Appendix 01. Observation Sheet Date : July 25th

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
1	Listen and Repeat	
2	Listen and Do it	
3	Questions and Answers	
	Questions and 7 ms wers	
	SLEVE	A.A.
4	Substitution.	C.
	2 546 R	
5	Draw and color	
	No other Section Control of the Section Contr	
6	Listen and Identify	
7	See Differences	Y))))
8	In a partner	
0	in a partier	TI -
	10110	/-
	Westergaard (2009, p.22)	
1	Group discussion or debate	
	crossp discussion of decide	
2	Role play and simulation	
	<u> </u>	

3	Game and quiz	-The teacher used quiz in opening, the quiz related of things around students
		-After used the flashcard, the teacher used game. The game used was QnA game. The students were drilled with questions regarding the learning material
		-In closing the class, the teacher used quiz to check students' understanding regarding the material.
4	First-person case studies and narratives	
	Shin (2006, p.3)	IDIKAN C.
1	Using visual, realia and movement	The state of the s
2	Involve students in making visuals and realia	-During the main activity, the teacher introduced vocabulary to the students by using flashcard. The flashcard was about things around students such as pencil, pen, table, etc.
3	Move from activity to activity	
4	Teach in themes	CS B
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	
9	Others	-The last technique used was song. The teacher and students sang a song together. The song was

	twinkle-twinkle little star.

Date : 26th July 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	DIKANG
2	Listen and Do it	To a To
3	Questions and Answers	
4	Substitution.	
5	Draw and color	
6	Listen and Identify	
7	See Differences	
8	In a partner	
	Westergaard (2009, p.22)	

1	Group discussion or debate	
2	Role play and simulation	
3	Game and quiz	-The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with family members - During the main-activity the teacher used game. The game used was QnA game. The students were drilled with questions regarding the how many brother/sisters do the students have, what are they doing, etc The teacher used Quiz during the post-activity to check students' understanding regarding the material.
4	First-person case studies and narratives	AVC.
	Shin (2006, p.3)	次的 量 7
1	Using visual, realia and movement	
2	Involve students in making visuals and realia	
3	Move from activity to activity	ARD
4	Teach in themes	
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	

9	Others	-The last technique used in main-activity was
		song. The teacher and students sang a song
		together. The song was Johnny-Johnny Yes Papa



Date : 29th July 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
2	Listen and Do it	
3	Questions and Answers	IDD
	TAN TAN	The state of the s
		1/2
4	Substitution.	
_	Draw and color	
5	Draw and color	
	SU (db)	
6	Listen and Identify	300
0	Listen and identify	THE STATE OF THE S
		MANAY AND THE STATE OF THE STAT
7	See Differences	1112
8	In a partner	- 4 4
	100	
	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	
3	Game and quiz	-The teacher used Quiz to brainstorm the
	1	students before starting the teaching and
		learning activity. The quiz was related with
		holiday (simple past tense).
		- The teacher used game during the main-

		activity. The game used was QnA game. The students were drilled with questions regarding what did they do during weekend/holiday, where did they go, etc. -The teacher used Quiz to check students' understanding regarding the material
4	First-person case studies and narratives	
	Shin (2006, p.3)	
1	Using visual, realia and movement	
2	Involve students in making visuals and realia	IDIR
3	Move from activity to activity	N. C. A. L. C. A. L. C. C. A. L. C.
4	Teach in themes	双侧
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	ON
8	Bring in helpers from the community	
9	Others	The last technique in main-activity used was song. The teacher and students sang a song together. The song was <i>BINGO</i> song.



Date : 30th July 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
2	Listen and Do it	
3	Questions and Answers	IDIA
	TASTE	ANG
4	Substitution.	Do Fr.
		7 F. 7
5	Draw and color	
	V (b)	5 1/3 · ·
6	Listen and Identify	(((iii))
	A CONTRACTOR OF THE PARTY OF TH	
7	See Differences	
8	In a partner	- SE -
	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	-The teacher used Quiz to brainstorm the
		students before starting the teaching and
		learning activity. The quiz was related with the fairy tale that the students know.
		- During the main-activity, the teacher selected
		the role player and asked them to read and

		memorize the short script. After reading, the teacher asked the students to practice before perform the script in front of the class. The last main activity was the students performed the script in front of the class.
3	Game and quiz	
4	First-person case studies and narratives	
	Shin (2006, p.3)	
1	Using visual, realia and movement	IDIRANC.
2	Involve students in making visuals and realia	To E
3	Move from activity to activity	
4	Teach in themes	
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	(SB)
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	



