

## **APPENDIX 3**

### CODING ON TEACHING PRACTICE OBSERVATION TRANSCRIPT 1 (Participant A)

Meeting	Time Description	Note	Code
1	00.46'	- The class started with the ice breaking 'whisper game'	
	00.53'	- The EFL pre-service teacher divided students into four groups (boys and girls)	
	05.40'	- The EFL pre-service teacher associate the game with the topic on that meeting	
	06.09'	- The EFL pre-service teacher asked about students' prior knowledge about 'announcement'	
	06.44'	- He continued with the explanation of 'announcement' by displaying it on the PPT	O/TPACK.TK/1/P.1 O/MTE.TC/1/P.1
	09.00'	- The EFL pre-service teacher showed the example of 'announcement' on the PPT then asked students to analyze it	O/TPACK.TK/1/P.1 O/MTE.TC/1/P.1
	10.00'	- The EFL pre-service teacher divided the worksheets and explained the instructions to do the assignment	O/TPACK.BF/1/P.1
	10.59'	- He continued to play the audio (listening task) while students did the assignment (At first, he would like to show the video but because it could not work he changed it into audio)	O/MTE.TC/1/P.1 O/TPACK.TK/1/P.1 O/TPACK.PK/1/P.1
	12.14'	- The EFL pre-service teacher replay the audio	O/TPACK.TK/1/P.1
	13.25'	- Both EFL pre-service teacher and students discussed the assignment together	

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14.10'	<ul style="list-style-type: none"> <li>- In the production session, the pre-service language teacher divided the colorful paper to the students then asked them to make the announcement based on a given situations (group works)</li> </ul>	<p>O/TPACK.CK/1/P.1 O/MTE.TC/1/P.1</p>
15.47'	<ul style="list-style-type: none"> <li>- The class ended with the summary of the lesson on that meeting</li> </ul>	
<p>Comments: The EFL pre-service teacher used PPT to display any key sentences that might help him to remember what to be delivered to students. The students looked very engaged with the lesson and explanations. They were actively responded to the questions and group discussion. The EFL pre-service teacher also often re-explained lesson or re-played the audio to make sure the students have understood the lesson. For the production activity the pre-service language teacher provided students with colorful paper to write the announcement.</p>		
01.23'	<ul style="list-style-type: none"> <li>- At the beginning, the EFL pre-service teacher asked students to play the color game as displayed on the PPT</li> </ul>	O/TPACK.TK/2/P.1
03.05'	<ul style="list-style-type: none"> <li>- The EFL pre-service teacher introduced the topic to the students then continued with reading the explanations through PPT</li> <li>- The EFL pre-service teacher asked student one by one to</li> </ul>	

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03.54'	read the definition of the sub-components in 'poem' on the PPT	O/TPACK.TK/2/P.1 O/MTE.TC/2/P.1
04.18'	- The EFL pre-service teacher explained the material	
08.10'	- The EFL pre-service teacher showed the picture of 'love' and 'broken car' then asked students to guess what does it imply (related to the title of the poem)	O/MTE.RT/2/P.1
09.24'	- He continued to show the example of poem on the PPT	O/TPACK.TK/2/P.1
09.31'	- The pre-service language teacher asked one student to read the example	O/MTE.TC/2/P.1 O/TPAK.BF/2/P.1
10.23'	- The pre-service foreign language divided a papers to the students and asked them to write the meaning of the poem (individual work)	
11.46'	- The EFL pre-service teacher asked several students to mention the meaning of the poem and wrote the answers on the white board	O/TPACK.TK/2/P.1
11.52'	- The student mentioned his answers (in <i>bahasa</i> )	O/MTE.TC/2/P.1
12.00'	- The EFL pre-service teacher asked student to translate it into English	
12.38'	- The EFL pre-service teacher gave advice to student who did not pay attention to the lesson	
14.15'	- The EFL pre-service teacher showed the picture of 'a kid' on the PPT then asked students to read it	
	- The EFL pre-service teacher asked students to make a poem based on the picture of 'a kid' which displayed on the PPT	O/TPACK.CK/2/P.1

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14.35'	- The EFL pre-service teacher asked student to read their poem	
	- The student read his poem and little bit explained it	
17.06'	- The EFL pre-service teacher wrote the title of the poem on the white board	O/MTE.TC/2/P.1 O/TPACK.CK/2/P.1
17.15'	- The EFL pre-service teacher asked the students about the	O/TPACK.TK/2/P.1
17.20'	lesson that have they learned in that meeting	O/MTE.TC/2/P.1
19.30'	- The pres-service language teacher delivered the topic for the next meeting	O/TPACK.BF/2/P.1
20.38'	Comments: The students seemed engaged in classroom activities. They actively asked the unclear information that delivered by the pre-service foreign language teacher. Nevertheless, mostly the pre-service language teacher only involved the same students to participate in the classroom. In this cycle the pre-service language teacher also motivated students to speak in English such as in delivering the answers. At the end of the lesson, the pre service language teacher also delivered the material to be studied in the next meeting.	O/TPACK.CK/2/P.1 O/TPACK.PK/2/P.1  O/MTE.TC/2/P.1

