : Karena cair miss
 MT : Yes. Next, does it weight anything?
 S : Yes it does.
 MT : OK. Can you see it?
 S : Yes I can
 MT : Can it change its shape?
 S : Yes it can
 MT : Yes, next is.. what is it?
 S : A cloud.. awan
 MT : Boys. Does it take up space?
 S : Yes it is

MT : What? Yes it does or it is?
 S : eh it does it does
 MT : Yes it does. Next girls, can it weight anything?
 S : No it doesn't
 MT : Boys again, can you see it?
 S : Yes I can
 MT : Can it change its shape, girls?
 S : Yes it can
 MT : Like what?
 S : Bebek... star.. dog.. fish..
 MT : Alright. So, everybody.. a cloud is a..?
 S : Gas
 MT : Very good. Last one. What is it?
 S : Tree
 MT : Not tree but tree sap. What is sap?
 S : Getah..
 MT : Yes ya kemarin kan sudah dikasih tau. Sap is getah ya. So, Does it take up space?
 S : Yes
 MT : Can it weight anything?
 S : Yes it can
 MT : Can you see it?
 S : Yes we can
 MT : Can it change its shape, girls?
 S : Yes
 MT : Can it change its shape, boys?
 S : Yes it can
 MT : So, what is tree sap?
 S : Liquid
 MT : Very good. Now let's see your workbook.
 S : *doing exercise*
 class dismiss

AUTHOR BIOGRAPHY



DEASY HANDRIANI was born in Cirebon, 10th December 1994. She is the fourth child of Iman Haridjaya and Siti Maryani. She started her education at TK Dian Pertiwi in 1999. Then, she continued her study at SDN Pondok Kopi 04 Pagi. In 2007 she graduated from elementary school and continued her study at SMPN 213 Jakarta. After that, she continued her study at SMAN 102 Jakarta. In the second year, she took social study program then finally graduated in 2013. Then, she was being a student of English Language Education Study Program at Universitas Negeri Jakarta. She studied there for 4.5 years and finally passed her *skripsi* examination on January 23rd 2018. She can be reach on +081283947071 or edes4deasy@gmail.com .