Date : 4th August 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
4	Listen and Danset	
1	Listen and Repeat	
2	Listen and Do it	
3	Questions and Answers	IDIKAN
4	Substitution.	
5	Draw and color	
6	Listen and Identify	
7	See Differences	
8	In a partner	SH
	Westergaard (2009, p.22)	
1	Group discussion or debate	

2	Role play and simulation	-During the main activity, the teacher explain about the expression of greetings. After that, the teacher asked the students to make group before perform the dialogue in front of the class related with greetings and introducing friends.
3	Game and quiz	-The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with friends that the students haveDuring the post-activity the teacher used Quiz to check students' understanding regarding the material.
4	First-person case studies and narratives	
	Shin (2006, p.3)	DIKANG
1	Using visual, realia and movement	To the second
2	Involve students in making visuals and realia	
3	Move from activity to activity	
4	Teach in themes	
5	Use stories and contexts familiar to students	(S)
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	

9	Others	The last technique used during the main-activity
		was song. The teacher and students sang a song
		together. The song was <i>The More We Get</i>
		Together Song.
1		

Date : 5th August 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
	and the second	
1	Listen and Repeat	ARD
2	Listen and Do it	
3	Questions and Answers	
4	Substitution.	
5	Draw and color	

Listen and Identify	
See Differences	
In a partner	
Westergaard (2009, p.22)	
Group discussion or debate	
Role play and simulation	IDIR
Game and quiz	-The teacher used Quiz in pre-activity to brainstorm the students before starting the teaching and learning activity. The quiz was related with what are the students doing (Simple Progressive). -During the main-activity, the teacher used QnA game by drilling questions such as what are you doing? Where are you now? - During the post-activity, the teacher used Quiz to check students' understanding regarding the material.
First-person case studies and narratives	
Shin (2006, p.3)	SH
Using visual, realia and movement	
Involve students in making visuals and realia	
Move from activity to activity	
Teach in themes	
	See Differences In a partner Westergaard (2009, p.22) Group discussion or debate Role play and simulation Game and quiz First-person case studies and narratives Shin (2006, p.3) Using visual, realia and movement Involve students in making visuals and realia Move from activity to activity

5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	
9	Others	During the post-activity, the teacher used song and sang song together. The song was <i>Are you sleeping brother John</i>



Date : 9th August 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
	TA.	
2	Listen and Do it	
3	Questions and Answers	IDIKANO
4	Substitution.	Dr. Fr.
	1 S 6 1	7.5 6
5	Draw and color	
6	Listen and Identify	311(43)
	Distort and recording	
7	See Differences	
8	In a partner	SH
	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	
3	Game and quiz	-During the pre-activity, the teacher used Quiz to
		brainstorm the students before starting the teaching and learning activity. The quiz was

		related with what are the students doing (Simple Progressive).
		-During the post-activity, the teacher used Quiz to check students' understanding regarding the material.
4	First-person case studies and narratives	
	Shin (2006, p.3)	
1	Using visual, realia and movement	
2	Involve students in making visuals and realia	-During the main activity, the teacher used flashcard to introduce new vocabulary for the students. It was about animal on the sea.
3	Move from activity to activity	AN CHA
4	Teach in themes	汉的 量 7
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	OBA
8	Bring in helpers from the community	
9	Others	The last technique in used in main-activity was song. The teacher and students sang a song together. The song was <i>baby shark</i>

Date : 11th August 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
2	Listen and Do it	
3	Questions and Answers	IDE
	TASTERIO	DIMAN
4	Substitution.	
5	Draw and color	64 90 E
	State S	
6	Listen and Identify	antes)
	A COSTA	
7	See Differences	
8	In a partner	- SE -
	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	
3	Game and quiz	-During the pre-activity, the teacher used Quiz to brainstorm the students before starting the

		teaching and learning activity.
		- During the main-activity, the teacher used QnA game by drilling questions such as how is your feeling today, are you happy?
		-During the post-activity, the teacher used Quiz to check students' understanding regarding the material.
4	First-person case studies and narratives	
	Shin (2006, p.3)	
1	Using visual, realia and movement	
2	Involve students in making visuals and realia	MCA
3	Move from activity to activity	次的 量 7
4	Teach in themes	
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	
9	Others	-During the last techniques used in main-activity was song. The teacher and students sang a song together. The song was <i>if you are happy</i>

