



### Appendix 1. Blueprint of Observation Sheet

No	Dimensions	Indicators	Items
1	Teaching process is one of the dimensions of language teaching methodology for second language acquisition (Zein, 2017). This dimension refers to the way the language is taught by the teacher (Zein, 2017). It involves approaches, method, lesson plan and etc.	a. Teaching process is about how it is done. b. Teaching process refers to the method used in teaching. c. Teaching process is about the evaluation conducted by the teacher. d. Teaching process involves teachers' knowledge and skill. e. Teaching process involves their interaction with students.	a. 1, 2, 3 b. 4, 6, 8, 9 c. 10, 11, 12, 18, 19, 21 d. 5, 7, 13, 14, 15, e. 16, 20
2	Basic elements such as listening skill, speaking skill, reading, and writing skill, grammar, and vocabulary should be taught by teacher when teaching English language (Beacco et al., 2015; Zein, 2017).	Basic elements involve students' vocabulary mastery.	17

### Statements of Instrument

No	Syntax of Direct Method	Activities to be observed	Expert Judge		Comments
			Relevant	Irrelevant	
<b>Pre-Activity</b>					
1	Preparing the lesson plan.	The teacher has a prepared lesson plan for today's lesson.			
2	Stating learning objectives before class.	The teacher states their learning objectives before they start the class.			One item has been called irrelevant
<b>Main Activity</b>					
3	Presentating and demonstrating of knowledge and skills.	The teacher presents the learning objectives and the points of the learning clearly.			
4		The teacher presents the			

		knowledge step by step.			
5		The procedure that are done by the teacher is concrete and specific.			
6		The teacher checks students' understandings.			
7		The teacher is a good models for the students during the learning process.			
8	Providing time for guided learning.	The teacher gives time for students to do exercise which is brief and meaningful.			
9		The giving of exercise happens when students understand about the material well.			
10	Rechecking the understanding and giving students feedback	The teacher gives feedback during the learning process.			
11		The teacher provides clear and specific feedback.			
12		The feedback is focus on how students do the exercise and their understanding toward the material.			
13		Teacher should give a good model if the students show undesired behavior.			
14	Using visual aids and demonstrating the meaning of the words.	Teachers uses the visual aids to demonstrate the meaning of the words.			
15	Using native language in the classroom.	Teachers use English during learning process without using the native language.			
16	Communicating with students.	Teachers maintain good communication with the students related to the learning process.			
17	Emphasizing the learning of vocabulary.	In each meeting, the learning of vocabulary is usually emphasized by the teacher.			
<b>Post Activity</b>					
18	Giving chances for further practice and implementation of the knowledge.	The teacher gives chance to students to demonstrate the knowledge just learned.			One item has been called irrelevant
19		The teacher provides feedback on students' practice.			
20		The teacher asks students to			

		review their learning experience and to evaluate how they understand the concept previously learned.			
21		Teacher assigns homework which is given to students in order to give them chances applying the knowledge and prepares them to learn about the next chapter.			

### Appendix 2. Blueprint Interview Guide: Research Question 1

Research Question	Dimensions	Indicators	Items
How is the implementation of direct method in teaching English in North Bali Bilingual School?	Teaching process is one of the dimensions of language teaching methodology for second language acquisition (Zein, 2017). This dimension refers to the way the language is taught by the teacher (Zein, 2017). It involves the steps of the teaching process, the method used in the learning process, the evaluation, the teachers' knowledge and skills, classroom management, the techniques, and activities in the learning process.	<p>a. Teaching process is about how it is done.</p> <p>b. Teaching process refers to the method used in teaching.</p> <p>c. Teaching process is about the evaluation conducted by the teacher.</p> <p>d. Teaching process involves teachers' knowledge and skill.</p> <p>e. Teaching process involves their skill in classroom management.</p> <p>f. Teaching process involves the techniques and activity created</p>	<p>a. 1, 2</p> <p>b. 3, 4, 5, 6</p> <p>c. 7</p> <p>d. 8, 9, 10, 12, 13</p> <p>e. 11</p> <p>f. 14, 15</p>

		by the teacher.	
	Basic elements such as listening skill, speaking skill, reading, and writing skill, grammar, and vocabulary should be taught by teacher when teaching English language (Beacco et al., 2015; Zein, 2017).	<p>a. Basic elements involve students' written skill, such as reading and writing skill.</p> <p>b. Basic elements involve student's oral skill, such as speaking and listening skill.</p> <p>c. Basic elements involve students' vocabulary mastery.</p> <p>d. Basic elements involve students' knowledge about grammar.</p>	<p>a. 16, 17</p> <p>b. 18</p> <p>c. 19</p> <p>d. 20</p>

### Statements of Instrument

No	Questions	Expert Judge		Comments
		Relevant	Irrelevant	
<b>Teaching Process</b>				
1	How do you conduct English class for 1st grade students in NBBS?			
2	Are there any particular steps of teaching English in 1 <sup>st</sup> grade students?			
3	How do you state the purpose of the learning?			
4	How do you present or demonstrate the			

	knowledge that you have delivered to the students?			
5	Do you provide time for guided learning such as exercises and practice during the learning process?			
6	How do you recheck the understanding of students and give students feedback?			
7	How do you give further practice and implementation of knowledge?			
8	If students do not understand about words in English that you have said, how do you manage the situation?			
9	Do you usually give example, give further explanation, widen the topic, repeat the words over and over again, and give the context of how it is used?			
10	Have you done any translation to students when conducting English class?			
11	How do you handle the students who are still not able to read and write?			
12	Do you find this learning process cost a lot of fees?			
13	Do you think that it is suitable for students?			
14	What are the activities that are conducted in English Class?			
15	What techniques that are used when teaching English to 1 <sup>st</sup> grade students? (e.g. questions and answer, reading aloud, conversation practice, dictation, fill in the blank, getting students to self correct, paragraph writing, and map drawing).			
<b>Basic Elements</b>				
16	Does this learning process affect student's' reading and writing ability?			
17	Do you find reading and writing ability of students are not developed through direct method?			
18	How do you encourage students to speak English in the classroom?			
19	How do students express their ideas when they do not know the vocabulary?			
20	How do you teach grammar of English to students? Is it inductive or deductive?			

