

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

**LOGO UII**

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(MONTH, YEAR, E.G AUGUST 2018)**

## **ACKNOWLEDGEMENT**

**(Paragraph 1: Praises )**

**(Paragraph 2: Expressing thank you)**

**(Paragraph 3: The aim of this report)**

**(Paragraph 4: Closing)**

### PPC Approval and Board Ratification Form

Document Title:		
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I hereby stated that I have done the whole process of pre-service practice as the reference of this report accomplishment.		Pre-service teacher (_____)
		School Teacher (_____)
		Pre-service Program Supervisor (_____)

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**Chapter 1**  
**School Observations Report of SMA XXXX (*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 cooperation's 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.**

## 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?)**

## Chapter 3

### Teaching Diaries (*in past tense*)

#### A. Teaching Diary 1

*e.g.*

**My Teaching Experience**  
(26 July 2017, 3-5 p.m., in SMA 1 Keruak, Lombok, NTB)

##### **(P1) The Students' Characteristics Analysis**

*Well, before I start to tell you my story about teaching experiences in Lombok let me tell you important things about English and Lombok people first. According to Lombok people English is; 1. Difficult language, because of different writing and different pronunciation, 2. The language is cool, the reason is because by mastering English people can communicate with foreigners. Although, there foreigners have often come to Lombok but still rarely anyone can communicate or direct the direction. So if there are people who communicate with English in Lombok area in a certain place will be spectacle or at least will become the center of attention, 3. Because in Lombok certain areas mostly use local language, not Bahasa Indonesia even English, so they still feel Timid when speaking English. According to Nunan (1991), the implementation of curriculum for this kind of students should allow the scaffolding theorem. In this case, I cued Long and Crookes (1992) about task-based syllabus design and I found that task-based language teaching was a promising design to help my students' characteristics.*

##### **(P2) The Teaching Preparations**

*In my first day, before I start teaching I do some preparations those are; 1). Find out the material which is form of video. I teach about Tourism topic I try to show interesting video, easy to understand, and not make my students bore. 2). I prepare whiteboard, Projector, LCD, Laptop and absent with light color that I put on the wall. I also prepare name tag with different colors. 3). Before I start the lesson I do warming up using video "cucuTv" to make them feel happy, more spirit and enthusiastic. So, In my class I uses two videos which is first video for warming up and the second is for material. Well, in this meeting I just think of how to make my students happy, engage and will comes again in my class for the next meeting. Because as I said above, most of them not really understand about English, their English ability is low, so I feel afraid if I cannot teach well my students will feel bore because of some cases including; The class is boring because there is no media that help them to understand like guessing the meaning or even to make them just enjoy the class. That's why I design my class with several new things, that they may not find in their school include the teacher's attention.*

##### **(P3) The Teaching Practicum**

*So, in my first meeting I use cartoon video with tourism topic. Before I display the video, I ask them to write down some questions which is the answer can be found on the video. After that I display the video for several times. When the first time they listen the video, some of my students cans answer about 2 and 3 questions from 8 questions. So, I display the video again and ask them to pay attention the pronunciation of the video too because they will do presentation in the end of the*



class. Then, when they finish answer the questions after that, I desprite them into two groups. I desprite the into group using their name tag that I gave before the class starting, so they are in one group with the same color of name tag. Then, I ask them to make the conclusion about the materials and present that in front of the class. After class finish I ask them to make reflection about what they feel in my class by makes the imoticon that include smile, sad, angry, confuse to descibes their feelings. Well, this activity makes my stdents happy.

**Table. 3.1. The Problems That I found and How to Solve It**

<b>No.</b>	<b>Topics</b>	<b>Description</b>
<b>1</b>	<b>Identify the problem</b>	<ol style="list-style-type: none"> <li>1) <i>Some of my student cannot understand all what I said Some of them follow what I said for example when I ask them to tell me about her grade "your grade" I said, she said "your grade" too.</i></li> <li>2) <i>My students feel shy and keep laughing each other.</i></li> <li>3) <i>Some of my students more love singing and audiovisual method, so some of them looks bore.</i></li> </ol>
<b>2.</b>	<b>Why is the problem happening</b>	<ol style="list-style-type: none"> <li>1) <i>Their English ability is low, they may not practice speak English and listening at school.</i></li> <li>2) <i>They feel shy and keep laughing it is because of what I said above about "English and Lombok People". English is still very foreign language for them.</i></li> <li>3) <i>My students cannot understand the materials. Caused by the groups are formed randomly so, group 2 is consist of the students with same ability.</i></li> </ol>
<b>3.</b>	<b>How to handle it?</b>	<ol style="list-style-type: none"> <li>1) <i>I repeat what I said first and then I translate it in Indonesian.</i></li> <li>2) <i>I just ask them to focus and follow my instruction (because it is still the effect of stereotype there) and they still not feel usual.</i></li> <li>3) <i>I solve this problem that time exactly. So, when I find this problem, I make additional activity before they presents the result of their discussion about the</i></li> </ol>