Date : 14th August 2019

Teacher :

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
2	Listen and Do it	
	C PEND	IDIR
3	Questions and Answers	W.C.
	2 5 M	
4	Substitution.	1720 32
	E CO	
5	Draw and color	371/4
		A COUNTY OF THE PROPERTY OF TH
6	Listen and Identify	MANA CONTRACTOR
7	See Differences	
	ADII	SB
8	In a partner	
	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	-During the main activity, the teacher explainpart
		of human body in the laptop. After that, the teacher used QnA game by point randomly
		questions such "where is you finger?".

3	Game and quiz	-During the pre-activity, the teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with human body.
4	First-person case studies and narratives	,
	Shin (2006, p.3)	
1	Using visual, realia and movement	
2	Involve students in making visuals and realia	
3	Move from activity to activity	DIKAN
4	Teach in themes	A SELLIN
5	Use stories and contexts familiar to students	
6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	SHA
9	Others	The last technique used during the main-activity, was song. The teacher and students sang a song together. The song was and Finger Family

Date : 16th August 2019

NO	TYPES OF TECHNIQUES	DESCRIPTION
	Scott & Yeterberg (2001)	
1	Listen and Repeat	
_	Eisten und Repeat	
2	Listen and Do it	PENDIDIR.
	TAS	AND THE PROPERTY OF THE PROPER
		Alaba Y
3	Questions and Answers	() () E
4	Substitution.	
		TANTON
5	Draw and color	
	210.7 dila color	
	2	DIKSH
	111 16	
6	Listen and Identify	
7	See Differences	
	To a newton	
8	In a partner	

	Westergaard (2009, p.22)	
1	Group discussion or debate	
2	Role play and simulation	- The teacher selected the role player and asked them to read and memorize the short script about CINDERELA during the main activity. After reading, the teacher asked the students to practice before perform the script in front of the class
3	Game and quiz	 During the pre activity ,the teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with fairy tale that the students know The teacher used Quiz to check students' understanding regarding the material during post activity.
4	First-person case studies and narratives	
	Shin (2006, p.3)	
1	Using visual, realia and movement	DIKSH
2	Involve students in making visuals and realia	
3	Move from activity to activity	
4	Teach in themes	
5	Use stories and contexts familiar to students	

6	Establish classroom routines in English	
7	Use L1 as a resource when necessary	
8	Bring in helpers from the community	
9	Others	The last main activity was the students sang a song. The song was Finger family.



Objective: To find out the teaching technique used in teaching English to young

learners in LES English course

Subject: Teacher

Date of Observation: July 25th

Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class
Flashcard	The teacher used flashcard. The flashcard
	was about things around students.
Game	The game used was QnA game.
Song	The teacher sang a song together with the
CA. 7.	students. The song was twinkle-twinkle
0811.0	little star.

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity.

Main Activity

During the main activity, the teacher introduced vocabulary to the students by using flashcard. The flashcard was about things around students such as pencil, pen, table, etc. After using flashcard, the teacher used game. The game used was QnA game. The students were drilled with questions regarding the learning material. The last technique used was song. The teacher and students sang a song together. The song was twinkle-twinkle little star.

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: July 26th

Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Game	The game used was QnA
Song	The teacher sang a song together with the
	students. The song was Johnny-Johnny Yes
	Рара

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with family member. The teacher told that the learning material for todays lesson is family.

Main Activity

During the main activity, the teacher introduced vocabulary about family by explaining directly to the students and explain it by using laptop. The lecturing technique was used. After that, the teacher used game. The game used was QnA game. The students were drilled with questions regarding the how many brother/sisters do the students have, what are they doing, etc. The last technique used was song. The teacher and students sang a song together. The song was *Johnny-Johnny Yes Papa*

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 29th July

Date of Observation. 25 July	
Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Game	The teacher used QnA game
Song	The teacher sang a song together with the
	students. The song was BINGO

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with holiday (simple past tense). The teacher told that the learning material for todays' is what did the students do during weekend/holiday.