### Appendix 3. Blueprint Interview Guide: Research Question 2

Research Question	Dimensions	Indicators	Items
What is the teacher's perception on the impact of direct method toward students' learning qualities?	Learning activities is the dimension that refers to the activity that is conducted by teachers during learning process (Brown & Kurzweil, 2017; Ghufron & Hardiyanto, 2017).	Learning activities refers to the learning input, process, and the outcomes of learning.	1, 2, 3
	Conceptual input is one of the dimensions related to learning input (Rowe & Snow, 2020). This dimension refers to the topic that is used in teaching English. The input is used as challenge for students' development (Rowe & Snow, 2020).	<p>a. Conceptual input is related to the present objects.</p> <p>b. Conceptual input talks about words meaning.</p>	<p>a. 4, 5, 6</p> <p>b. 7</p>
	Learners' participation and behavior is one of the dimensions of language teaching methodology for second language acquisition (Zein, 2017). This dimension refers that the success of the learning depends on the object of the teaching itself, which are students (Zein, 2017). It involves active	<p>a. Learners' participation and behavior dimension refers to active participation and involvement of students.</p> <p>b. Learners' participation and behavior dimension refers to the varied understanding of students.</p> <p>c. Learners'</p>	<p>a. 8</p> <p>b. 9, 10, 11</p> <p>c. 12, 13</p>

	participation, belief, behavior, and etc.	participation and behavior dimension refers to the personal characteristics and behavior of students.	
	Learning achievement is the dimensions that refer to the skill, knowledge and also the behavior of students (Krick Oborn & Johnson, 2015; Lee, 2015). Learning achievement is the result of learning that is showed by students.	<p>a. Learning achievement refers to the knowledge owned by the students.</p> <p>b. Learning achievement refers to the skill owned by the students.</p> <p>c. Learning achievement refers to the behavior showed by the students.</p>	<p>a. 14, 17</p> <p>b. 15, 16</p> <p>c. 18</p>

### Statements of Instrument

No	Questions	Expert Judge		Comments
		Relevant	Irrelevant	
<b>Learning Activities</b>				
1	What do you think about the impact of direct method in general?			
2	What is your perception about the learning quality of English Class in general?			
3	Do you find that students' English			



	proficiency have significant progress after the first semester?			
<b>Conceptual Input</b>				
4	What is the topic that is usually taught to students in classroom?			
5	Is it about things that they can see and they are interested in?			
6	What is your opinion as teacher about the materials that are given to the students during learning process?			
7	Does it involve any pictures, videos, PowerPoint and other medias to explain about words meaning?			
<b>The Learners' Participation and Behavior</b>				
8	How is students' participation during English class?			
9	Have you ever found students who are not active in class?			
10	Have you found yourself in the situation in which students are not active and engaging at all?			
11	How do you handle the situation when it happens?			
12	How do they behave in general?			
13	Are students happy learning English?			
<b>Learning Achievement</b>				
14	What do you think about the learning outcomes of students in general?			
15	What do you think about the written skills of students in English language?			
16	What do you think about the oral skill of students in English language?			
17	Do any of students show bad scores or grades after the class?			
18	Are there any certain attitude, behavior or habit that are formed from the English class that are conducted?			

#### Appendix 4. Expert Judgment of Instrument

Expert Judge Sheet  
Instrument: Observation Sheet  
Expert judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		
21		V	<p>I add some options about The teacher gives chance to students to demonstrate the knowledge just learned</p> <p>The teacher provides feedback on students' practice</p> <p>The teacher asks students to review their learning experience and to evaluate how they understand the concept previously learned</p>

Expert Judge Sheet  
Instrument: Interview Guide Research Question 1

Expert judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		

Expert Judge Sheet  
Instrument: Interview Guide Research Question 2  
Expert judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		

13	V		
14	V		
15	V		
16	V		
17	V		
18	V		

**Singaraja, 12 Nov 2021**

**Judge 1**

**Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.**

Expert Judge Sheet  
Instrument: Observation Sheet  
Expert judge 2: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3		V	The purpose is not observable.
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		
21	V		

Expert Judge Sheet  
Instrument: Interview Guide Research Question 1  
Expert judge 2: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		
20	V		

Expert Judge Sheet  
Instrument: Interview Guide Research Question 2  
Expert judge 2: Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

No	Response		Comments
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		

14	V		
15	V		
16	V		
17	V		
18	V		

Singaraja, 30 Nov 2021

Judge 2



Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

## PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “Analysis on the Implementation of Direct Method in Teaching English for 1st Grade of Students in North Bali Bilingual School” beserta seluruh isinya adalah benar-benar karya saya sendiri dan tidak melakukan penjiplakan serta pengutipan dengan cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya ini.

Singaraja, 28 April 2022  
Yang membuat pernyataan,



Made Raninta Candra Dewi