**OBSERVATION SHEET**

**Meeting :** 1 - 2

**Object :** Teacher and Students learning activity

**Day / Date :** 27 – 28 February 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Observation Items** | **Yes** | **No** | **Description** |
| **Facilities and infrastructure** | | | | |
| 1 | Facilities and infrastructure support the bilingual learning process | **√** |  | This LNP language program has not been implemented for a long time at Al-Izzah Natural Junior High School. As a result, teachers still use existing facilities such as speakers and laptops, as well as the WhatsApp application, which is used to deposit vocabulary with teachers. |
| 2 | Teachers make good use of facilities and infrastructure during the learning process | **√** |  | The teachers were able to maximize the facilities provided by the school and did not seem to have any difficulty using them to implement the LNP. |
| 3 | English is used for school formal documents |  | **√** | For school documents such as lesson plans, syllabuses, and others, the school uses Indonesian documents. This is done because the school basically still implements the national curriculum in addition to the natural curriculum, but so far it has not affected the LNP. |
| 4 | Schools organize content and themes independently according to class level (books, curriculum, etc.) | **√** |  | The school has implemented the theme of nature in the school as much as possible, such as by having several animals and plants and conducting camping activities. In addition, SMP Alam A-Izzah also compiles textbooks related to nature but also includes other themes as knowledge for students. |
| 5 | Schools use appropriate contexts and themes to facilitate student learning in bilingual programs. | **√** |  | The school has consistently used contexts appropriate for nature schools through books as well as more open classrooms with lots of plants. However, the school has not maximized its potential because the bilingual program has not been implemented for too long. |
| **Communication in English** | | | | |
| 1 | The teacher encourages students to communicate in the target language using vocabulary and structures that are familiar to students | **√** |  | Teachers encourage students' courage to use their English, such as when praying before starting class or encouraging students to talk more. Teachers also make a short guide to write new vocabulary every day on the blackboard in the classroom. |
| 2 | Teacher modifies language input according to students’ needs (slower speech, controlled vocabulary, etc.) | **√** |  | The teacher will usually pause after speaking; if the student still does not understand, the teacher will repeat the speech more slowly or translate some or all of the words. Sometimes the teacher will also give hints using body language to provide clues from the teacher's speech. |
| 3 | The teacher implements accelerated student communication by teaching "functional chunks" of the target language. "I don't understand, please speak more slowly." |  | **√** | Generally, teachers will apply several steps when students do not understand the teacher's speech, such as:   * Pausing, to give the student time to think. * Repeating, just in case the student missed some words. * Body language, to give clues * Translating, if the student does not seem to understand after the teacher has done the above three things. |
| 4 | The teacher provides many examples and various hints of meaning when introducing new vocabulary | **√** |  | Every morning, the school will add three vocabulary words that students must memorize, and then, with parental monitoring through video or voice notes, students will send the results of memorization along with sentences from each vocabulary to teachers. The memorization score will later be deposited with the teachers responsible for this LNP language program. |
| 5 | The teacher often checks students' understanding | **√** |  | The teacher will usually wait for a while to check the student's understanding and let the student think about the sentence. Afterward, the teacher will ask if the student understood what was said. |
| 6 | Teacher monitoring student understanding through interactive means of understanding checks, clarification requests, scaffolding, modelling, etc.) | **√** |  | When students do not seem to understand, the teacher repeats the words or translates part or all of the sentence. However, the teacher does most of the translating when having conversations outside the classroom. |
| 7 | The teacher involves students in active participation activities and responses | **√** |  | Yes, but the teacher has to be more active to trigger student engagement. The teacher will keep talking and asking the students. This directly stimulates students to keep responding. |
| **Thinking and Asking (In English)** | | | | |
| 1 | Ask questions, provide directions and produce activities to advance students through the levels of thinking | **√** |  | The teacher asks questions to the students to raise their curiosity, and gives clues using body language or an action. The teacher also conducts a game to make students more critical with description game. |
| 2 | Provide activities that allow students to ask questions and support answers | **√** |  | The teacher conducts activities that stimulate students' questions or opinions to emerge, both from the teacher and the students. The teacher makes a group activity by doing a description game about a profession or something. |