Main Activity

During the main activity, the teacher explain about the rule of simple past tenses in the laptop. After that, the teacher used game. The game used was QnA game. The students were drilled with questions regarding what did they do during weekend/holiday, where did they go, etc. The last technique used was song. The teacher and students sang a song together. The song was *BINGO* song.

Post activity

Objective: To find out the teaching technique used in teaching English to young

learners in LES English course

Subject: Teacher

Date of Observation: 30th July

Technique	Remarks
Quiz	
Role Play	The teacher used Role Play. The story used
	was Bawang merah & putih

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with the fairy tale that the students know. The teacher told that the learning activity was about playing a role.

Main Activity

The teacher selected the role player and asked them to read and memorize the short script. After reading, the teacher asked the students to practice before perform the script in front of the class. The last main activity was the students performed the script in front of the class.

Post activity

Before ending the lesson, the teacher asked the students the lesson that can be learnt from the story.



Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 4th August

Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Roleplay	Role Play
Song	The teacher sang a song together with the
	students. The song was The More We Get
	Together

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with friends that the students have. The teacher told that the learning material for todays' is greetings and making new friends

Main Activity

During the main activity, the teacher explain about the expression of greetings. After that, the teacher asked the students to make group before they will perform a dialogue in front of the class related with greetings and introducing friends. The last technique used was song. The teacher and students sang a song together. The song was *The More We Get Together*song.

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 5th August

Tate of Case various 7 (against	
Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Game	The teacher used QnA game
Song	The teacher sang a song together with the
	students. The song was Are you sleeping
	brother John

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with what are the students doing (Simple Progressive). The teacher told that the learning material for todays' is what are you doing?

Main Activity

During the main activity, the teacher give and explain the rule of simple progressive in the laptop. After that, the teacher used QnA game by drilling questions such as what are you doing? Where are you now?. The teacher and students sang a song together. The song was Are you sleeping brother John

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 9th August

- 4.0 0. 0.000. 0.000. 0.000.	
Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Flashcard	The teacher used flashcard about animal
Song	The teacher sang a song together with the
	students. The song was baby shark

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with what are the students doing (Simple Progressive). The teacher told that the learning material for todays' is what are you doing?

Main Activity

During the main activity, the teacher used flashcard to introduce new vocabulary for the students. It was about animal on the sea. The last technique used was song. The teacher and students sang a song together. The song was baby shark

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 11th August

Date of Observation. II August	
Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Game	The teacher used QnA game
Song	The teacher sang a song together with the
	students. The song was if you are happy

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with their condition. The teacher told that the learning material for todays' is *your feeling*

Main Activity

During the main activity, the teacher explain the expression in showing feeling in the laptop. After that, the teacher used QnA game by drilling questions such as how is your feeling today, are you happy? The teacher and students sang a song together. The song was if you are happy

Post activity

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 14th August

Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Role play	The teacher used QnA game

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with human body. The teacher told that the learning material for todays' human body

Main Activity

During the main activity, the teacher explain about part of human body in the laptop.

After that, the teacher used QnA game by ask every students about questions related of the material such "where is you finger?". The teacher and students sang a song together. The song was and Finger Family

Post activity

Before ending the lesson, the teacher used Quiz to check students' understanding regarding the material. The teacher asked the students to prepare for the next lesson in the next meeting.

DIKS

Objective: To find out the teaching technique used in teaching English to young learners in LES English course

Subject: Teacher

Date of Observation: 16th August

Technique	Remarks
Quiz	The teacher used Quiz in opening and
	closing the class.
Game	The teacher used QnA game
Song	The teacher sang a song together with the
	students. The song was finger family

Activities

Pre-Activity

The teacher used Quiz to brainstorm the students before starting the teaching and learning activity. The quiz was related with fairy tale that the students know. The teacher told that the learning activity was about playing a role.

Main Activity

The teacher selected the role player and asked them to read and memorize the short script about Cinderela. After reading, the teacher asked the students to practice before perform the script in front of the class. The last main activity was the students sang a song.