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### CODING ON TEACHING PRACTICE OBSERVATION TRANSCRIPT 2 (Participant B)

Meeting	Time Description	Note	Code
1	00.30'	- The EFL pre-service teacher invited the students to play a game 'who am I'	
	04.00'	- The EFL pre-service teacher introduced the material of the day by displaying it on the PPT	O/TPACK.CK/1/P.2 O/MTE.TC/1/P.2
	04.10'	- The EFL pre-service teacher asked the student about the meaning of 'asking and giving opinion' in <i>bahasa</i>	O/TPACK.EF/2/P.1
	07.35'	- The EFL pre-service teacher showed a video and asked students to write any expression of 'asking and giving opinion' in the video (the technical problem happened because the video could not produce a sound)	O/TPACK.PK/1/P.2 O/TPACK.TK/1/P.2 O/TPACK.BF/2/P.1
	(the video is end)		O/MTE.TC/1/P.2
	02.10'	- The EFL pre-service teacher asked student to mention the expressions	O/TPACK.TK/1/P.2 O/TPACK.CK/1/P.2
	02.40'	- The EFL pre-service teacher asked student to make a dialogue based on the given words on the PPT (pair work) - She continued to divide the worksheets to the students - The students did the assignment	
	02.54'	- The EFL pre-service teacher walked around to check	
	04.36'	students' works	

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- 05.25' - The EFL pre-service teacher asked students to read the dialogue
  - 10.09' - The student read the dialogue while other students listened to the readers
  - 10.34' - The lecturer asked the students if there a comment to the pre-service language teacher
  - 14.55' - The students gave a comment about: the game was not related with the topic, it would be better to ask students to retell the expressions after watching the video, and practice activity
  - 15.08' - The lecturer gave feedbacks to the pre-service language teacher about giving a more elaborated role play in the production session, involve more people in the activity, and it is better to relate the warming activity to the lesson
  - 18.47' - The lecturer practiced the warming activity by showing the pictures and continued to simulate it.
  - 20.45' - The lecturer suggested to display the expressions of asking and giving opinion on the PPT after the elicitation, select the expressions based on students' levels, do not read the expressions on the PPT, asked students to read after you, asked students to make a statement from a given words that showed on the PPT then do a role play
  - 24.25'

O/MTE.CR/1/P.2

Comment:

Some students seemed very engaged with some activities

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	<p>especially they were paid attention when watching the video by writing any information they got from the video and actively participate in the dialogue session. In contrast they seemed bored when the pre-service language teacher explained the examples of expressions because she read by herself without including students in the activity. Sometimes they were corrected their friend pronunciation once it incorrect. In addition, the practice activity spent much time because some students still found difficulty in making a dialogue. There was a discussion between students and lecturer in feedback session about the practice and production activities.</p>		
	10.40'	- The class started with a describing game	
	04.45'	- The EFL pre-service teacher asked students' prior knowledge about descriptive text	
	05.50'	- The EFL pre-service teacher showed the explanation of descriptive text through the PPT	
2	08.06'	- The EFL pre-service teacher asked one student to read components of descriptive text on the PPT	O/MTE.RT/2/P.2 O/TPACK.CK/2/P.2
	09.18'	- The EFL pre-service teacher showed the example of descriptive text on the PPT then continued to ask students to read it	O/MTE.TC/2/P.2 O/TPACK.CK/2/P.2
	12.37'	- The EFL pre-service teacher asked students to make a group of 3 or 4	O/TPACK.PK/2/P.2

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13.27'	- The EFL pre-service teacher divided a worksheet to the students	
14.36'	- She continued to give instructions to do the assignment	
15.15'	- While the activity, the pre-service language teacher walked around to check students' works	
18.43'	- The EFL pre-service teacher asked students to read their works	O/TPACK.CK/2/P.2
23.55'	- The EFL pre-service teacher asked students to make a descriptive text based on the picture displayed on the PPT (group work)	O/TPACK.PK/2/P.2 O/MTE.TC/2/P.2
26.30'	- The student volunteered herself to read her work	O/TPACK.TK/2/P.2 O/TPACK.BF/2/P.1 O/MTE.RT/2/P.1

Comment:

The students were sometimes buzy with theirselves and made noisy when the pre-service foreign teacher is explaining. However, they were enthusiastic in participating the activity. Also, some students seemed helped each other in doing the activity.

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