

## APPENDIX 2

### CODING ON OBSERVATION NOTE

Meeting	Note	Code
1	<ul style="list-style-type: none"> <li>- The teacher started the class with continue the previous lesson.</li> <li>- The teacher asked students to write the nominal number on their book.</li> <li>- The teacher spelled each nominal number slowly.</li> <li>- She helped the students in writing number</li> <li>- Students write nominal numbers into their book.</li> <li>-The teacher asked students to spell out the numbers verbally in English while writing in the book</li> <li>- The students spelled out the nominal numbers</li> <li>-The teacher improved students English pronunciation</li> <li>- The teacher spelled the next nominal number</li> <li>- The teacher checked one of students' writing and corrected it.</li> <li>- The teacher helped one students in spell out the nominal number</li> <li>- The teacher corrected students' writing</li> <li>- The teacher spelled out the next nominal number slowly</li> <li>- The students wrote the nominal number while spell it verbally</li> <li>- The teacher checked students' writing one by one</li> </ul>	<p>O/IRA/1</p> <p>O/GR/1</p>

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- The teacher asked students to correct their writing
  - The teacher corrected one of students' writing
  - The teacher spelled out the next nominal number
  - The students wrote the nominal number on their book
  - The teacher checked one of students' writing

**Comment:**

- Students with visual impairment used reglet and stylus/pens in their writing.
- Almost all of students participate actively in learning nominal numbers.
- The students spelled out the nominal numbers after teacher spoke.
- Almost all students looked very understand the material well.

- 2
- The teacher reviewed the previous material
  - The teacher asked students to open their book
  - The teacher asked students to read their book together
  - The students read together while touch their Braille carefully
  - The teacher corrected students pronunciation
  - The teacher guided students
  - The teacher reprimanded students who does not want to read
  - The teacher asked students to read aloud on their own

O/IRA/2

O/GR/2

- The students read the book with read aloud
- The teacher pay attention to every students who reads
- The teacher corrected students reading

**Comment:**

- The teacher reviews the lesson before starting a new topic.
- Not all students actively speak, only a few of them.
- Sometimes, the teacher admonished students who do not want to actively participate in reading.
- There is one students who seems she have a better understanding so that she helps her friends who is sitting in front of her.
- 3 - The teacher asked students to open their book
- The teacher gave ice breaking before going to the topic
- The teacher did interaction with students with asking their activity before entering the class
- The teacher gave the explanation about how to introduce self with spell out each word
- The students wrote the sentence on their book
- The teacher gave an example to students about how to introduce themselves to others
- The teacher asked students to make the sentences about how they introduce themselves to their friends
- The teacher guided students in making the sentences

O/TVI/3

O/IRA/3

O/GR/3

- The teacher asked low vision female students named Filsah about her hobby
- The teacher asked one by one about student hobby
- The teacher asked low vision students named Ikhsan who was beside her about his hobby.
- In introducing self, sometimes teachers share knowledge related to the material they are learning.
- After writing, the teacher reread the sentence that was written while the students followed each reading
- The teacher asked students to answer her questions related on their writing
- The teacher asked students the questions related to the topic one by one
- The teacher gave the opportunity to students to read on their own
- The teacher asked students to read aloud together
- The students practiced on their own with read their book.
- The teacher corrected the reading of students one by one in turns to check their understanding about the text and pronunciation.
- The teacher pay attention to every students since they read
- The teacher check out student's writing and correct if something goes wrong.

**Comment:**

- All of students looked engage in this topic.
- The students read their writing carefully.

- All of the students look active while learning that topic
  - The teacher always guides students in writing activities.
  - The teacher guided students reading in individual coaching, and sometimes she corrected the writing directly
  - The majority of students in this class were low vision, so they did not felt difficulty in learning.
- 4
- The teacher asked student to open their note book
  - The teacher asked students to take their phone
  - The teacher asked students to look for tongue twister on the internet O/TVI/4
  - The students looked for example of tongue twister on their phone
  - The teacher asked students one by one O/CL/4
  - The teacher asked students to practice on their own
  - Blinded female students helped to correct the pronunciation of words that spoken by one of her friends O/SCL/4
  - The teacher helped correct students pronunciation O/IRA/4
  - All of students looked focus in listening the words that on their gadget
  - Blinded male students which is sit in front of the teacher looked excited in practice tongue twister O/GR/4
  - Blinded males students asked teacher for help in improving his pronunciation
  - The teacher reprimanded one of blinded female students who did not want to read
  - The teacher gave an example in pronunciation to students

- The teacher asked students to actively speak so that she can correct their pronunciation.
- The teacher helped students who feel difficult in speaking.
- The teacher reminded students about the material that have been learned

**Comment:**

- Only some of the students who actively speak, while others are rather silent.
- When in that situation, the teacher tries to reprimand the students by motivating them to actively speak.
- The students use gadget as theirs tool to learn tongue twister.
- Some students write the meaning of the words, so they re-read the text.
- Some students will shout to practice pronunciation
- There were two blind students looked each other when operated their gadget
- The majority of students in this class were blended therefore they were more passive than class 7

- 5
- The teacher started by explaining the material
  - The teacher asked students to write on their note book
  - The teacher spells out the sentence
  - The students wrote on their notebook
  - The teacher asked to one of students about time and then the other students help to answer the question
  - Two of low vision male students that in front of the teacher asked about the use of “AM & PM” in time

O/SCL/5

- After explaining, the teacher tests students' understanding by giving questions to each student.
- Then, the teacher gives students questions as their practice
- The teacher asked students to answer the questions
- The teacher checked students work
- The teacher corrected students work together

**Comment:**

- All of the students engage in this activity.
  - All of the students look active while learning that topic
  - Both of the teacher and students make good interaction during learning process
  - All of them do the work very carefully.
- 6
- The teacher started lesson with reviewed the exam yesterday
  - The teacher introduced the new topic
  - The teacher asked about students' prior knowledge about "Descriptive Text"
  - The teacher continued with the explanation of "Descriptive Text" by giving the example
  - The teacher asked students to write on their note book
  - The teacher spell out the sentence slowly
  - The students wrote the sentence on their notebook
  - The teacher asked students about the use of tenses
  - The teacher reprimand one of students who is looked sleepy
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- The teacher engage students in making examples so that they can easily understand the material

**Comment:**

- The students seem rather unprepared to receive this material, so that communication between teachers and the students are hampered.

- The teacher seemed confused to understand students about the material

- Not all of them engage this activity

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