Post activity



Date :

Items					Mee	eting				
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)		1								
Listen and Repeat	EN	DH	lk							
2. Listen and Do it	1			16	1					
3. Questions and Answers			4	2	200		1			
4. Substitution.				,		7				
5. Draw and color		\mathbb{N}'	> V	\mathbb{R}^{2}						
6. Listen and Identify	D I		7 E							
7. See Differences		1								
8. In a partner										
Westergaard (2009, p.22)										
Group discussion or debate										

2. Role play and simulation									
3. Game and quiz									
4. First-person case studies and narratives									
Shin (2006, p.3)		A							
1. Using visual, realia and movement		1	16						
2. Involve students in making visuals and realia	PEN	DII	IK.	A 6					
3. Move from activity to activity.	T.		200		T.S.L.	10.00	7		
4. Teach in themes.				Ý	86				
5. Use stories and contexts familiar to students.		Ą		2		J			
6. Establish classroom routines in English.	Di	K	B						
7. Use L1 as a resource when necessary.									
8. Bring in helpers from the community.									
9. Collaborate with other teachers in your school.									

10. Communicate with other TEYL					
professionals					

Date :

Items	Meeting										
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	
Scott & Yeterberg (2001)	\mathcal{M}	Ų		2							
2. Listen and Repeat	D T		E	1	7/						
2. Listen and Do it											
3. Questions and Answers											
4. Substitution.											
5. Draw and color											

6. Listen and Identify									
7. See Differences									
8. In a partner									
Westergaard (2009, p.22)									
2. Group discussion or debate		24		8					
2. Role play and simulation	EN	DII	IR,	13					
3. Game and quiz		Æ.		3	NE		15		
4. First-person case studies and narratives	7) Track	1 Sa	and the	1111	A IV			
Shin (2006, p.3)	34	7	3//			1	1		
1. Using visual, realia and movement		35	14	M					
2. Involve students in making visuals and realia	Di	K /	S B		1				
3. Move from activity to activity.									
4. Teach in themes.									
5. Use stories and contexts familiar to students.									

6. Establish classroom routines in English.							
7. Use L1 as a resource when necessary.							
8. Bring in helpers from the community.							
9. Collaborate with other teachers in your school.							
10. Communicate with other TEYL professionals	EN	DH) Ik				

Date :

Items					Med	eting					
	1 st 2 nd 3 rd 4 th 5 th 6 th 7 th 8 th 9 th 10 th										
Scott & Yeterberg (2001)											

3. Listen and Repeat								
2. Listen and Do it								
3. Questions and Answers								
4. Substitution.								
5. Draw and color								
6. Listen and Identify	EN	DH	IK.					
7. See Differences	d		6	6	1	1		
8. In a partner	177		4					
Westergaard (2009, p.22)	3			\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	{			
3. Group discussion or debate		<u> </u>	<i>\\</i>	\leq				
2. Role play and simulation	D I	K	E					
3. Game and quiz								
4. First-person case studies and narratives								
Shin (2006, p.3)								
1. Using visual, realia and movement								

2. Involve students in making visuals and realia								
3. Move from activity to activity.								
4. Teach in themes.								
5. Use stories and contexts familiar to students.								
6. Establish classroom routines in English.	EN	DH) K					
7. Use L1 as a resource when necessary.	20			N.C.	1			
8. Bring in helpers from the community.			4		. M.S.	1		
9. Collaborate with other teachers in your school.								
10. Communicate with other TEYL professionals	N	<i>y</i>	351					

Date :

Items					Med	eting				
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)										
4. Listen and Repeat										
2. Listen and Do it	T N	M	l E							
3. Questions and Answers	e de		Š	NG	· ·					
4. Substitution.	Z.		Z9.		100		7			
5. Draw and color				Ŋ						
6. Listen and Identify	M	Ĭ	7			1	9			
7. See Differences	D.	<i>></i>	1		7					
8. In a partner			Ale		4					
Westergaard (2009, p.22)										
4. Group discussion or debate										
2. Role play and simulation										