| 3 | Allow sufficient waiting time after asking the question | **√** |  | After the teacher asks a question or explains something, the teacher will not immediately move on and will give the students some time to process the question. However, when the student does not seem to understand, the teacher will repeat or provide a translation. |
| 4 | Using a reciprocal interaction approach in asking strategies while guiding students through learning using searched grouping | **√** |  | The teacher maximizes the use of group description games, where the teacher encourages students to interact with each other actively. The teacher also encourages each member to be active and enthusiastically guess. |
| 5 | Implement listening activities to help develop language and its meaning to communicate | **√** |  | Listening activities at school so far have included announcing new vocabulary every morning and break, as well as listening to songs in English that have good meanings or morals according to the age of the students. |
| 6 | Provide activities and opportunities to improve student speaking as students become more proficient | **√** |  | The activity provided by the school is where teachers and students observe each other, focusing on how students practice language. In this case, the teacher will make daily observations of the students either in class or outside of class. |
| **Short Term Program** | | | | |
| 1 | The school holds an English day to facilitate students' target language | **√** |  | SMP Alam Al-Izzah organizes the LNP into two parts in one month: two weeks for English and two weeks for Arabic. Each two-week period, whether the target language is English or Arabic, the overall rules are the same, although students are more familiar with and fluent in the practice of English. |
| 2 | The school has native speakers in the school |  | **√** | As the program is new this year, SMP Alam Al-Izzah is not yet able to provide native language speakers for students or other teachers. However, the school has a target of having native language speakers, but not in the near future. |
| 3 | The teacher provides opportunities for students to practice using the target language through activities, group work, cooperative learning while in class | **√** |  | The school has not provided too many activities for students to practice their target language skills, but in the classroom, teachers try to maximize language practice. |
| 4 | School provides special activities at school to hone English skills | **√** |  | So far, every morning, the school requires students to memorize three new vocabulary words. Here is the order:  1. After dhuha prayer, the school will use the thirty minutes before the class bell to announce three new vocabulary words along with their meanings. The vocabulary is announced several times (about 7–4 minutes) and then pauses with a song and then announces the new vocabulary again until the first class starts. The audio playback of the vocabulary is then done again during the first and second breaks with the same duration. 2. Students then memorize it as daily memorization. 3. Students deposit the memorization of vocabulary and example sentences of each vocabulary under the supervision of parents by recording videos and then sending them to their respective teachers. |
| **The ability of students to speak English** | | | | |
| 1 | Students communicate in English in the school environment | **√** |  | Students use English in the school environment. Apart from the regulations, teachers as well as school staff, such as administrative staff, encourage students to use English. However, because this English program is only used in the junior high school area while the canteen is outside the school area, students do not use English in that area. |
| 2 | Students communicate in English with teachers and friends | **√** |  | When talking to the teacher, students try to use English, although sometimes some students do not use it fully. The problem is that there are still quite a few students who do not use English. |
| 3 | Students are able to match language with experience (prior knowledge) | **√** |  | Students are quite capable of using their experiences in description games, but sometimes they have difficulty when they don't know the right vocabulary to use. |
| 4 | Students are able to modify the teacher's talk to make the input understandable | **√** |  | Students can understand the teacher's commands and words, then work or do the commands well, and when they do not understand, the students will ask or the teacher will make sure the students understand. |
| 5 | Students communicate in English with native speakers |  | **√** | Due to the absence of teachers who are native language speakers, students have not been able to speak with native language speakers. |

**REFERENCES:**

[1][1] M. Y. Haidir, “Analisis Penerapan Program Kelas Bilingual di SMP Negeri 3 Kota Tangerang Selatan,” *Repository.Uinjkt.Ac.Id*, 2020, [Online]. Available: http://repository.uinjkt.ac.id/dspace/handle/123456789/54905.

[2] F. Al-Maadheed, “Models of bilingual education in majority language contexts: An exploratory study of bilingual programmes in Qatari primary schools,” no. November 2013, 2013, doi: 10.5339/qfarf.2013.sshp-05.