

		<ul style="list-style-type: none"> - Telling a little joke - Watching a narrative movie 		
2.	Mean-Activity	<ul style="list-style-type: none"> - Teacher asked some questions to build up background knowledge about narrative - Teacher wrote and explain the generic structure - teacher asked the difficult words that were on the video and wrote on the board 	<p>Using handwriting and sentence case</p> <p>Varying eye contact between the board and students in the class.</p>	30'
5.	Post-Activity	<ul style="list-style-type: none"> - Students were asked to write the story based on the video - Teacher closed the class 		30'

	<ul style="list-style-type: none"> - checking students' access to the board before they write on the board - Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet. - announcing that one of the teaching strategies is to have students write at the board and it will begin the activity by selecting some good responses to written there) 		
	g. Using the board creatively		V
	h. Using graphic organizers to help structure text		V
	i. Using color to purpose		V
	j. Drawing illustration		V
	k. Standing back to check		V
	l. Reviewing post-lesson		V
	m. Asking learners before erasing		V
	n. Erasing the board at the end of the class		V
2.	Technique: writing 'game-show' style (this technique gets its name from the fact that the position is reminiscent of a TV game-show hostess facing the audience and smiling at them while pointing out winning numbers or letters on a game board behind her.)		
	a. Standing and facing the class to the left or right of the board, with back to the board at an		V

		tell to their friends about their experiences		
2.	Mean-Activity	<ul style="list-style-type: none"> - Teacher asked some questions to build up background knowledge about recount - Teacher wrote and explain the generic structure - teacher asked the generic structure of each the student's experience 	Using handwriting and sentence case	30'
5.	Post-Activity	<ul style="list-style-type: none"> - Students were asked to identify the generic structure of text recount and to find specific information from the text in the workbook. 		20'

The study began on Thursday, 20th November 2014. The teacher came to the class X IIS 3. In the pre activity, he greeted to everyone in the class and checked the attendance of the students. *Before the lesson was begun, he asked the students to clean up everything included the board.* The lesson was begun at 10.30 A.M., Then he checked the attendance. After that, he gave a little joke to break the ice and to make the environment was sufficient to start the lesson.

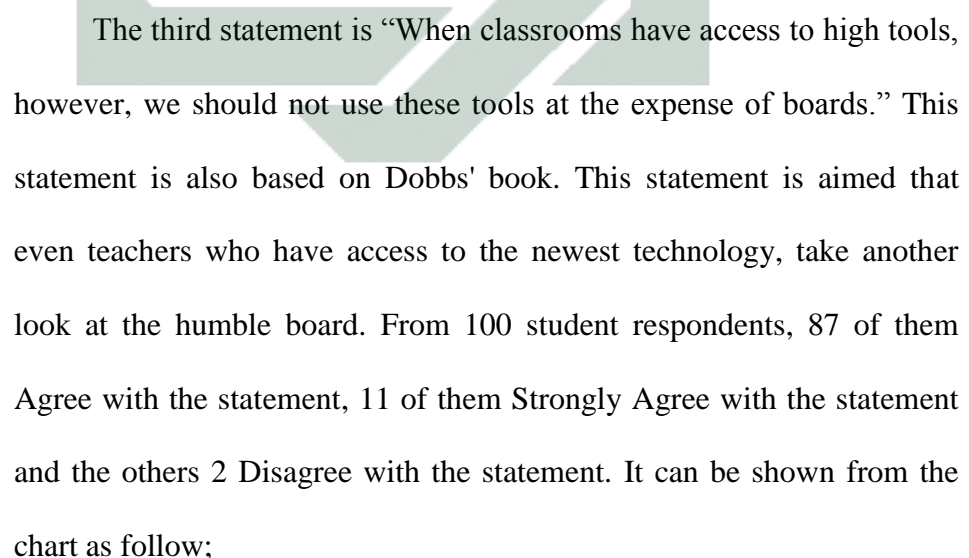
After the story was over, in the core activity, he asked his students to answer about what kind of text if the stories of their friends were written. Because seeing many students were silent, quickly he called on one student randomly. The student replied that

Table 4.1.4 Learning Activity and Board Activity

[illegible]

	d. Using handwriting and sentence case	V	
	e. Checking out the clarity of your writing		V
	f. Ensuring students' success at the board <ul style="list-style-type: none"> - Sharing the ownership of the board - checking students' access to the board before they write on the board - Doing a turn taking such as asking for volunteers to begin and then call on the rest, having students who have completed their turns at the board select student to replace them, and assign turn based on where students are sitting or where their names fall in the alphabet. - announcing that one of the teaching strategies is to have students write at the board and it will begin the activity by selecting some good responses to written there) 		V
	g. Using the board creatively		V
	h. Using graphic organizers to help structure text		V
	i. Using colour to purpose		V
	j. Drawing illustration		V
	k. Standing back to check		V
	l. Reviewing post-lesson		V
	m. Asking learners before erasing		V
	n. Erasing the board at the end of the class		V
2.	Technique: writing 'game-show' style (this technique gets its name		

Chart 4.2
Students opinion about the expectation of using board



- e. Using the board creatively. To use the board creatively, teacher can use Blu-Tack to put up pictures, students' work, notices, flowers and other objects.
- f. Using graphic organizers. Graphic organizers such as tables, flowchart, bullet points, mind maps, and diagrams can make easier to see, read, and copy.
- g. Using color to purpose. Teacher can use other colors for specific purposes such as underlining, adding a phonemic transcription or highlighting some problem letters when spelling word.
- h. Drawing illustration. Sometimes the best way to make instructions come alive or to provide a practice activity for students to do at the board is to draw illustrations.
- i. Standing back to check. When teacher has written something, teacher can take some time to stand back and quietly read it through again to check.
- j. Reviewing post-lesson. At the end of a lesson, teacher can conclude together while writing the points of the learning or capture the whole board to see how readable later.
- k. Asking learner before erasing. Teacher has to make sure that everyone who needs to has finished reading and copying the written on the board before erasing.

useful teaching tool when every classroom has a smart board as Mario Teguh used on golden ways. But the old board is also still required to record the things that are important. This result agrees with dobbs that teacher can use the board to record messages they especially want their students to remember, to present new information, and to record what students say.⁸

the number one is the teacher and it is not the media. So even though the media is simple, it can be special with creativity.