3. Game and quiz									
4. First-person case studies and narratives									
Shin (2006, p.3)									
1. Using visual, realia and movement		A							
2. Involve students in making visuals and realia	T 1	T T 1							
3. Move from activity to activity.	4		ur.	NG	2				
4. Teach in themes.	Z Z		<u> </u>		T.S.L.		7		
5. Use stories and contexts familiar to students.				g v	i e	7			
6. Establish classroom routines in English.	ΣK	5	$\lesssim 1/2$						
7. Use L1 as a resource when necessary.	DI	K	H						
8. Bring in helpers from the community.									
9. Collaborate with other teachers in your school.									
10. Communicate with other TEYL professionals									

Date :

Items	EN	DH)IR		Med	eting				
ARAII A	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)			4				1			
5. Listen and Repeat	3						M			
2. Listen and Do it			$> \!\! ert_{-} \!\! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! $	$\langle \cdot \rangle$						
3. Questions and Answers	D I	K	E	100						
4. Substitution.		1								
5. Draw and color										
6. Listen and Identify										
7. See Differences										

8. In a partner								
Westergaard (2009, p.22)								
5. Group discussion or debate								
2. Role play and simulation								
3. Game and quiz				6				
4. First-person case studies and narratives	EN	DII ⇔	R.	136				
Shin (2006, p.3)			? ?		188	77		
1. Using visual, realia and movement		Y)((
2. Involve students in making visuals and realia								
3. Move from activity to activity.	/ h	5	5	1	7			
4. Teach in themes.					7			
5. Use stories and contexts familiar to students.								
6. Establish classroom routines in English.								
7. Use L1 as a resource when necessary.								

8. Bring in helpers from the community.						
9. Collaborate with other teachers in your school.						
10. Communicate with other TEYL professionals						
11. Others	·					

Date :

Items	Meeting									
UA	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)					7					
6. Listen and Repeat										
2. Listen and Do it										
3. Questions and Answers										

									1
4. Substitution.									
5. Draw and color									
6. Listen and Identify									
7. See Differences									
8. In a partner		44	11	8					
Westergaard (2009, p.22)	EN	DH	IR,	13					
6. Group discussion or debate				6	1		7		
2. Role play and simulation	77			Took?	118.5	~ N			
3. Game and quiz	4								
4. First-person case studies and narratives		KE	3/6						
Shin (2006, p.3)	Di	24	3 B		1				
1. Using visual, realia and movement									
2. Involve students in making visuals and realia									
3. Move from activity to activity.									

4. Teach in themes.								
5. Use stories and contexts familiar to students.								
6. Establish classroom routines in English.								
7. Use L1 as a resource when necessary.								
8. Bring in helpers from the community.		111						
9. Collaborate with other teachers in your school.	5		· A	NO	1			
10. Communicate with other TEYL professionals					SILVE			

Date :

Items	Meeting
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	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)										
7. Listen and Repeat										
2. Listen and Do it										
3. Questions and Answers		2								
4. Substitution.	EN	DH	IK.							
5. Draw and color	d			(4					
6. Listen and Identify	0) 77		4		1					
7. See Differences										
8. In a partner		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	35	\leq						
Westergaard (2009, p.22)	D ₁	K	S E							
7. Group discussion or debate										
2. Role play and simulation										
3. Game and quiz										
4. First-person case studies and narratives										

Shin (2006, p.3)									
1. Using visual, realia and movement									
2. Involve students in making visuals and realia									
3. Move from activity to activity.		A							
4. Teach in themes.		1	16						
5. Use stories and contexts familiar to students.	EN	DII A	IK.	NO					
6. Establish classroom routines in English.					B.S. BAT	-	7		
7. Use L1 as a resource when necessary.				2					
8. Bring in helpers from the community.		Ų	$A \le$?					
9. Collaborate with other teachers in your school.	D ₁	K	3 B						
10. Communicate with other TEYL professionals									

Date :

Items	Meeting										
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	
Scott & Yeterberg (2001)											
8. Listen and Repeat		ALL R	IR.	NO							
2. Listen and Do it			\ 		N. S. L.	100	7				
3. Questions and Answers		3) (E	7 SE								
4. Substitution.))			all a				
5. Draw and color	T T	<i>></i>	4								
6. Listen and Identify					1						
7. See Differences											
8. In a partner											
Westergaard (2009, p.22)											

