

**THE REPORT OF PPL SEKOLAH PROGRAM
IN SMA XXXX**

LOGO UII

**Conveyed by
NIA RAMADHANI**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

ACKNOWLEDGEMENT

(Paragraph 1: Praises)

(Paragraph 2: Expressing thank you)

(Paragraph 3: The aim of this report)

(Paragraph 4: Closing)

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Chapter 1

Needs Analysis of SMA 1 Yogyakarta (*in present tense*)

A. School's Profile (100-300 words)

(Topic 1) The location of the school, the stakeholders, and the English teachers.

(Topic 2) Some achievements and cooperations that the school got in this year.

B. Language Laboratory Facilities (300-500 words)

(Topic 1) The physical condition of the laboratory.

(Topic 2) The use of the laboratory for the teaching-learning process in this year.

C. Literacy Facilities (300-500 words)

(Topic 1) The literacy program that the school has this year. (Topic 2) The physical facilities to support students' literacy (could be library, worksheet, etc)

D. Religious Facilities (300-500 words)

(Topic 1) The religious activities that the school has this year. (Topic 2) The physical facilities to support religious facilities (could be mosque, buku muraja'ah, etc)

E. Extracurricular Activities (300-500 words)

(Topic 1) The extracurricular activities especially about English in the school this year.

(Topic 2) The role of the English teachers in the school to deal with the extracurricular activities.

F. Potential

Analysis e.g.

No	Issues	Potencies	Improvement	Our Prog
1	<i>School profile</i>	<i>The school has become the first rank of UN score in Yogyakarta Province for SMA grade and 100% graduation.</i>	-	<i>Establishi comprehe teaching document in line wi school's rank goal.</i>
2	<i>Literacy</i>	<i>The school has a mini</i>	<i>The book</i>	<i>Adding</i>

	Facilities	library for 40 students.	collections are not up to date and mostly unshielded.	collection especially extensive reading.
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Chapter 2

Teaching Observation (*in past tense*)

A. Class Organization (500-1000 words)

(Paragraph 1) Explanation of your frequency of observation, the dates, who the teacher you observed.

(P2). The Summary of Class Organization in Observation 1 (*based on the points in your observation sheet*)

e.g.

The teacher started the class by checking the attendance and continued to ask the students about the previous week materials. In this case, to my observation I categorize this act as excellent because most teachers in this school went directly to the materials.

(P3) .The Summary of Class Organization in Observation 2 (*based on the points in your observation sheet*)

dst (detailed until your observation frequencies have been achieved)

B. Method and Materials (500-1000 words)

(P1). The Summary of Method and Materials in Observation 1 (*based on the points in your observation sheet*)

(P2) .The Summary of Method and Materials in Observation 2 (*based on the points in your observation sheet*)

dst (detailed until your observation frequencies have been achieved)

C. Teacher- Students' Interactions (500-1000 words)

(P1). The Summary of Teacher- Students' Interactions in Observation 1 (*based on the points in your observation sheet*)

(P2) .The Summary of Teacher- Students' Interactions in Observation 2 *(based on the points in your observation sheet)* dst (detailed until your observation frequencies have been achieved)

D. Teaching Content (500-1000 words)

(P1). The Summary of Teaching Content in Observation 1 *(based on the points in your observation sheet)*

(P2) .The Summary of Teaching Content in Observation 2 *(based on the points in your observation sheet)* dst (detailed until your observation frequencies have been achieved)

E. Teaching Assistance Procedure (500 words)

(P1) The summary of the reasons of why you became the teachers' assistance (*for example, because the teacher was away for conference, etc*)

(P2) The summary of the procedures of how teaching assistance was done *(for example, the teacher asked you to teach next week. Did the teacher give some guidelines or materials? Or s/he simply asked you to go ahead without any guidance? How was the follow up after the teaching assistance? Did the teacher accompany you after the class.*

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Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL quarterly*, 26(1), 27-56.

Nunan, D. (1988). *Syllabus design*. Oxford University Press.

Nunan, D. (1991) . Communicative tasks and the language curriculum. *TESOL quarterly*, 25(2), 279-295.

APPENDICES