		<i>material I ask them to make a song which is (Yel-yel ) in Indonesia so that, my students with the passive group still have desires and spirit to continue the class activity.</i>
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**(P 4) Teachers' Feedbacks**

*Mu teacher asked me to make my voice louder because the class is very noisy. There was no microphone or audio aid in the room, therefore I must train my voice louder. There was also a technical feedback about my way to display the PPT. It should be more straight instead of too much variables in the display.*

**B. Teaching Diary 2**

**C. Teaching Diary 3**

**D. Teaching Diary 4 (you can continue to maximum 6 times teaching)**

## Chapter V

### Reflective Essay

#### A. What Went Well

*e.g*

*One of my strongest attributes as a teacher is my ability to develop relationships with my students. I made an effort to connect with each student, especially those that I found difficult in class. I wanted to get involved in the students' lives. In helping a teacher with English club, I was able to foster many relationships with students in my classes as well as the seventh and eighth grade students. I also made a point to attend as many extra-curricular activities as possible, including debate, speech etc*

*My relationships with my students thrived in large part due to my attention planning. I found great satisfaction in the hours spent preparing for the next day's lesson. Although a few lessons did not go exactly as planned, I feel that my overall planning approach is very strong.*

#### B. What I learned

*e.g*

*Student-teacher teaching has helped me to think outside the box as well. Prior to this experience, I relied on the process of presenting material strictly from a PowerPoint method. My delivery has evolved to the point wherein I stepped away from that format, only relying on PowerPoint once during the unit.*

*I also learned that "closure" is the key to students' optimum absorption of course material and concepts. This philosophy was especially useful in addressing the problem of homework consistency. I encountered a lack of initiative on the part of students to actually turn in assignments as assigned. To counter-act this detriment to their comprehension of subject matter, I designed specific journal questions for students to answer at the end of each class. This method was helpful not only to the students but to me as a teacher. The journals allowed me to assess what the students understood and what topics I needed to be revisited.*

*I also learned the value associated with short "mini-lessons" designed with built-in transitions and activities. This method allowed me to hold the students' interest and attention. I learned how to communicate with parents and when it is best to involve them in their child's learning process.*

*I also learned to look beyond the classroom in dealing with a student's poor performance. Oftentimes, there is an extenuating factor in a particular student's life that is causing a lack of focus or seeming disinterest. Two students, for instance, were struggling with their coursework. After applying more individual attention, I noticed a significant turnaround in their attitudes and performance. These experiences left me determined to always try to interact more with each student; seeing him or her as a whole person, rather than simply a child who seems only to not care.*

*In designing lessons, I also made an effort to employ as many teaching styles as possible. In any given lesson, I would try to focus on the visual, kinesthetic, and auditory learning styles while incorporating interactive activities. I instructed the students to write in their notebooks and share their notes with me. This encouraged their input regarding teaching effectiveness which, in turn, galvanized their comprehension of the material. I also used a variety of visual aids, including pictures to manipulate combined with pictures I drew for the students to copy down in their notebooks.*

### **C. What I would do differently after this program**

*e.g*

*I would have benefitted from setting up my unique norms for my class. I found that as a student teacher, I was limited to the pre-existing parameters rightly established by the teacher in charge. While I learned a great deal from these set norms, I am looking forward to finding my own classroom management style by combining what I've learned from example with that of my unique approach. I gained the utmost respect for Daina, my cooperating teacher. There is little I would change, rather, build on that foundation of observing established practices in the classroom.*

*Working in the classroom showed me the value of organization, namely, keeping the students' papers organized. Sometimes I felt it was difficult to keep the number of papers and completed assignments in an easily accessible fashion. This has prompted me to develop a filing system for graded papers to be stored before they are handed out. I also envision designating one day per week in which papers are passed back at the beginning of class. I see putting a student in charge of this task as a way of promoting classroom ownership among the class.*

*Another goal I have set for myself is the incorporation of relevance into my lessons. This is skill that does not come naturally to me so I plan to think about it before I teach my lesson. I have improved in this aspect thanks to student teaching, and want to challenge myself to continue doing so.*

## REFERENCES

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

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## **APPENDICES**