8. Group discussion or debate								
2. Role play and simulation								
3. Game and quiz								
4. First-person case studies and narratives		A						
Shin (2006, p.3)			86					
1. Using visual, realia and movement	EN	DIII a	IK.	A.				
2. Involve students in making visuals and realia					NESTA.	1		
3. Move from activity to activity.				P	36			
4. Teach in themes.	7	ij	Y)	9		1		
5. Use stories and contexts familiar to students.	D ₁	S К	1 B	1				
6. Establish classroom routines in English.								
7. Use L1 as a resource when necessary.								
8. Bring in helpers from the community.								
9. Collaborate with other teachers in								

your school.					
10. Communicate with other TEYL professionals					

Date :

Items	Meeting									
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
Scott & Yeterberg (2001)	D I		7 E	1						
9. Listen and Repeat		1		100						
2. Listen and Do it										
3. Questions and Answers										
4. Substitution.										

5. Draw and color								
6. Listen and Identify								
7. See Differences								
8. In a partner								
Westergaard (2009, p.22)								
9. Group discussion or debate	EV	DH	IK.	12				
2. Role play and simulation	Z.			6	4			
3. Game and quiz	77	Ž	4		1			
4. First-person case studies and narratives	346			70		1		
Shin (2006, p.3))	×	1/5	1				
1. Using visual, realia and movement	DI	K	S B		1	/		
2. Involve students in making visuals and realia								
3. Move from activity to activity.								
4. Teach in themes.								

5. Use stories and contexts familiar to students.								
6. Establish classroom routines in English.								
7. Use L1 as a resource when necessary.								
8. Bring in helpers from the community.								
9. Collaborate with other teachers in your school.	EN	DH) IR					
10. Communicate with other TEYL professionals				A G	1			





Expert Judgment Sheet

Type

: Observation Sheet

Purpose

: Identifying the teaching techniques in teaching English for young learners

Grand Theory

: Teaching techniques for young learner developed by Scott & Yeterberg (2001), Westergaard (2009), Shin (2006)

Subject

: Teacher

tems	Ju	dge	123-214-114-114
	Reievant	Irrelevant	Comment
Scott & Yeterberg (2001)			
1. Listen and Repeat			
2. Listen and Do it			
3. Questions and Answers	- V		
4. Substitution.			
5. Draw and color			
6. Listen and Identify			
7. See Differences			
8. In a partner			
Westergaard (2009, p.22)	*		
3. Group discussion or debate			
2. Role play and simulation	- V		
3, Game and quiz	·		



First-person case studies and narratives	V	
hin (2006, p.3)		
. Using visual, realia and movement	V	
2. Involve students in making visuals and realia	V	
3. Move from activity to activity.	V	
4. Teach in themes.	V	
5. Use stories and contexts familiar to students.		
6. Establish classroom routines in English.		
7. Use L1 as a resource when necessary.		
8. Bring in helpers from the community.		
9. Collaborate with other teachers in your school.		
10. Communicate with other TEYL professionals		

Singaraja, 23rd July 2019 Judge I Ketui Trika Adi Ana, S.Pd., M.Pd.,

1 Ketul Thisa Australia



Expert Judgment Sheet

Type

: Observation Sheet

Purpose

: Identifying the teaching techniques in teaching English for young learners

Grand Theory

: Teaching techniques for young Learner developed by Scott & Yeterberg (2001), Westergaard (2009), Shin (2006)

Subject : Teacher

	Ju	idge		
Scott & Yeterberg (2001)	Relevant	Irrelevant	Comment	
I. Listen and Repeat	V			
2. Listen and Do it	1			
3. Questions and Answers				
4. Substitution.				
5. Draw and color				
Listen and Identify				
. See Differences				
. In a partner				
Vestergaard (2009, p.22)				
3. Group discussion or debate				



. Role play and simulation	V		
. Game and quiz	- V		
. First-person case studies and narratives			
Shin (2006, p.3)			
Using visual, realia and movement	V		
2. Involve students in making visuals and realia			
3. Move from activity to activity.			
4. Teach in themes.			
5. Use stories and contexts familiar to students.			
6. Establish classroom routines in English.	-/		
7. Use L1 as a resource when necessary.	V		
8. Bring in helpers from the community.	- V		
Collaborate with other teachers in your school. Communicate with other TEYL professionals			

Singaraja, 23rd July 2019

Radek Sonia Piscayanti, S.Pd., M.Pd. 198403042008122002



First-person case studies and narratives	V			
Shin (2006, p.3) 1. Using visual, realia and movement				
2. Involve students in making visuals and realia 3. Move from activity to activity.				
. Teach in themes.				
Luse stories and contexts familiar to students. Establish classroom routines in English.				
Use L1 as a resource when necessary. Bring in helpers from the community.				
O. Collaborate with other teachers in your school O. Communicate with other TEYL professionals				

Singaraja, 33rd July 2019

Judge

I Ketut Trika Adi Ana, S.Pd., M.Pd.,



Expert Judgment Sheet

Observation Checklist Identifying the frequency of teaching techniques in teaching English for young learners: Teaching Techniques for Young Learner developed by Scott & Yeterberg (2001), Westergaard (2009), Shin (2006): Teacher

Items	Ju	dge		Comment	
	Relevant	Irrelevant			
Scott & Yeterberg (2001)					
Listen and Repeat					
2. Listen and Do it					
3. Questions and Answers					
4. Substitution.	V				
5. Draw and color				-	
6. Listen and Identify	V				
7. See Differences	V				
S. In a partner					
Westergaard (2009, p.22)					
Group discussion or debate					
. Role play and simulation					
Game and quiz					



	V		
nin (2006, p.3)			
. Using visual, realia and movement	V		-
	V		
3. Move from activity to activity.	V		
4. Teach in themes.			
5. Use stories and contexts familiar to students.			
6. Establish classroom routines in English.			
7. Use L1 as a resource when necessary.	V ,		
8. Bring in helpers from the community.			÷
9. Collaborate with other teachers in your school.	V		
10. Communicate with other TEYL professionals	V		

Singaraja, 269 July 2019 Judge

Kade Sonia Piscavanti, S.Pd., M.Pd. 198403042008122002



Items	- Ju	idge	Comment
	Relevant	Irrelevant	Comment
Scott & Yeterberg (2001)			
1. Listen and Repeat	V		
2. Listen and Do it	~		
3. Questions and Auswers	V		
J. Substitution.	V		
5. Draw and color	V		
6. Listen and Identify	V		
7. See Differences	V		
R. In a partner	/		
Vestergaard (2009, p.22)			
Group discussion or debate	V		
Role play and simulation	V		
Game and quiz	/		





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116 Telepon (0362) 21541 Fax. (0362) 27561 Laman: fbs.undiksha.ac.id

Nomor: 2469/UN48.7.1/DT/2019

28 Juni 2019

Perihal: Permohonan Izin Penelitian

Yth. Kepala Desa

di Desa Les, Kecamatan Tejakula, Kabupaten Bulel

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Komang Lasmi Tirta Dewi

NIM : 1512021102

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2018/2019

Judul : TECHNIQUES IMPLEMENTED IN TEACHING ENGLISH FOR

YOUNG LEARNERS STUDENTS IN LES ENGLISH COURSE

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

Prof. Dr. 1 Myoman Adı Jaya Putra, M.A.

Tembusan:

- 1. Dekan FBS Undiksha Singaraja
- 2 Kaprodi Pendidikan Bahasa Inggris
- 3. Sub Bagian Pendidikan FBS

RIWAYATHIDUP



Komang Lasmi Tirta Dewi lahir di Penuktukan pada tanggal 02 Maret 1997. Penulis dari pasangan suami istri Bapak Made Wartawan dan Ibu Ni Putu Sukma wati. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Dusun Tegalinggah, DesaLes, KecamatanTejakula, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan Pendidikan dasar di SD Negeri 4 Les dan lulus pada tahun 2009. Kemudian penulis melanjutkan di SMP Negeri 1

Tejakula dan lulus pada tahun 2012. Pada tahun 2015, penulis lulus dari SMA Negeri 1 Tejakula dan melanjutkan ke Program Studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2019 penulis telah menyelesaikan Skripsi yang berjudul TECHNIQUES IMPLEMENTED IN TEACHING ENGLISH FOR YOUNG LEARNERS IN LES ENGLISH COURSE